2017-2018

ACCELERATED LEARNING CENTERS & OFF CAMPUS OFFERINGS

ACADEMIC CATALOG

Concordia University 2017 - 2018 Accelerated Learning Centers and Off Campus Offerings Catalog

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Concordia University Wisconsin admits qualified students of any age, sex, race, color, national or ethnic origin, physical or mental conditions, or developmental disability, to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Concordia University does not discriminate on the basis of race, color, national or ethnic origin, age, sex, physical or mental condition, or developmental disability in the administration of its admission policies, education policies, scholarship and loan programs, athletic and extra-curricular programs or other school-administered programs.

Concordia University does not discriminate on the basis of handicap. (c.f. Section 504 of the Rehabilitation Act of 1973).

Concordia University Wisconsin

OUR PURPOSE

Concordia University's Core Values and Mission Statement express our enduring purpose and identity; our very reason for existence as a place of Lutheran Christian higher education. All of the Schools, programs and initiatives of the University are guided by shared fidelity to this central purpose.

OUR MISSION

Concordia University Wisconsin is a Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the Church and the World.

OUR VALUES

Bound by the Biblical and Confessional teachings of The Lutheran Church – Missouri Synod, the members of the Board of Regents, the members of the Concordia University Foundation Board, the President, and employees of the university shall act in a manner consistent with these core values:

Christ-Centered

We have faith in the redemptive work of Jesus Christ

Truth & Integrity

We speak truth and display integrity in all our relationships.

Excellence

We expect excellence in all our endeavors to support CU's mission.

Service

We serve others in caring, helpful, respectful, and knowledgeable ways.

OUR VISION

The faculty, leadership, staff, students, and alumni carry out Concordia's mission each and every day as we pursue a vibrant path to the future.

Our vision is to be well known nationally and internationally as a premier Lutheran Christian university, widely recognized for meaningful integration of faith and learning. Our alumni will assume significant servant leadership responsibilities in the Church and communities across the nation and around the world.

Concordia's Vision Is Vigorously Pursued In Four Critical Ways:

We are a **Faith and Learning Centered** Higher Education Community.

Concordia students learn in innovative Christ-centered environments that are guided by comprehensive assessment. Our faculty, staff and University administrators are role models and servant leaders. Our Christian faculty excel in teaching and mentoring, and successfully connect to faith to learning. Our academic programs are rigorous and diverse, consistent with the needs of the Church and our communities.

We plan for **Purposeful Growth**.

Students grow as they develop in mind, body and spirit. Concordia grows as we reach more people with our mission. Our campuses, facilities, human and financial resources, and infrastructure expand to support a robust student experience in a welcoming environment that results in the professional, social, academic and spiritual formation of all Concordians.

We Make an Impact Through **Service and Leadership**.

Concordia impacts the Church and the world, developing globally-minded citizens who transform lives, influence communities, and value their neighbors near and far, through Christ-like service and leadership.

We Champion **Access and Opportunity** for all Learners.

We provide access to the highest value higher education experience. As a result, Concordia students discover and develop their vocations. Rigorous assessment of our academic offerings, university services, delivery systems, and market and organizational performance result in continuous improvement of the Concordia experience, which enables our students to pursue and persist in their chosen career paths.

STUDENT LEARNING OUTCOMES

Concordia's student learning outcomes reflect the knowledge, skills, attitudes, competencies, and habits of mind that our students are expected to acquire. These outcomes highlight student learning at three levels: the overall university level, the department/major level; and the core curriculum program level. Concordia's student learning outcomes flow from our mission of helping students develop in mind, body and spirit in service to Christ in the Church and in the world.

UNIVERSITY WIDE OUTCOMES

Concordia University Wisconsin students will apply a biblical understanding of the world that includes truth, vocation, ethical principles, and servant leadership as they:

- demonstrate habits of the mind, body, and spirit that are rooted in an understanding of the liberal arts (Liberal Arts);
- demonstrate the ability to analyze and apply their discipline's theoretical, methodological, ethical, and practical foundations (Disciplinary Thinking); and
- demonstrate a readiness to embrace their opportunities and obligations as citizens in a complex world (Global Citizenship).

Accelerated Learning Centers and Off Campus Offerings

Concordia University's Centers are charged with carrying the mission of the University to the non-traditional adult student. Like the traditional degree programs, the programs offered at our Centers are founded in the Christian Liberal Arts tradition of the University.

However, the program is very much tailored to the needs and unique capabilities of the mature adult learner. For instance, classes are offered at locations near students' homes or work. Classes are offered in an accelerated evening format with most classes meeting once per week with our enhanced online component course design. This design was developed with adult learning methodology in mind to encourage the most beneficial learning environment. In addition, students can earn credit in a variety of modalities from the traditional classroom setting to college level learning experiences obtained through their career or even hobbies.

The Accelerated Learning Center student and the 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 mature 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. The mature adult learners, 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.

We are often asked what the difference is between Concordia's programs and those of other accelerated degree programs. We are also asked how we get as much accomplished in a six week schedule as one does in a traditional semester. The programs offered at our Accelerated Learning Centers are not just an accelerated version of a traditional semester, they are more like an instructor facilitated, practitioner based format which includes a number of hours of classroom experience. It is expected and required that much of the learning will occur outside the classroom through more of a directed independent study.

A hallmark of the mature adult education degree programs is a strong emphasis on the direct applicability of the course material to the students' careers. Our majors accomplish this admirably. In addition, and this is the key difference, our entire program is infused with the liberal arts conveyed in a Lutheran Christian context.

The goal for our mature adult learners is personal development. The University has identified four core values in which this should occur: Christ-Centered, Truth and Integrity, Excellence, and Service. Growth in these areas occurs throughout the program of study and is measured and documented by the school's comprehensive assessment plan.

Accreditation

Concordia University Wisconsin is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. In addition, the School is accredited by the educational agencies in the states in which it has centers.

The Higher Learning Commission
230 South La Salle Street, Suite 7-500
Chicago, IL 60604-1413
312-263-0456

Accelerated Learning Center Program Information

Admission Procedures

ACCELERATED PROGRAMS

Programs in Accounting, Business Management, Management of Criminal Justice, Health Care Management, Human Resource Management, Liberal Arts, and Theology.

Admission Requirements

1. Submit the online application along with a non-refundable $50 application fee at www.CUW.edu/apply.
2. Official transcripts from all post-secondary institutions attended must be sent directly to the CU Center at which you are enrolling. In cases where the student has less than 60 transferable credits, an official high school transcript or proof of GED must also be submitted. Students will be required to have a minimum cumulative GPA of 2.00 or above.
3. International students should visit www.CUW.edu/international to view additional admission requirements.

Admission Decisions

When an applicant's file is complete, the file is forwarded to the Admission Committee for review. The Admission Committee can make one of four decisions. An official decision letter is sent to the applicant, giving the decision of the Admission Committee.

1. The student is fully admitted to the program.
2. The student is admitted as a conditional student, whose admission and/or continuation in the program is contingent upon meeting certain conditions that are stipulated in the acceptance letter the student receives.
3. The student is admitted as a Special Status Student – Non Degree Seeking. This applies to students who wish to enroll in courses but do not plan to seek a degree. Students enrolled in a certificate program will be admitted as Special Status.
4. The student is denied admission.

MEDICAL ASSISTANT PROGRAM

Applicants must be high school graduates or have earned an HSED or GED.

Admission Requirements

1. Meet with the Program Director for a personal interview.
2. Pass the Wonderlic Scholastic Level Exam with a score of 18 or higher, given three attempts.
3. Official transcripts from all post-secondary institutions attended must be sent directly to the CUW Center at which you are enrolling. In cases where the student has less than 60 transferable credits, an official high school transcript or proof of GED must also be submitted. Students will be required to have a minimum cumulative GPA of 2.00 or above.
4. Submit an application and a $50 non-refundable application fee.
5. Must be able to pass a background check prior to being placed at a practicum.

Admission Decisions

The applicant will be sent an official acceptance letter after they have passed the Wonderlic Scholastic Level Exam and the Program Director receives the application, fee, and official transcripts.

1. Anyone who does not pass a background check may be admitted into the program, but must sign a waiver stating that they are aware they may have difficulty being placed at a practicum site.
2. Students may transfer up to 12 credits into the Medical Assistant program. The official transcripts and course descriptions need to be provided to the Program Director for approval.
1. The student may be admitted as a conditional student, whose admission and/or continuation in the program is contingent upon meeting certain conditions that are stipulated in the acceptance letter the student receives.

DESIGN YOUR FUTURE

Concordia's mission is to provide a Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the church and the world.

The Design Your Future program is intended to serve students between the ages of 18-23. It is designed to provide a Christian education, academic support, resources and advising for students at an accredited institution that is community-oriented and conveniently located.

The goal is for every Design Your Future student to earn their associate's degree from one of the following program offerings:

- **Business Management**
- **Criminal Justice**
- **Liberal Arts**
- **Early Childhood Education**

*Not all programs offered at all locations

In order to be considered for admission to Concordia University Wisconsin's Design Your Future program, you must complete and send* the following items:

- You will need a minimum ACT score of 15 and a high school grade point average (GPA) ranging between 2.0 and 2.49. Included with the GPA, you should have taken in high school: 3 units of English, 2 units of Mathematics, 2 units of Science, and 2 units of Social Studies.
- A completed application form (signature of parent and minor 17 and under)
- Official "in progress" transcript (6 or more semesters) including test records
- A final high school transcript is to be submitted after graduation
- Official transcript from each college attended (as it applies)
- Official report of ACT scores from American College Testing Program
- Three letters of recommendation (a witness to your academic ability; not a relative)
- Attend an interview or an information session with admissions counselor
- Attend an interview with the center director or DYF coordinator
- A completed FAFSA (www.fafsa.gov) - School Code: 003842 - application is free
- If accepted, a non-refundable $100 tuition deposit (check or money order only)

All items must be submitted to your chosen location:

Concordia University Wisconsin
Milwaukee Midtown Center
Attn: Admission
4151 N 56th Street
Milwaukee, WI 53216
414.444.0734
dyf.midtown@CUW.edu

BS COMPLETION FOR REGISTERED NURSES

Students must already be a licensed RN to apply to the BSN Completion program. An exception applies in the special circumstance of those applying under the Dual Admission program.

Admission Requirements

1. An online application completed at www.CUW.edu/apply
2. Official transcripts from all post-secondary institutions attended. These must be sent directly to the Concordia University Center or online contact at which you are enrolling. Students must have a minimum cumulative GPA of 2.75 or higher.
3. One work related letter of recommendation from a BSN prepared nurse or supervisor.
4. Copies of current state nursing license.

When an applicant's file is complete, the file is forwarded to the Chairperson of the Non-Traditional Nursing Program for review. Based upon review of the file the Chairperson will make one of three decisions and the applicant will receive an official decision letter.

1. The student is granted full admission to the program.
2. The student is conditionally admitted: admission and/or continuation in the program is contingent upon meeting certain conditions that are stipulated in the acceptance letter.
3. The student is denied admission.

BACHELOR OF DIAGNOSTIC MEDICAL SONOGRAPHY

Acceptance is based on a number of factors and is not automatic. Factors that are considered include the following requirements:

- Successful completion of all pre-professional coursework with a minimum cumulative GPA of 3.0 (need to achieve a 3.0 by application time)
- 3.0 GPA (a grade of B or higher) in the following pre-professional courses: Comm 201, Math 128, Physics 151 & 152, BIO 171 & 172, POLS 285, Medical Terminology (RSC 106), and Pathophysiology (BIO 285)
- Certified Nursing Assistant training and passing the State License Exam (before interviewing for clinical placement)
- A minimum of 100 hours employed as a CNA (before interviewing for clinical placement)
- Interview at a professional site.

Students apply for clinical admission at the end of Fall semester of sophomore year. An Application Meeting will be held in November. Final high school and college transfer transcripts will need to be on file in the Registrar's Office. The application and supporting materials will need to be submitted to the Academic Advisor. A copy of the application will be sent to the professional programs. Each student may be asked to tour and interview at the professional program sites. If a student is accepted at more than one professional program, the student may have the option of attending the program of his/her choice.

BACHELOR OF SOCIAL WORK PROGRAM

Students must receive at least a "C" in all social work courses, maintain at minimum a 2.5 cumulative GPA overall and maintain a 2.75 cumulative GPA in all Social Work courses in order to continue in the social work program. A student may repeat a course one time in an effort to improve their grade.

A completed application includes:

1. An online application completed at www.CUW.edu/apply.
2. Official transcripts from all post-secondary institutions attended. These must be sent directly to the Concordia University Center at which you are enrolling. Students must have a minimum cumulative GPA of 2.5 GPA overall and a 2.75 GPA in social work courses.
3. A self-reflection essay
4. An online background check at a cost of $45.00. Instructions will be provided upon application.

When an applicant's file is complete, the file is forwarded to the Director of the Social Work Program for review. Based upon review of the file the Director will make the official admission's decision.

GRADUATE PROGRAMS

Admission Requirements

1. Submit the online application along with a non-refundable $50 application fee at www.CUW.edu/apply.
2. Two letters of recommendation from individuals who can attest to the applicant's ability to pursue graduate work.
3. Official transcripts from all post-secondary institutions attended. Generally students will be required to have a minimum cumulative 3.00 GPA in their undergraduate work.
4. Current résumé including educational and work experience.
5. An essay stating the reasons for choosing to enroll in Concordia's graduate studies and for selecting the particular program.
6. International students should visit www.CUW.edu/international to view additional admission requirements.

In addition to these general admission requirements, each program may have other requirements. All students enrolling in a graduate degree program must have an earned baccalaureate degree from a regionally accredited institution.

Admission Decisions

When an applicant's file is complete, the file is forwarded to the Graduate Admission Committee for review. The Graduate Admission Committee can make one of three decisions. An official decision letter is sent to the applicant, giving the decision of the Admission Committee.

1. The student is fully admitted to the program.
2. The student is admitted as a conditional student, whose admission and/or continuation in the program is contingent upon meeting certain conditions that are stipulated in the acceptance letter the student receives. If there are conditions to be met prior to admission, the candidate must provide documentation of having met those requirements to the Graduate Admission Counselor.
3. The student is denied admission.

READMISSION POLICY - UNDERGRADUATE AND GRADUATE PROGRAMS

Students who wish to resume their studies after an absence of one year or more must submit a new application. Students will re-enter the program under the rules and regulations of the current catalog. A new evaluation form will be completed at that time. Any new course requirements in either the major or the core must be met.

Online Course Policies

Concordia University cares about the active engagement of students in coursework. Just as showing up for work is critically important to job security and work effectiveness, showing up for class, whether it is online or face-to-face, is critically important for students to master the career skills and concepts necessary for the degree in which they seek. Every effort should be made by students to attend and be academically engaged in every class and/or laboratory session.

ONLINE ATTENDANCE POLICY

Attendance in an online course is defined as "active participation in the assignments laid out in the course syllabus". For these purposes, an assignment is an individual discussion, quiz/test or drop box submission that is completed in the Learning Management System and is eligible for grading.

Attendance may include, but is not limited to, participating in a weekly discussion board, completing a journal entry, or submitting/completing assignments in the Learning Management System (LMS). Logging into a course, without engaging in one or more of the above activities, does not qualify as attendance.

As of January 1, 2016, student attendance is tracked for all online courses and failure to be actively participating in a course – without communication to the instructor or response to outreach – will result in a student being administratively withdrawn.

Once a course begins, a student will remain active in the course unless he/she:

- Requests to drop/withdraw from the course;
- Is administratively withdrawn from the course for failure to begin;
- Is administratively withdrawn from the course for non-attendance;
- Is administratively withdrawn from the course for other reasons, e.g., disciplinary suspension, etc.

The University reserves the right to initiate an administrative withdrawal from a course whenever a student violates the Attendance Policy.

PLEASE NOTE: A drop/withdraw – whether requested by the student or performed by the University for one of the reasons listed previously – cannot be overturned. Students are encouraged to speak to their academic advisor AND the financial aid office to understand academic and financial implications BEFORE requesting to drop/withdraw from a class.

ONLINE NON-ATTENDANCE DEFINITIONS

- Never Attended Class: A student who has not attended class (i.e. submitted work in the LMS) as of 11:59pm CST on the 28th day (for self-paced), or 8th day (for collaborative), will be administratively withdrawn from the course. A $55 non-refundable fee will be charged to the student's account for failure to begin.
- Submitting Work Outside LMS: A student submitting work outside of the LMS (i.e. work emailed to instructor; work submitted in an alternate system such as WILEY, LiveText, etc.) is not considered to be in attendance.
- Attending but Becomes Absent: A student who has attended class but becomes absent per the definitions below, with no contact to the instructor, response to outreach, or documented request to drop the class, will be administratively withdrawn. The student will be assigned a failing grade (F) if the withdraw occurs past the drop deadline. Absence in online courses is defined as not participating in discussion threads or turning in assignments.

Collaborative Courses:

- Absent 4 consecutive weeks of a 16-week collaborative course
- Absent 3 consecutive weeks of a 12-week collaborative course
- Absent 3 consecutive weeks of a 10-week collaborative course
- Absent 2 consecutive weeks of an 8-week collaborative course
- Absent 10 consecutive days of a 6-week collaborative course
- Absent 7 consecutive days of a 4-week collaborative course

Self-Paced Courses:

- Absent 3 consecutive weeks of a 12-week self-paced course (attendance tracking begins once a student submits work for the class)

NOTE: Any time a student is added, dropped, or withdrawn from a course – whether requested by the student or performed by the University – financial aid will be reviewed per federal regulations. Last dates of attendance in courses, determined by this Attendance Policy, will be used by the Financial Aid office in calculating a "Return to Title IV" (r2t4). This determines when and to what extent funds must be returned to financial aid funding sources. In some circumstances, a student may owe the University a portion of their tuition and any cash release they may have received.

ONLINE DROP DEADLINE POLICY

Self-Paced Courses:

No Grade

- A drop request within the first four (4) weeks AND before an assignment submission will not incur a grade or be recorded on the student's transcript.

Withdraw (W)

- Up to the end of the ninth (9) week from registration, a drop request or administrative withdraw will be processed as a withdraw (W). The W will show up on the student's transcript but does not affect the student's GPA.

Failing Grade (F)

- After the ninth (9) week of a course, a drop request or administrative withdraw will be processed as a failing grade (F). The F will show up on the student's transcript and it will affect the student's GPA.

Collaborative Courses:

All Courses

- A drop request within the first (1) week AND before an assignment submission will not incur a grade or be recorded on the student's transcript.
- Up to the end of the designated week in the course, a drop request or administrative withdraw will be processed as a withdraw (W). The W will show up on the student's transcript but does not affect the student's GPA.
- After the designated week in the course, the student will receive a failing grade (F). The F will show up on the student's transcript and it will affect the student's GPA.

Full Semester (16 Week) Courses

- Up to the end of the tenth (10) week of the course, students may drop and receive a withdraw (W).
- After the tenth (10) week of class, a drop will incur a failing grade (F).

Twelve week Courses

- Up to the end of the eighth (8) week of the course, students may drop and receive a withdraw (W).
- After the eighth (8) week of class, a drop will incur a failing grade (F).

Ten week Courses

- Up to the end of the seventh (7) week of the course, students may drop and receive a withdraw (W).
- After the seventh (7) week of class, a drop will incur a failing grade (F).

Eight week Courses

- Up to the end of the sixth (6) week of the course, students may drop and receive a withdraw (W).
- After the sixth (6) week of class, a drop will incur a failing grade (F).

Six week Courses

- Up to the end of the fifth (5) week of the course, students may drop and receive a withdraw (W).
- After the fifth (5) week of class, a drop will incur a failing grade (F).

Four week Courses

- Up to the end of the third (3) week of the course, students may drop and receive a withdraw (W).
- After the third (3) week of class, a drop will incur a failing grade (F).

ONLINE TUITION REFUND POLICY

After the start of a course, no refunds may be applied to the student's account without a written request to drop a course or completion of the Online Drop Request Form: www.cuw.edu/departments/ocde/drop.cfm.

Students who wish to drop a class prior to the Drop Deadline will receive a pro-rated refund of educational fees according to the following schedule:

- Prior to the submission of the first assignment: 100%
- After submission of one (1) assignment: 67%
- After submission of two (2) assignments: 33%
- After submission of three (3) assignments: 0%
- EDGT - Professional Development Courses: Students who begin to submit work for an EDGT course will be ineligible to receive a refund. A full refund is only possible if no work has been submitted to the course.

NOTE: After the Drop Deadline for a course, students will not be eligible for a tuition refund.

Transfer Credits & Waivers

Within the Accelerated Learning Center's bachelors degree programs, a student's grade point average on the Concordia transcript will be based on the credits taken after entering Concordia University. It does not include the GPA for coursework taken prior to entering Concordia. College level courses in which the student earned a "C-" or better will be reviewed for transfer from regionally accredited colleges and universities.

Students seeking a certificate must complete 30 credits at Concordia university, allowing for a maximum of 12 credits can be transferred. Students seeking an associate's degree must complete 48 credits at Concordia University, allowing for a maximum of 16 credits can be transferred. Students seeking a bachelor's degree must complete 48 credits at Concordia University, allowing for a maximum of 80 credits can be transferred.

COURSE WAIVER

In cases where a student has acquired a great deal of knowledge in a subject through work experience, but has never earned credits in the subject, a waiver may be granted. A student may request a waiver by writing a letter to the Dean responsible for the course and providing documentation showing that he/she has knowledge of the material covered in the module.

Waivers are limited to the major courses only, and are not available for core courses inside or outside the major. The request for waiver should be submitted well in advance of the course to allow time for approval.

STUDENT TRANSCRIPT EVALUATION

Upon receipt of all official transcripts, a "transcript evaluation" of previously earned credits and the courses needed to complete your degree will be provided. This evaluation will show how transfer credits were applied to the core, major, and elective requirements. Students are responsible for checking their official transcript evaluation. This document is the school's statement of what is required to complete your degree. If you have questions about your transcript evaluation, talk to your advisor.

Students should use their transcript evaluation to track progress throughout the program by recording the grade received for each module. By using the evaluation as a tracking tool, you will know when the required credits have been completed.

When you anticipate graduation, contact your advisor to schedule a meeting to review your file and assure that you have met the requirements of your degree. This meeting is the first step in the graduation process.

Non-Traditional Approaches to Earning Credit (NOT APPLICABLE FOR ALL PROGRAMS)

Prior approval must be obtained before enrolling in any of the options listed below. All transcripts must be on file at Concordia to ensure there will be no duplication of coursework.

INDEPENDENT STUDY

Independent Study allows students to develop a course of study in a subject area for which there is not already a module or credits on the student's transcript. Through the completion of the proposal, the student will state goals and objectives, materials to be used, and means of assessing the learning. An advisor will be assigned to the study. It is the responsibility of the advisor to supervise the completion of the study and to report to Concordia satisfactory completion of the work, at which time credit will be awarded.

TRAVEL STUDIES

Travel opportunities are available to non-traditional students through CU's International Studies Department. Travel study participants must contact the sponsor of the trip to obtain the required forms and must complete the necessary paperwork. Credits earned through travel experience may apply to the core or elective areas.

Students may be eligible to receive a grant for global education if they have earned at least 60 undergraduate credits or 21 graduate credits from Concordia University Wisconsin. Applications for this grant must be submitted by the 15th of May, prior to the trip's departure date. See your advisor for the proper forms and look at our website for specific requirements and a listing of available studies. https://www.cuw.edu/departments/studyabroad/

PRIOR LEARNING ASSESSMENT

Prior Learning Assessment of experiential learning allows accepted students to seek credit by documenting college-level knowledge and competence acquired outside a classroom setting. Prior Learning Assessment (PLA) Workshops are periodically conducted at each center and an online portfolio workshop is also available. During these sessions the students are guided through the process of determining what constitutes college-level learning, the process of developing each petition for credit, and how to document learning. Attendance at a PLA Development Workshop or completion of the Online PLA Workshop is required. Contact your advisor to learn about how to participate in a workshop.

Prior Learning credits, if awarded, applies only to the elective area. For an AA degree, a maximum of 7 credits may be applied toward the degree. For a BA degree, a maximum of 21 of the required elective credits may be earned through PLA, however 2 may be used for physical development. A per credit evaluation fee is charged for Prior Learning Assessment portfolio submissions. This evaluation fee is not returned if credits are not awarded. Credits awarded through Prior Learning Assessment are not likely to be transferrable to another school.

All official transcripts for any credits to be transferred to Concordia should be on file prior to submitting a Prior Learning Assessment portfolio to avoid duplication of credits. Submissions may not duplicate any coursework completed at Concordia. Students should submit portfolios by the first of each month to be reviewed by the Prior Learning Assessment Committee. Petitions should be submitted for only the number of credits needed. The evaluation fee per credit, $60, must be submitted with the portfolio. Students will be notified by mail of the committee's decision. Credits denied may be resubmitted for reconsideration in certain cases. In the case of a new petition, the charge is $60; in the case of a revision, there is no charge.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) AND DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES)

Applicants qualify for such credit by satisfactory achievement on college approved placement examinations, including the College Board Advanced Placement Tests, CLEP (College Level Examination Program), or faculty-authored challenge examinations. These programs serve students who want recognition for college level achievement acquired outside the conventional classroom. Students require prior approval from their advisor and complete a Transfer Request Form so that the individual record can be checked to be sure that the proposed credits will be accepted. Students will need to allow at least two weeks for these requests to be processed. To receive credit for either CLEP or DANTES tests students may not have credit for similar coursework on their transcripts. A maximum of 30 semester credits may be earned by satisfactorily completing such examinations.

AMERICAN COUNCIL ON EDUCATION (ACE) AND NATIONAL PROGRAM ON NON-COLLEGIATE SPONSORED INSTRUCTION (PONSI)

ACE and PONSI are organizations which validate for-credit coursework completed through non-collegiate education and training programs. The student must have official copies of the educational transcripts sent to Concordia.

LIFE OFFICE MANAGEMENT ASSOCIATION (LOMA) AND AMERICAN INSTITUTE OF BANKING (AIB)

LOMA and AIB provide means to receive college credit for company training professional development programs through an employer. The student must have official copies of the educational transcripts sent to Concordia.

MILITARY CREDITS

Military Credits are granted based on the evaluation of an official joint service transcript, or for military service prior to 1981, DD 214 documentation.

Academic Requirements

Students must maintain at least a 2.0 GPA to be considered in good academic standing and to graduate from Concordia University. The grade point average is based only on credits earned at Concordia University.

ACADEMIC PROBATION

When a student's GPA falls below 2.0 at the end of a term, the student is placed on academic probation. A student will remain on academic probation until she or he earns a GPA of at least 2.0. Students on academic probation will be required to meet with an advisor to develop a plan for academic success, which may include, but is not limited to, repeating courses, changing majors, carefully selecting courses, using online resources and tutoring, regular meetings with an advisor, and limiting credit hours taken per semester. Students on academic probation may not graduate from CUW/CUAA. Students who fail to earn at least a 2.0 GPA for two consecutive terms may be subject to academic dismissal from the University.

ACADEMIC DISMISSAL APPEALS POLICY

In general, an undergraduate student is considered in good academic standing if s/he maintains a cumulative grade point average of 2.0 or higher. Academic standing is assessed at the end of each semester and must include at least two courses. When a student's cumulative grade point average dips below 2.0, s/he is placed on academic probation. The student remains on probation if subsequent semester GPAs are 2.0 or above, but his/her cumulative GPA remains below 2.0. However, if at any time on probation, the student's semester GPA again dips below 2.0, s/he will be dismissed from the University. In general, students must have a 2.0 GPA or higher in order to graduate. It should be noted, however, that some undergraduate programs have their own standards for academic good standing and program completion, which work in conjunction with the aforementioned general standards.

Students who have been academically dismissed have the right to appeal for reinstatement to the University. Appeals must be made in writing by submitting an Academic Dismissal Appeal Packet to the appropriate Center Director/Academic Advisor no later than 10 business days from when the student is notified of the academic dismissal. The Academic Dismissal Appeal Packet must include the Academic Dismissal Appeal Process Form (contact your Center Director/Academic Advisor for the proper form), a personal statement, and a success plan. The student will meet with the Student Success Advisor and Center Director who will then evaluate the merit of the appeal. If approval is recommended, the Center Director will submit the completed packet to the Assistant VP of Academics for review. In matters of academic dismissal, the decision of the Assistant VP of Academics is final. The student will receive written notification of the decision from the Assistant VP of Academics, which will outline either specific conditions for reinstatement, or if the appeal is denied, provide steps to improve the possibility

of readmission in the future. If the appeal is denied the student will be removed from all current term courses with no financial penalty. Submission of an appeal packet does not guarantee reinstatement to the University. Full participation and cooperation in the academic dismissal appeals process is required to determine the merit of the appeal. Students are encouraged to work closely with their advisor during the appeals process.

Students who choose not to appeal or have their appeal denied may reapply to the University no sooner than the next term following dismissal. During the readmission process, the student will need to demonstrate the circumstances leading to his or her dismissal have been successfully addressed (testing, change in circumstances, successful coursework at another accredited institution, etc.). Readmission will be considered favorable should the student present a strong probability for academic success.

ACADEMIC DISMISSAL APPEALS PROCESS

Adult learners who are dismissed from the University may appeal their dismissal in writing to their Center Director or to the Executive Director of Continuing and Distance Education if the student is a full-time online student. The appeal should include an explanation of what went wrong and a plan for improvement. The Center Director or Executive Director of Continuing and Distant Education will then consult with any appropriate academic staff to offer a recommendation to the Assistant Vice President of Academics for Student Success if the student is a Mequon student or to the Chief Academic Officer (CAO) at Ann Arbor if it involves an Ann Arbor student. The AVP of Academics for Student Success or the Ann Arbor CAO will then notify the student of their decision. Stipulations may be attached to a favorable decision. Students who lose their appeal must sit out at least one traditional, 15-week semester, after which they may re-apply for admission. Their re-application will be enhanced if they can demonstrate academic success at another school in the intervening period.

All dismissed students may appeal a decision to the President of the University (if at Mequon) or to the Chief Administrative Officer (if at Ann Arbor) in writing within 5 working days of the decision only if they can demonstrate that due process was not followed.

1. Students should submit an Appeal Packet to the Student Success Advisor at the appropriate Center, which includes the Appeal Process Form, Personal Statement, and Success Plan
    a. Statement and Plan should address the following:
        i. What circumstances led to poor academic performance?
        ii. What is the plan of action to avoid previously stated circumstances from occurring again?
        iii. What is the plan of action to improve academic performance?
    b. Personal Statement should be approximately 1 – 2 pages; Success Plan can be in outline or narrative form
    c. Center Director and Student Success Advisor will review Appeal Packet and determine the merit of the appeal
2. After reviewing the Appeal Packet, Center Director and Student Success Advisor will meet with student to discuss its merit
    a. If appeal has merit, Center Director will forward Appeal Packet to the Assistant VP of Academics
    b. Center Director and/or Advisor will also share with the Assistant VP of Academics all pertinent information based on experiences/notes with the student and a recommendation for denial/approval of appeal
3. Assistant VP of Academics may schedule an interview with the student to discuss appeal should it be deemed necessary
    a. Interview can be conducted at the Mequon campus or telephone conference (Student would appear in-person at center and meet with Center Director. Center Director will place call and teleconference with Assistant VP of Academics).
    b. After a consultation with the Center Director (or interview, if applicable) has been conducted, the Assistant VP of Academics will make a final decision and will contact the student to provide written notification in the form of an email with an appeal decision letter as an attachment.
    c. The people in the following positions will be copied on the email: Senior VP of Academics, Executive Director of Centers and Accelerated Programs, Dean of Program in which student is enrolled, Registrar, Center Director, Advisor, and Director of Financial Aid. The advisor will print out a copy of the appeal decision letter and mail the letter to the student's home address.

GRADING

The following grade point system is used in connection with these grades:

A — equals 4.00 points	B– — equals 2.67 points	D+ — equals 1.33 points
A– — equals 3.67 points	C+ — equals 2.33 points	D — equals 1.00 points
B+ — equals 3.33 points	C — equals 2.00 points	D- — equals .67 points
B — equals 3.00 points	C– — equals 1.67 points	F — equals 0.00 points

A candidate who achieves a cumulative grade point average of 3.90 or better will be graduated Summa Cum Laude; one who achieves a cumulative grade point average of 3.80 or better will be graduated Magna Cum Laude; and one who achieves a cumulative grade point average of 3.60 or better will be graduated Cum Laude.

Additionally, the Scholastic Honors List for the University is composed each semester of those full-time students who have a semester grade point average of 3.6 or above.

INCOMPLETES

It is expected that the required work be handed in the day it is due. Occasionally an emergency or extenuating circumstance may prevent a student from completing the assigned work.

If all the requested material has not been handed in by the final session, the student may, at the discretion of the instructor, request to receive an "I" for the module. The instructor, through the use of a Grade Change/Incomplete Report, will inform the student of the work that needs to be completed and the due date. The due date can be no later than three weeks after the last module session date.

If the "I" has not been satisfied by the due date, the student will receive a grade for the course based on what they had previously submitted with "zero" points for all missing work of the module. This grade will remain on the transcript, though a student repeating the module who receives a higher grade will have that grade computed into the GPA.

ACADEMIC GRIEVANCES

The steps listed below are to be carried out with an attitude of Christian love and concern for academic, moral, and spiritual growth. Face-to-face meetings are encouraged throughout the process, but may not be possible because of the situation.

Step I: The student meets with the instructor to resolve the matter informally.

Step II: Face-to-face Ann Arbor students should proceed to step III.

Traditional undergraduate students submit a written grievance to the Department Chair of the program in which the course was taught within 10 working days after meeting with the instructor. Upon receipt of the student's grievance, the Department Chair will notify the instructor, who will then have 10 working days to submit a written explanation of the incident to the Department Chair. Within 5 working days of receiving the instructor's report, the Department Chair will send a written response to the student and the instructor. Adult learners follow this step with their Center Director. Graduate students follow this step with their Program Director. Full-time online students follow this step with the Executive Director of the OCDE.

Step III: If the student is still not satisfied, s/he may file a written complaint with the Dean (at Mequon) or campus Dean (at Ann Arbor) of the School in which the course was taught within 10 working days of receiving the step II report (if applicable). The Dean or campus Dean will render a decision and send a written response to the student, the instructor, and the Step II University official (if applicable) within 10 working days of receiving the grievance.

ABSENCES AND TARDINESS

Class interaction is an integral part of our accelerated program and because courses in the program are only six weeks in length, students are expected to attend all class periods of the courses for which they are registered. Site based classes require both classroom and online participation. In the case of an emergency which would cause a student to miss a portion of class, students must contact the instructor and their advisor either before the absence or within 24 hours following the absence. Absence from a course may result in a lower grade, depending on the professor's grading policy. **Undergraduate students missing more than 4 hours of class (including arriving late and leaving early) will constitute excessive absence and may be required to drop the class.** If emergency circumstances dictate missing a session, please notify the center staff and the instructor. If a student knows that an absence is inevitable (proposed surgery, long planned vacation, etc.) it is better to discuss with your instructor, before the course begins, regarding what your best options would be regarding successful completion of the course.

DROPPING A CLASS

Undergraduate students who withdraw before the first class session, but within 48 hours before the class, will be assessed a $55 drop fee plus a charge for books not returned in good condition.

Financial aid eligibility may change if a student changes their schedule, by adding or dropping courses, after the term has begun. It is highly recommended student meet with their academic advisor or financial aid counselor prior to making changes to their course schedule.

16 WEEK COURSE	WEEK 1 80%, W	WEEK 2 75%, W	WEEK 3 60%, W	WEEK 4 40%, W	WEEK 5 20%, W	WEEKS 6-10 0%, W	WEEKS 11-16 0%, F
12 WEEK COURSE	WEEK 1 80%, W	WEEK 2 75%, W	WEEK 3 50%, W	WEEK 4 25%, W	WEEKS 5-8 0%, W	WEEKS 9-12 0%, F	
10 WEEK COURSE	WEEK 1 75%, W	WEEK 2 50%, W	WEEK 3 25%, W	WEEKS 4-7 0%, W	WEEKS 8-10 0%, F		
8 WEEK COURSE	WEEK 1 75%, W	WEEK 2 50%, W	WEEK 3 25%, W	WEEKS 4-5 0%, W	WEEKS 6-8 0%, F		
6 WEEK COURSE	WEEK 1 60%, W	WEEK 2 40%, W	WEEKS 3-4 0%, W	WEEKS 5-6 0%, F			
4 WEEK COURSE	WEEK 1 50%, W	WEEK 2 25%, W	WEEK 3 0%, W	WEEK 4 0%, F			
3 WEEK COURSE	WEEK 1 50%, W	WEEK 2 0%, W	WEEK 3 0%, F				
ONLINE SELF-PACED	1-2 Submissions 75%, W	3-4 Submissions 50%, W	5-6 Submissions 25%, W	7+ Submissions 0%, W	Up to end of 9th WEEK 0%, W	After 9th WEEK 0%, F	

WITHDRAWAL FROM THE PROGRAM

If a student finds it necessary to withdraw completely from the program, he/she should inform their Academic Advisor in writing, carefully explaining the circumstances surrounding the decision to withdraw. The Business and Financial Aid Offices will then make adjustments to the account and financial aid package.

If the student has not been enrolled in courses for twelve months or more, **he/she will have to reapply to their program and will re-enter under the policies and academic requirements in effect at the time of readmission.**

GRADUATION

Concordia University confers associate and baccalaureate degrees on a student of good character who has met the following requirements:

1. Accumulated a cumulative grade point average of 2.00 or better for all coursework completed at Concordia, unless otherwise specified by program requirements.
2. Earned an appropriate number of credits of academic work, meeting all program-specific residency requirements.
3. Satisfied all program-specific requirements.
4. Met all financial obligations to the University.

Graduation Application

Each candidate for graduation must complete a Graduation Application online by the assigned deadline, prior to commencement.

Graduation Fee

A fee is assessed for all graduates to cover graduation expenses. The graduation fee is required of all students, whether or not they attend commencement.

Commencement Participation

In order to participate in commencement, the student must have:

1. Completed all coursework in the degree (or be in the process of taking the final class).
2. Completed the Graduation Application.
3. Paid the graduation fee.

CAREER SERVICES

Career Services provides assistance to all students and alumni by offering various resources and tools to help them accomplish their career goals. Available resources include resume and cover letter assistance, job search and salary negotiation strategies, career counseling, and an on-line job board. Career Services has adapted its services to meet the needs of off-campus students and now offers an e-critique resume option, Skype appointments and on-line tools. See the additional handout or visit the Career Services website at www.CUW.edu/careers to view a complete list of resources and services available.

STUDENT FINANCIAL RESPONSIBILITIES

Tuition is due for payment on or before the first night of class. The responsibility for making these payments rests with the student, not the Center, the Office of Financial Aid or the Business Office.

Each month, a statement will be e-mailed to the student documenting payments in the account and payments due. Regardless of whether or not a statement is received, tuition is due on or before the first night of each course. Checks may be mailed to the Business Office, delivered to the Cashier's Office, or turned in to the Center. Checks should include the student's identification number (F00 number) to ensure proper credit. Students can view their account on the CU Portal (click on 'Student Services' tab, 'My Statement') and pay bills online.

Concordia University maintains the Financial Aid Office to assist students finance of their programs. The primary sources of assistance available at Concordia University are educational loans. The Stafford Student Loan Program enables students to borrow federally insured loans through Concordia University Wisconsin. The interest may be paid by the government until the borrower graduates. Students must be admitted and registered for a course before they will receive an award letter. Non degree-seeking students are not eligible for financial aid. All educational loan programs maintain eligibility requirements based on a confidential "needs analysis". The Free Application for Federal Student Aid (FAFSA) is the required form needed to determine student loan eligibility. The FAFSA Application is available online at www.fafsa.ed.gov

Financial aid will be processed after a student has registered and has submitted all necessary paperwork to the Financial Aid Office. Financial aid is awarded based on grade level and the number of credits a student registers for each term. At Concordia University, an undergraduate student is considered full-time if he/she attends and is enrolled in 12 credits per term (Fall: July 1st - December 31st; Spring: January 1st - June 30th). Students who take less than 12 credits per term may be eligible for financial aid. Students receiving financial aid must be enrolled and have turned in one or more assignments in at least 6 credits each term to qualify for halftime status.

Grade level is based on the below completed credits:
Freshmen: 0 - 29 credits Sophomore: 30 - 59 credits Junior: 60 - 89 credits Senior: 90+ credits

A student's financial aid eligibility may change if a student changes their schedule after the term has begun by adding or dropping courses. It is highly recommended students meet with their academic advisor and financial aid counselor prior to dropping a course or registering for courses to avoid any schedule changes during the term. If a student fails to meet academic standards (maintain a 2.0 or better cumulative GPA), he/she will become ineligible for financial aid.

Federal student loans are available to graduate students seeking degrees.

- Students may take a minimum of three graduate credits per semester to qualify
- Campus-based students are eligible for up to $20,500 or up to cost of attendance per academic year to cover the cost of tuition, books, fee, transportation and living expenses
- Students who apply through FAFSA will receive an email at their Concordia address after they are accepted to a graduate program and are registered for a course. Directions for online financial aid acceptance will accompany the email

Concordia University offers Federal Title IV funding in the form of Federal grants and Federal Subsidized and Unsubsidized Loans. To apply for financial aid, students must complete the "Free Application for Federal Student Aid" (www.fafsa.ed.gov) each academic year.

FEDERAL PELL GRANT – This federal grant is awarded to undergraduate students on the basis of financial need and is prorated per class enrollment. The maximum amount of this grant per year is $5,920.

FEDERAL DIRECT SUBSIDIZED LOAN – This federal loan may be offered up to $5,500 per year depending on financial need and grade level. A Subsidized Loan does not accrue interest until repayment which begins 6 months after separation from the University or when a student is enrolled less than half-time (6 credits per term). The interest rate for the 2017 - 2018 academic year is at a fixed rate of 4.45%. Interest fees and origination fees are subject to change per acts of Congress.

FEDERAL DIRECT UNSUBSIDIZED LOAN – This federal loan is an additional loan for educational expenses of up to $7,000 per year depending on eligibility and grade level. Interest begins when the loan is disbursed. Payments may be deferred while the student is enrolled at least half-time but interest does accrue during this time. Repayment with interest begins 6 months after separation from the University or when enrollment drops to less than half-time (6 credits per term). The interest rate for the 2017 - 2018 academic year is at a fixed rate of 4.45%. Interest rates and origination fees are subject to change per acts of Congress.

FINANCIAL AID GOOD STANDING AND SATISFACTORY PROGRESS POLICY

Concordia University Wisconsin is required to establish and consistently apply standards of good standing and satisfactory progress to all students who receive funds from Title IV programs of federal financial assistance. These standards are applied to all students, in all levels, and in all programs, even to students in periods they are not receiving federal aid. This federal requirement is meant to ensure that only those students who make good progress toward their degree or certificate objective continue to receive financial assistance.

VETERANS BENEFITS

Concordia is dedicated to working with our Veteran students and their families to ensure affordable tuition and our education programs have been consistently recognized as a great return on investment. Veterans have numerous options using military education benefits, applying for scholarships, and utilizing financial aid if needed.

Our department of specialists are dedicated to assisting you through the Admissions, Transfer, and Academic process. Our goal is to help every Active, Reserve, Veteran and their family member achieve their goal of graduating.

Veterans can utilize their military experience and training to receive college credits. The Joint Service Transcript (JST) has replaced the following:

- Coast Guard Institute Transcript (CGI)
- Army/American Council on Education Registry Transcript System (AARTS)
- Sailor/Marine American Council on Education Registry Transcript (SMART)
- Air Force personnel should contact the Community College of the Air Force (CCAF) to receive transcripts.

To order your official transcript from JST, set up an account by visiting https://jst.doded.mil/smart/signIn.do Print out an unofficial copy for your admissions counselor and order an official copy to be sent to the Mequon Campus (it will be received by the VA Certifying Official office within 48 hours).

Here is a list of Military Benefits used at Concordia University:

Federal Benefits:

- Chapter 30 Montgomery G.I. Bill
- Chapter 31 Vocational Rehabilitation
- Chapter 33 Post 9/11 G.I. Bill
- Chapter 35 Survivors and Dependents Educational Assistance
- Transfer of Post 9/11 to Dependents (TEB)
- Chapter 1606 Selected Reserve
- Chapter 1607 (REAP)
- Military Spouse Career Advancement Accounts (MyCAA)
- Concordia University is a Yellow Ribbon Program School

State of Wisconsin Benefits:

- Veterans Education Grant (VetEd)
- Wisconsin National Guard Tuition Grant

Active Duty Personnel

Concordia University accepts the Armed Forces Tuition Assistance (TA) Programs. This program offers eligible Army, Navy, Air Force, Marines, Coast Guard, National Guard, and Reserve members a benefit that pays up to 100% of tuition expenses for voluntary higher education taken during off-duty hours in support of professional and personal self-development goals.

Reserve Duty Personnel

Reserve personnel who are activated under Title 10 orders may qualify for the Tuition Assistance (TA) Program.Each branch of service administers its own benefits criteria, including award amounts, eligibility, restrictions, and application process.

For more information regarding the use of Tuition Assistance please visit the following website:
http://www.fafsa.com/student-financial-aid/tuition-assistance-programs

Students who are eligible can file for benefits with their County Veterans Service Office (CVSO) or online at http://dva.state.wi.us for state benefits or http://www.va.gov/ for federal benefits. If you have additional questions and would like to speak to someone in our Veteran Services Department, Please feel free to contact our Director of Veteran Services, Eduardo Garza at 262-243-2112 or email at Eduardo.garza@CUW.edu or the VA Certifying Official Barb Ellmaker at 262-243-4350 or email at barb.ellmaker@CUW.edu

EMPLOYEE REIMBURSEMENT – Many employers offer tuition reimbursement for students advancing their education. Students using Employer Reimbursement must have either the payment for each class or have financial aid in place on the start day of the class.

Student Academic Support Services

LEARNING RESOURCE CENTER (LRC)

The Learning Resource Center (LRC) offers both on-campus and online academic support for accelerated learning students. The Learning Resource Center is housed at the Mequon campus. Hours of operation are Monday – Friday, 8:00 a.m. – 4:30 p.m. For more information, please call 262-243-2623 or send an email to swlrc@CUW.edu.

THE WRITING CENTER

Accelerated learning students have two option to utilize in the Writing Center. They can make in-person appointments at the Mequon campus and/or they can submit their work online through CUW's OWL.The OWL is maintained by trained Writing Center staff. Writing consultants offer constructive comments about student projects. The OWL staff reviews essays and assists students with brainstorming, researching, formatting, and revising. To submit an essay to the OWL, visit www.cuw.edu/OWL. Accelerated learning students are also welcome to visit the Writing Center for in-person consultations. There are two locations on the Mequon campus, one in the Learning Resource Center (LU200), and one in Rincker Memorial Library. Writing Center consultants work with students at any stage of the writing process. To make an appointment for an in-person consultation, please visit tutortrac.cuw.edu or call 262-243-2623.

MATH DROP-IN DESK

Accelerated learning students are welcome to visit the Math Drop-In Desk located on the Mequon campus in the Learning Resource Center (LU200). The Math Drop-In Desk offers assistance with statistics, algebra, business math, and most other math-related questions. Math tutoring takes place on a first-come first-served basis, in short 30-minute sessions. For more information about the Math Drop-In Desk or to request a schedule, contact the LRC at 262-243-2623.

SMARTHINKING

Smarthinking is a free online tutoring service staffed by trained online instructors who can tutor students in the general undergraduate subject areas of Mathematics (Algebra, Geometry, Trigonometry, and Calculus), Science, (General and Organic Chemistry, Physics, Biology, and Anatomy & Physiology), Business (Intro to Accounting, Economics, Statistics, and Finance), Spanish, and Writing. Students may use Smarthinking services for up to 15 hours per semester. Please visit www.smarthinking.com to view the disciplines for which Smarthinking offers academic support.

Students may access the following Smarthinking tutoring options through the Blackboard component of your choice:

- Real-time chat with online instructors who specialize in select disciplines
- Pre-arranged chat appointments offered for a variety of subject areas
- Submission of coursework-related questions to Smarthinking online instructors
- Access to an electronic library of academic resources

For more information on Smarthinking, students can contact the Support Services Coordinator at (262) 243-4535.

ACADEMIC SKILLS DEVELOPMENT

The LRC at CU offers assistance with developing proficiencies vital to a successful college career, such as time management, note-taking, reading comprehension, test-taking, and using and citing sources in research papers. Students who are off-site and unable to travel to the Mequon campus should contact the LRC to access online workshops and other academic skill resources.

Students able to travel to the Mequon campus can schedule a meeting with an academic skills coach by calling (262) 243-2623 or emailing swlrc@CUW.edu.

DISABILITY SUPPORT SERVICES (DSS)

CU is committed to students with disabilities and ensuring academic accessibility needs. The LRC assists students with obtaining and implementing reasonable accommodations in accordance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and relevant regulations and case law. Students with disabilities should contact the LRC upon enrolling for further information about securing accommodations. If you are a student with a documented disability and need accommodations for any course, please register with Disability Support Services. Contact the Director of the Learning Resource Center and Disability Services by calling (262) 243-4299 and find out how to get started at www.cuw.edu/dss.

CHAPLAIN SERVICES

Each Center has spiritual guidance, advice, and support available to the student and his/her family at no cost. The Mequon Center has the services of the resident campus pastor, and all other Centers have designated Chaplains. The Center chaplain is an ordained Lutheran (LCMS) pastor who is available to all students for confidential spiritual guidance and support. He is available by appointment for spiritual guidance, comfort, and/or counseling on an individual basis for the student and members of the student's family. His service is free and confidential. He does not report to the director, staff, or faculty. Please contact your local center for his name, phone number and email address.

Additional Accelerated Learning Center Information

CODE OF STUDENT CONDUCT

CU strives to maintain a safe learning community for all students. The new Code of Student Conduct, which applies to Accelerated Learning students, outlines specific policies and can be located at: www.cuw.edu/consumerinformation<http://www.cuw.edu/consumerinformation>. These policies describe the level of respect and discipline CU expects in order to become a safe learning community for all.

CLASSROOM VISITORS

Students are encouraged to bring prospective students to onsite classes as guests; however, they must first receive approval to do so from local Center Director. Students may not bring minors to class, nor may minors be left unattended at the School. Concordia University is not liable for the safety of children left unattended while at the School.

NAME/PHONE/ADDRESS CHANGES

Students frequently have name, phone number and address changes. Please notify your center of such changes as soon as they occur to enable the university offices to contact you about matters in your best interest. Legal documentation will be required for all name changes.

CU E-MAIL ACCOUNT & PORTAL ACCESS

As a student at Concordia University, there are some important web systems you will need to access. The my.cuw.edu portal provides a secure, single sign-on to CU's online information systems. The Portal allows students to check email, pay account balances, register for classes, look up grades, do research, and much more, all in one convenient location. Students are encouraged to check their CU email regularly as it is the primary account used by staff and other students.

Students need a user name and password to start using the my.cuw.edu Portal. Students can visit https://student2.cuw.edu/passwords to set their password. Then go to: http://my.cuw.edu. Your student ID # (F00) will be your user name. If you have problems or questions, contact the Information Technology Help Desk at ithelpdesk@cuw.edu or (262)243-HELP (4357).

FALCON ONE CARD (LIBRARY CARD)

Students on the Mequon Campus obtain their picture ID card (Falcon One Card) in the Library during regular office hours and on evenings and weekends when a Reference Librarian is available. Please check librarian availability on the library portal page or call 262-243-4330 prior to coming in to have your ID made. All other students will be issued ID cards through your center.

Your Falcon Card contains a barcode 450…. (located on the back of the card) for accessing the library catalog or the reference databases to which Concordia subscribes. The first time you log into the website to access your TOPCAT account you will be prompted to create a PIN number (PIN must be a minimum of four characters). This is to ensure your account information is private and secure. For instructions on how to set up a PIN, please see the following site: http://topcat.switchinc.org/screens/help_pin.html#howlog. If necessary, a replacement card can be obtained for $25.00.

The library website is available at http://www.cuw.edu/Departments/library/index.html or through the CU Portal.

ABOUT INSTRUCTORS

Instructors teaching at the Accelerated Learning Centers have work experience in the area of their competency and a minimum of a Master's degree. They meet Concordia's expectations for instruction in an accelerated learning environment. Some instructors are employed full-time at Concordia while others are employed full-time either at other academic institutions or in the business world. Part-time faculty is hired to teach at Concordia because of the competency they bring to the classroom. The author of the module is not necessarily the instructor who is teaching the class. Concordia reserves the right to schedule any of its qualified instructors for a given module.

Concordia is committed to providing academic excellence for students in attending programs at the Accelerated Learning Centers. Each module and instructor is evaluated by the students. The Center Directors and the Executive Director/Dean review these evaluations. Instructors submit a comment sheet each time they teach to provide their feedback on the materials used.

Instructors who, on a regular basis, do not meet student/director expectations are not allowed to continue to teach in the program. Periodically, the Center Directors and the Executive Director/Dean review the quality of teaching in the classroom and meet with instructors to develop more effective learning environments.

CLASS CANCELLATION

Weather conditions can develop making it necessary to cancel class for the evening. The decision to cancel class will be made no later than 3:00 p.m. and a notice posted on the Portal, Accelerated Learning Centers tab. If there is a question about whether or not classes will be held, please call your center.

TEXTBOOK LOAN PROGRAM

Concordia provides textbooks to students of some Accelerated Learning Center programs through a book loan program (**Exclusions apply - see note below). Please take care of your textbooks and keep them in good condition. You may highlight in them as you study but please do not write in them. The Office of Continuing and Distance Education provides the information on how the students order those books after they register.

Accelerated Learning Center textbook loan program course textbooks must be picked up at your center before the class begins to allow for completion of homework due the first night. Textbooks must be checked out in person. If you plan to have someone else pick up your books for you, someone in the center office must be notified in advance. Loaned textbooks should be returned to your center within two weeks of course completion. **Students must return his or her textbook, from our book loan program, within 30 days of the end of their class, or will be assessed a non-refundable book replacement charge.**

Note: Textbooks are NOT provided for all programs offered at Concordia's Accelerated Learning Centers. See your Center staff for more information as to which programs apply.

CELL PHONES & OTHER ELECTRONIC DEVICES

Cellular phones and other electronic communication devices should be turned off or silenced when entering a classroom. If you need to exit the classroom to respond to an emergency call, please do so with a minimum of disturbance.

ETHICS/DISCIPLINE

Out of respect for academic excellence and moral responsibility, each student is expected to employ the highest ethical standards in taking tests, writing papers and projects, and using material from the library. Should a student violate the ethics code by plagiarism, cheating or theft, he/she will be subject to penalties up to and including dismissal from the program.

ACADEMIC MISCONDUCT

Academic honesty is the foundation of our educational institution. Without it, we make a mockery of the academic endeavor and the ultimate rewards associated with a degree in higher education. At Concordia, honesty is central to our Christian identity and way of relating to one another. The names of students found guilty of engaging in academic dishonesty will be reported to the Academic Office. Academic Misconduct can be defined in the following manner:

Cheating: includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment; b) assisting another student in cheating on a test or class assignment, including impersonation of another student.

Plagiarism: includes, but is not limited to: a) failure to give full and clear acknowledgement of the source of any idea that is not your own; b) handing in the same assignment for two different courses without the consent of the instructors.

Fabrication: includes, but is not limited to: the forgery, alteration, or misuse of any University academic document, record, or instrument of identification.

Academic Misconduct: includes, but is not limited to: intentionally or recklessly interfering with teaching, research, and/or other academic functions.

ACADEMIC DISHONESTY POLICY

1) First instance: The faculty member determines the penalty. This may include any of the following: an opportunity to redo the assignment or test, a reduced grade on the assignment or test, a failing grade on the assignment or test, a lower grade in the course, a failing grade in the course, or removal of the student from the course.

2) Second instance: The faculty member determines the penalty, and the campus-specific Chief Academic Officer (CAO) or designee connects with the student at which time additional sanctions may be imposed.

3) Third instance: The faculty member determines the penalty, and the Academic Conduct Board (ACB) meets with the student at which time additional sanctions may be imposed, including suspension or expulsion. On the Mequon campus the ACB consists of the CAO at Mequon, AVP of Academics for Student Success, and the Dean of the School in which the student resides. If the student is an adult learner, the appropriate Center Director joins the ACB. If the student is a graduate student, the appropriate Program Director joins the ACB. The decision of the ACB is final.

APPEAL PROCESS

Students may appeal a faculty-issued academic dishonesty decision or penalty in writing to the Dean of the School in which the course was offered within 15 working days of receiving the report. The Dean (in consultation with the Department Chair or Program Director or Center Director) will consider the appeal and render a decision within 10 working days of receiving the appeal and issue a written response to the student.

HONOR PLEDGE

Students taking courses from the School of Business and Management are asked to inscribe the Honor Pledge at the end of each assignment submitted (or on the cover page), using handwriting when possible. This pledge reminds students of their commitment to academic integrity.

"As I develop in mind, body, and spirit, I pledge on my honor that I have not given, received, witnessed, nor have knowledge of unauthorized aid on this or any [assignment, quiz, paper, test]" [Signature of Student]

School Safety

JEANNE CLERY CAMPUS SAFETY AND CAMPUS CRIME REPORT

The safety of all members of our campus community is a high priority at Concordia University. Become an informed member of our campus community to protect yourself and welcome visitors.

A copy of Concordia University's annual campus security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off campus-building or property owned or controlled by the University; and on public property within, or immediately adjacent to and accessible from the campus. This report also includes institutional policies concerning campus security/safety, such as alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters.

You may obtain a copy of this report through the Concordia University portal on the Resources tab, Campus Safety channel. If you have further questions, you can contact Mario Valdez, head of Campus Safety at (262)243 4344 or Concordia University Wisconsin, Campus Safety Office, 12800 North Lake Shore Drive. Mequon, Wisconsin 53097.

WEAPONS PROHIBITED

All persons are prohibited from possessing or carrying a firearm, ammunition or weapons of any kind, as determined in CU's sole discretion, regardless of whether the person has a permit to carry a firearm. Any employee, faculty, student or other representative of the University who violates this policy shall be notified of the violation and subject to disciplinary action, up to and including termination or expulsion.

Legal Notices

THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT

Consistent with the Family Educational Rights and Privacy Act (FERPA) or 1974, as amended by S. J. Res 40 (12-30-74), the following statement represents the position of Concordia University Wisconsin with respect to the confidentiality of student records.

The Act assures students "the right to inspect any and all official records, files, and data directly related..." to themselves, and assures the student an opportunity for debate or correction of inaccurate, misleading, or otherwise inappropriate data in the student's file.

The Act provides that no party may review a student's record with the exception of the following, who do not need written consent of the student to view a record: other school officials, officials of other schools or systems in which the student intends to enroll, authorized representatives of (1) the Comptroller General of the U.S., (2) the Secretary of H.E.W., (3) administrative head of an education agency and (4) state educational authorities. Persons working in connection with a student's application for, or receipt of, financial aid. Any other than those listed above can obtain access to a student's file only upon written release from the student. This record will be available for inspection only by the student. The following procedure has been established for CU students.

A written request, signed by the student shall be presented to the Registrar or appropriate office. The Registrar, or other appropriate office will arrange a time and date, within 45 days after receipt of the request, for the student to review the record.

The following types of information are considered directory information and may be included in publications or disclosed upon request without consent of the student, but only after public notice of these categories of information has been given in order to allow sufficient time for the student to inform the institution that any and all of this information should not be released without prior consent; such requests can be made in writing to the Registrar's Office:

- student's name
- address including e-mail
- telephone number
- dates of attendance
- photo
- class standing and class schedules
- previous institution(s) attended
- major field of study
- awards
- honors (including Dean's List)
- degree(s) conferred (including date)

- past and present participation in official recorded sports activities
- physical factors (height, weight of athletes)
- date and place of birth

The Act provides the student the right to file with the U.S. Department of Education a complaint concerning alleged failures by the education institution to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office - U.S. Department of Education
600 Independence Avenue, SW - Washington, DC 20202-4605

Title IV

Concordia University fully subscribes to all Federal and State civil rights laws banning discrimination for private, church-affiliated institutions of higher education. CU will not discriminate against any employee, applicant for employment, student or applicant on the basis of race, color, sex, pregnancy, national origin (including ancestry), citizenship status, physical or mental disability, age, marital status, gender, veteran or military status, predisposing genetic characteristics, domestic violence victim status, or any other protected category under applicable local, State or Federal law.

A pamphlet summarizing CU's policy and procedures relating to sexual harassment and gender discrimination, and a full explanation of the policy, which includes a list of University staff members who can help, can be found at: www.cuw.edu/consumerinformation

CERTIFICATE PROGRAM

Major: Medical Assistant

Concordia University's Nationally Accredited Medical Assistant Program will train you for an exciting career in the healthcare field. Certified Medical Assistants are in high demand. The Medical Assistant profession is one of the fastest growing occupations in the country today. If you enjoy working with people, and are interested in healthcare, the CU Medical Assistant Program is a great place to start!

The three key skill areas of training include: Clinical Procedures, Laboratory Procedures, and Administrative Procedures.

There are several other medical related courses and a liberal arts component, which will enhance your education.

The CU Medical Assistant program incorporates Christian Values and Ethics that are important in the healthcare field.

The CU Medical Assistant program is a Certificate program and has a daytime class track and an evening class track. Classes are offered at our Miller Park Way Center (West Milwaukee) and our Beloit Center utilizing an online blended format.

Course work includes:

- Student Success Strategies
- Medical Terminology
- Interpersonal Communication
- Math for Health Care Professionals
- Psychology
- CPR
- Medical Law, Ethics & Professionalism
- Computing for Health Care Professionals
- Endocrine/Urinary/Reproductive Systems
- Respiratory/Cardiovascular Systems
- Lymphatic/Digestive/Blood Systems
- Musculoskeletal/Skin/Nervous/Sense Systems
- Administrative Procedures
- Bible as Literature or Heritage of Faith
- Medical Assistant Practicum

Upon successful completion of the Medical Assistant Program, you are awarded 42 semester hours of college credit and are eligible to take the American Association of Medical Assistants National Certification Exam to become a Certified Medical Assistant.

MEDICAL ASSISTANT CERTIFICATE COURSE DESCRIPTIONS

MA 100EL INTERPERSONAL COMMUNICATION
presents an overview of interpersonal communication and analyzes personal communication interactions. Exercises are designed to improve the student's ability to initiate, recognize, and respond to verbal, nonverbal, and written communication. This course will help students to recognize communication barriers and identify techniques for overcoming them. 3 credits.

MA 106EL MEDICAL TERMINOLOGY
is a creative and interactive introduction to medical terminology. Students will medical terminology basics, anatomic structures and terms of reference, health care record terminology, symptomatic and diagnostic terminology, diagnostic tests and procedural terminology, operative and therapeutic terminology. 1 credit

MA 107EL STUDENT SUCCESS STRATEGIES
engages students in cultivating the abilities necessary to for academic and professional success, including study and research skills, learning styles, use of technology, and critical thinking skills. 3 credits

MA 110 PSYCHOLOGY
is an introductory course acquainting the student with the procedures, principles, theories and vocabulary of psychology as a science. It includes basic principles, developmental stages of the life cycle, and mental health. Also covered are the effects of heredity, environment, and culture on development. 3 credits.

MA 115EL MATH FOR HEALTH CARE PROFESSIONALS
studies the use of mathematics in the health care field. Includes using: basic mathematics, roman numerals, military time, fractions, word problems, percentages, decimals, ratios and proportions, the metric system, U.S. customary units and the apothecary system, and application of measurement and dose conversion. 1 credit

MA 125EL COMPUTING FOR HEALTH CARE PROFESSIONALS
teaches students how to comfortably navigate an electronic medical record by reading/examining patient charts and entering information into charts. 1 credit

MA 130 CARDIOPULMONARY RESUSCITATION
provides instruction in the American Heart Association training for Healthcare Providers. Covers rescue breathing, cardiopulmonary resuscitation, use of an AED, and how to care for choking victims. Techniques for caring for infants, children and adults are covered. 1 credit.

MA 140 MEDICAL LAW, ETHICSAND PROFESSIONALISM
presents legal guidelines and requirements for health care, personal attributes, job readiness, workplace dynamics, and allied health professions and credentialing. It identifies the roles and functions of personnel within the medical office practice setting. Medical ethics and bioethics are discussed as well as risk management issues as they relate to the practice of medical assisting. Students will learn to identify and respond to issues of confidentiality, perform within legal and ethical boundaries, establish and maintain the medical record, and document appropriately. 3 credits.

MA 215EL ENDOCRINE, URINARY, AND REPRODUCTIVE SYSTEMS
presents information relating to anatomy and physiology, clinical procedures, laboratory procedures, and the pharmacology of the endocrine, urinary and reproductive systems. There is a hands-on component to this class that allows students to learn and practice skills necessary for professional competency in the clinic setting. 4 credits

MA 225EL RESPIRATORY AND CARDIOVASCULAR SYSTEMS
presents information relating to anatomy and physiology, clinical procedures, laboratory procedures, and the pharmacology of the respiratory and cardiovascular systems. There is a hands-on component to this class that allows students to learn and practice skills necessary for professional competency in the clinic setting. 4 credits

MA 235EL ADMINISTRATIVE PROCEDURES
introduces basic medical office functions. The student will learn how to utilize computer software for scheduling, maintaining records, and preparing professional communications. It includes setting up a medical record, telephone techniques, medical records management, and written communication. This course covers ICD, HCPCS and CPT coding, insurance plan information, and managing practice finances. It also includes job interviewing techniques and resume preparation. 4 credits

MA 245EL LYMPHATIC, DIGESTIVE AND BLOOD SYSTEMS
presents information relating to anatomy and physiology, clinical procedures, laboratory procedures, and the pharmacology of the lymphatic, digestive and blood systems. There is a hands-on component to this class that allows students to learn and practice skills necessary for professional competency in the clinic setting. 4 credits

MA 255 MUSCULOSKELETAL, SKIN, NERVOUS, AND SENSE SYSTEMS
presents information relating to anatomy and physiology, clinical procedures, laboratory procedures, and the pharmacology of the musculoskeletal, skin, nervous and sense systems. There is a hands-on component to this class that allows students to learn and practice skills necessary for professional competency in the clinic setting. 4 credits

MA 300EL MEDICAL ASSISTANT PRACTICUM
provides the student with an opportunity to demonstrate application of learned concepts, principles, and procedures required to assist the physician in daily office activities within a supervised ambulatory health care setting. Each student must complete at least 200 hours.
3 credits

Emerging Scholars Program

Associate degrees

PROGRAM OBJECTIVES

Concordia University has prepared Associate degree programs for the individual seeking to prepare themselves with a solid academic foundation in business, criminal justice & public policy, liberal arts or early childhood education.

Prerequisite skill courses to be taken:
AL109 Basics for Math
ENG102 Elements of English Grammar
LA105 Higher Education: A New Experience

Major: Business

The Associate degree in Business is designed to create a strong foundation for effective and responsible leadership roles in an organization or related professional activities. Through the required courses, the program is intended to grow and enhance both your professional and Christian values.

Core Curriculum

Year 1 Semester 1
BUS 130 Principles of Management
BUS 161 Business Essentials
COMM 201 Interpersonal Communication
ENG 100 Developmental Writing & Reading
MATH 121 Intermediate Algebra

Year 1 Semester 2
ENG 104 Introduction to Writing
ECON 200 Principles of Economics
MKTG 131 Principles of Marketing
REL 100 The Bible
REL 110 Christian Faith

Year 2 Semester 1
ACCT 203 Financial Accounting
BUS 210 Business Law
COMM 247 Business Writing
ENG 103 Culture & Civilization Literature
FIN 200 Personal Finance
MATH 125 Contemporary Math

Year 2 Semester 2
ACCT 223 Managerial Accounting
BUS 355 Management Info Systems
HIST 103 World Views: History
MKTG Public Relations
PSY 101 General Psychology

All courses are 3 crs.

Major: Criminal Justice & Public Policy

The Associate degree in Criminal Justice & Public Policy is designed for those individuals that have an interest in the process and procedures that lead to the creating and maintaining of a positive, non-violent environment within a community. This is done by exploring criminal causation & laws, public policies, and the total justice system. Through the required courses, the program is intended to grow and enhance both your professional and Christian values.

Core Curriculum

Year 1 Semester 1
COMM 201 Interpersonal Communication
ENG 100 Developmental Writing & Reading
JPP 101 American Government
JPP 102 Introduction to Law Enforcement
MATH 121 Intermediate Algebra

Year 1 Semester 2
ENG 104 Introduction to Writing
JPP103 Criminology
JPP104 Introduction to Courts
JPP 207 Substantive Criminal Law
REL 100 The Bible
REL 110 Christian Faith

Year 2 Semester 1
ENG 103 Culture & Civilization Literature
JPP 110 Juvenile Theory
JPP 206 Corrections in America
JPP 308 Procedural Criminal Law
MATH 125 Contemporary Math

Year 2 Semester 2
COMM 460 Cross-Cultural Communication
HIST 103 World Views: History
JPP 214 Criminal Investigation
JPP 288 Terrorism
PSY 101 General Psychology

All courses are 3 crs.

Major: Liberal Arts

The Associate degree in Liberal Arts is designed for those individuals that have an interest in pursuing course work that includes a wide variety of interest to build a foundation in the Arts and Sciences for the present or to pursue coursework for future endeavors. Through these required courses, the program is intended to grow and enhance both your professional and Christian values.

Core Curriculum

Year 1 Semester 1

COMM 105 Public Speaking
COMM 201 Interpersonal Communication
ENG 100 Developmental Writing & Reading
JPP 101 American Government
MATH 121 Intermediate Algebra

Year 1 Semester 2

ECON 200 Principles of Economics
ENG 104 Introduction to Writing
HIST 163 Non-Western World: A History
REL 100 The Bible
REL 110 Christian Faith

Year 2 Semester 1

COMM 247 Business Writing
ENG 103 Culture & Civilization Literature
HHP 105 Introduction to Lifetime Fitness: WCP
Physical Science
MATH 125 Contemporary Math

All courses are 3 crs.

Year 2 Semester 2

ART
COMM 460 Cross-Cultural Communication
HIST 103 World Views: History
Language (choice)
PHIL 101 Philosophy: Theory & Practice
PSY 101 General Psychology

Either PSY 101 or COMM 460 could be replaced by a Religion elective

Major: Early Childhood Education

The Associate degree in Early Childhood Education is designed for those individuals that have an interest in earning a degree which satisfies the Wisconsin Department of Public Instruction professional credential requirements. Through these required courses, the program is intended to grow and enhance your professional and Christian values while increasing the student's knowledge and abilities to assess children's growth and developmental skills in early childhood. The criterion specializes in training for the early childhood professionals; ages birth to 8 years.

Core Curriculum

Year 1 Semester 1

*MATH 121 Intermediate Algebra
(w/one credit add on for MATH 119)*
COMM 105 Public Speaking
ED 103 Human Relations for Teachers
COMM 201 Interpersonal Communication
ED 102 Foundations of Education

Year 1 Semester 2

REL 110 Christian Faith
ED 100 Experimental Component
POLS 201 American Government
REL 100 The Bible
ENG 104 Intro to Writing
HHP 100 Intro to Life Fitness w/CPR

Year 2 Semester 1

ED 203 Educational Technologies
ED 230 Nature of the Exceptional Child
ED 231 Children's Literature
SCI 152 Life Science
ED 275 Human Learning
ENG 103 Culture & Civilization Literature

Year 2 Semester 2

ED 204 Developmental Reading K-9
ART 151 Art Fundamental
PSY 221 Child Development
HIST 103 World View: History
EDG 560 Families, Schools, and Communities
Language (Spanish)

All courses are 3 crs except the *MATH 121 for the ECE which has the 1 credit add-on to fulfill MATH 119 Number Sense: Teaching Pre K-8 requirements and HHP 100 Intro to Life Fitness w/CPR which is 2.

Associate Degree Programs

Early Childhood Education

Concordia's Early Childhood Education program emphasizes child development, play theory, faith development, emergent literacy, children's literature, early social-emotional growth, and developmentally-appropriate curriculum planning.

Our program offers you the opportunity to:
- Work closely with young children in a variety of field experiences.
- Receive a strong liberal arts education in a Christian setting.
- Collaborate with peers in academic, professional, and service projects.

The Early Childhood Education program offers you plenty of opportunities to build your classroom skills. You'll also collaborate with fellow early childhood students on academic and service projects.

With a degree in Early Childhood you can find meaningful work in:
- Profit and Non-Profit Centers
- Head Start Programs
- Family Childcare Centers
- After School Programs
- Outdoor Settings: Camps or Nature Preschools

Early Childhood students take the liberal arts core, developmental classes, and courses in methods and techniques designed for early childhood students focused on math, science, language and literacy, social skills development, working with families, music, art, and health and wellness for the early childhood age group.

This program is available in the classroom. Some courses are available online.

*ED102	Foundation of Education	3 credits
ED176	Health and Wellness Of the Young Child/ Practicum	4 credits
AL204	College Writing	3 credits
AL180	Interpersonal Communication	3 credits
ED103	Human Relations for Teachers	3 credits
ED221	Child Development	3 credits
ED 105	Success in College and Online OR AL 107 Student Success Strategies	3 credits
ED180	Language Literacy and	4 credits
ED249	Curriculum Development & Play in the Early Childhood	3 credits
AL105	Literature	3 credits
ED222	Safety Issues, First Aid CPR	3 credits
ED229	Assessment and Special Needs in the Early Childhood/Practicum	4 credits
ED240	Foundations for Life: Science for Educators	3 credits
AL159	Heritage of Faith	3 credits
AL161	Worldviews: History	3 credits
ED219	Number Sense in the Early Childhood Classroom/Practicum	4 credits
ED218	Music Movement & The Arts	3 credits
ED247	Learning Experiences with Infants & Toddlers	3 credits
Elective Course		3 credits
Elective Course		3 credits
TOTAL CREDITS		64 credits

- Portfolio 2 (0-credit, Pass/Fail)

* Candidates must complete a background check during their initial course in ED 102. Candidates cannot complete practicums until background checks are completed.
* Candidates must pass Portfolio 1 and Portfolio 2 prior to graduation. Portfolio 1 is completed in ED 102. Candidates enroll in Portfolio 2 upon completion of at least 45 credits.

Bachelor Degree Programs

THE STANDARD CORE CURRICULUM

Bible Content
AL 159 Heritage of Faith
AL 159 Heritage of Faith (EL)

Christian Doctrine

REL 204 Biblical Theology

Citizenship
AL 235 Voices in Democracy (EL)
AL 284 Civil War (EL)
AL 310 Constitutional Law
AL 310 Constitutional Law (EL)
AL 347 Macroeconomics
AL 347 Macroeconomics (EL))
AL 387 The Age of Enlightenment
ECON 200 General Economics (EL)

Civilization and World Views: History
AL 161 World History
AL 161 World History (EL)
AL 285 Historical Methods

Civilization and World Views: Literature
AL 105 Literature
AL 136 Literary Visions (EL)

Communication
AL 180 Interpersonal Communication
AL 180 Interpersonal Communication (EL)
AL 234 Speech Communication
AL 234 Speech Commuication (EL)

Creative Arts
AL 102 Art
AL 103 Music
AL 103 Music (EL)
AL 206 American Cinema (EL)
AL 208 Art of the Western World (EL)

Culture
AL 270 Intercultural Communication
AL 270 Intercultural Communication (EL)
AL 286 Faces of Culture (EL)
AL 377 Americas (EL)
AL 378 Africa: History and Culture
AL 381 The World of Islam
AL 382 Asian History & Culture
AL 390 Globalization

Lab Science
AL 153 Forensic Science
AL 153 Forensic Science (EL)
AL 175 Intro to Environmental Science (EL)
AL 158 Science

Language
AL 201 English Language
AL 201 English Language (EL)
AL 391 Contemporary Studies

Mathematics
AL 125 Mathematics
AL 125 Mathematics (EL)
AL 128 College Algebra
AL 128 College Algebra (EL)

Philosophical Foundations
AL 356 Critical Thinking & Creativity
AL 356 Critical Thinking & Creativity (EL)
AL 379 Classical Antiquity: The Heritage of Ancient Greece

Physical Development
AL 275 Fit and Well (2 credits)

Social Science
AL 271 Social Psychology in the Workplace
AL 271 Social Psychology in the Workplace (EL)
AL 322 Criminology
JPP 103 Criminology (EL)
AL 342 Eldercare
AL 342 Eldercare (EL)
AL 424 Abnormal Psychology (EL)

Theology Elective
REL 310 Religion in America Today
AL 395 Life of Christ
REL 410 World Religions*
REL 229 Religious Education for Youth and Adults
REL 233 Communicating Bible Messages
REL 287 Christian Care Giving
REL 312 Office of the Professional Church Worker
REL 376 Christian Ethics
REL 383 The Gospel of Luke
REL 383 The Gospel of Luke (EL)
REL 387 Christ's People through the Ages

Writing
AL 204 College Writing
AL 204 College Writing (EL)

(EL) = Online

Modules required in the major sequence do not fulfill additional core required outside the major.

*No duplication between REL 388 and REL 410.

THE ADVANCED TRANSFER CORE

Humanities/The Arts
AL 102 Art
AL 103 Music
AL 103 Music (EL)
AL 105 Literature
AL 136 Literary Vision (EL)
AL 161 World History
AL 161 World History (EL)
AL 201 English Language
AL 201 English Language (EL)
AL 206 American Cinema (EL)
AL 208 Art of Western World (EL)
AL 284 Civil War (EL)
AL 285 Historical Methods
AL 356 Critical Thinking/Creativity
AL 356 Critical Thinking/Creativity (EL)
AL 379 Classical Antiquity:The Heritage of Ancient Greece
AL 384 Medieval History & Literature
AL 386 Renaissance & Reformation
AL 389 The Romantic Age
AL 391 Contemporary Studies

Mathematics & Communication
AL 125 Mathematics
AL 125 Mathematics (EL)
AL 128 College Algebra
AL 128 College Algebra (EL)
AL 204 College Writing
AL 204 College Writing (EL)

Science
AL 153 Forensic Science
AL 153 Forensic Science (EL)
AL 175 Intro to Environmental Science (EL)
AL 158 Science

Social Science
AL 235 Voices in Democracy (EL)
AL 270 Intercultural Communication
AL 270 Intercultural Communication (EL)
AL 271 Social Psychology in the Workplace
AL 271 Social Psychology in the Workplace (EL)
AL 286 Faces of Culture (EL)
AL 310 Constitutional Law
AL 310 Constitutional Law (EL)
AL 322 Criminology
JPP 103 Criminology (EL)
AL 340 Health Care Ethics
AL 340 Health Care Ethics (EL)
AL 342 Eldercare
AL 342 Eldercare (EL)
AL 347 Macroeconomics
AL 347 Macroeconomics (EL)
AL 377 Americas (EL)
AL 378 Africa: History and Culture
AL 381 The World of Islam
AL 382 The Orient: History & Culture
AL 387 The Age of Enlightenment
AL 424 Abnormal Psychology (EL)
ECON 200 General Economics (EL)

Bible Content
AL 159 Heritage of Faith
AL 159 Heritage of Faith (EL)

Christian Doctrine
REL 204 Biblical Theology

Transfer Core Requirements:
Social Sciences: 9 Credits
Humanities and The Arts: 6 Credits
Mathematics & Communication: 6 Credits
Theology: 6 Credits
Science: 3 Credits

Total Transfer Core Requirement: 30 Credits

1. Students presenting an Associate Degree would be granted Advanced Transfer status upon entry into the program.

2. Students presenting at least 63 acceptable transfer credits from an accredited college (but not holding an associate degree) would be granted Advanced Transfer status upon entry into the program.

(EL) = Online

Major: Accounting

The Accounting major provides Accelerated Learning Center students with the opportunity to take accounting courses in a 12 week format along with accelerated courses in other areas of the major to complete an undergraduate degree in Accounting. Those who want to sit for the CPA exam would continue with three additional semester length undergraduate courses (ACCT360, ACCT330, and ACCT432) and graduate courses and credits toward an MBA to meet the 150 credit hour CPA requirement.

The undergraduate program leading to a 128 credit B.S. in Accounting consists of the 78 credit major sequence which includes 24 credits of 12 week length accounting courses and 54 credits of accelerated courses including five courses (15 credits) that also count toward the core, 32 additional credits in the core, and 15 elective credits.
There is no associate degree option for this major.
This program is available in the classroom. Some courses are available online.

Student learning goals for the Accounting major include the ability to:

- Create and analyze financial statements prepared in accord with Generally Accepted Accounting Principles (GAAP) and perform basic managerial accounting analyses.
- Understand and correctly use, at an entry-level of business, the basic terms and concepts of the marketing profession, as applied in actual marketing activities.
- Understand and apply basic financial management techniques in order to make sound quantitative/systematic business decisions.
- Evaluate business situations and recommend effective managerial action.
- Demonstrate an understanding of the legal and social environment of business.
- Demonstrate an understanding of the economic environment of business.
- Demonstrate sound quantitative analytical reasoning.
- Demonstrate an understanding of MIS appropriate to entry level business positions.
- Demonstrate an understanding of the ethical responsibilities of businesses and businesspersons from a Christian perspective.

Due to the rigor of the accounting profession, students who wish to register for ACCT 310 or higher accounting courses will be required to earn a minimum grade of "B" in ACCT 203 and ACCT 223. Each student will then be required to earn a minimum grade of C in each of their upper-level accounting courses to be awarded a bachelor's degree in accounting from Concordia University.

ACCOUNTING MAJOR SEQUENCE (78 CREDITS)

ACCT203/EL*	Financial Accounting (Replaces ACCT201, ACCT 202)	3 credits, 12 weeks
ACCT223/EL	Managerial Accounting	3 credits, 12 weeks
ACCT310/EL*	Intermediate Accounting I	3 credits, 12 weeks
ACCT311/EL*	Intermediate Accounting II	3 credits, 12 weeks
ACCT323	Cost Accounting	3 credits, 12 weeks
ACCT441	Mergers & Acquisitions	3 credits, 12 weeks
ACCT420/EL	Auditing	3 credits, 12 weeks
ACCT350/EL	Income Tax I	3 credits, 12 weeks
AL107	Student Success Strategies	3 credits
AL152	Computer Communication	3 credits**
AL272	Organizational Management Principles	3 credits**
AL204*	College Writing	3 credits
AL345	Business Law	3 credits**
AL169	Statistical Methods	3 credits**
AL159*	Heritage of Faith	3 credits
AL180*	Interpersonal Communication	3 credits
AL355	Management Information Systems	3 credits**
AL128*	College Algebra	3 credits
AL366	Marketing Management	3 credits**
AL359	Human Resource Management	3 credits**
AL348	Microeconomics	3 credits**
AL347*	Macroeconomics	3 credits**
AL368	Philosophy of Values and Ethics	3 credits
AL346	Business Finance	3 credits**
AL367	Global Dimensions in Business	3 credits**
AL371	Business Policy	3 credits**

ADDITIONAL CORE REQUIREMENTS: 32 CREDITS (ACCELERATED)

Civilization and World Views: History (3 credits)
Civilization and World Views: Literature (3 credits)
Christian Doctrine (3 credits)
Social Science (3 credits)
Language (3 credits)
Philosophical Foundations (3 credits)
Physical Development (2 credits)
Creative Arts (3 credits)
Theology Elective (3 credits)
Lab Science (3 credits)
Culture (3 credits)

Elective Requirements: 15 credits

* Core courses taken in the Major Sequence
** All students pursuing a Business major must earn a grade of C - or better in these required courses.

Major: Business Management

The Business Management major includes study from a variety of disciplines which will enable the student to develop knowledge, skills, and attitudes to more effectively deal with managerial, human, and financial dynamics within an organization. Student learning goals for the Business Management major include the ability to apply:

- Critical and creative thinking skills in the business context;
- Strategic decision-making skills;
- Knowledge of operations and management – planning, organizing, leading and controlling the resources of an organization;
- Knowledge of human resource issues within the business organization;
- Dynamics of the marketing function, including product planning, pricing, promotion, channel management, and competition analysis;
- Basic accounting principles and construct and interpret financial statements;
- Knowledge of business financing strategies and processes.
- Knowledge of effective communication, in writing and presentations.

48 CREDIT MAJOR SEQUENCE (BACHELOR OR ASSOCIATE DEGREE)

AL 107	Student Success Strategies	3 credits
AL 234*	Speech Communication	3 credits
AL 204*	College Writing	3 credits
AL 159*	Heritage of Faith	3 credits
AL 169	Statistical Methods	3 credits**
AL 356*	Critical Thinking and Creativity	3 credits
AL 272	Organizational Management Principles	3 credits**
AL 366	Marketing Management	3 credits**
AL 359	Human Resource Management	3 credits**
AL 347*	Macroeconomics	3 credits**
AL 367	Global Dimensions in Business	3 credits**
AL 368	Philosophy of Values and Ethics	3 credits
AL 365	Accounting	3 credits**
AL 346	Business Finance	3 credits**
AL 371	Business Policy	3 credits**
AL 474	Integrative Project: The Business Plan	3 credits**

* Starred courses fulfill core requirements inside the major.
** All students pursuing a Business major must earn a grade of C - or better in these required courses.

ADDITIONAL CORE REQUIREMENTS: 32 CREDITS (ASSOCIATE: 9 CREDITS)

Civilization and World Views: History (3 credits)**
Civilization and World Views: Literature (3 credits)
Mathematics (3 credits)
Language (3 credits)
Physical Development (2 credits)
Theology Elective (3 credits)
Christian Doctrine (3 credits)
Culture (3 credits)**
Creative Arts (3 credits)**
Social Science (3 credits)
Lab Science (3 credits)

**Required for Associate Degree.

ELECTIVE REQUIREMENTS: 48 CREDITS (ASSOCIATE: 7 CREDITS)

The Business Management major is available in the classroom and online.

Major: Health Care Management

Health Care Management program addresses supervisory skills essential to fields of management and administration throughout the acute, community and long term systems of care. These skills are integrated with concepts and themes from a variety of disciplines working collaboratively to understand, make decisions, and direct change within the health care setting. Opportunities to enhance personal growth and promote professional development are encouraged to help build the foundation for continued growth.

The Health Care Management Bachelor's Degree program is a State of Wisconsin approved "regular course of study," qualifying the graduate to take the Nursing Home Administrator examination. Students graduating with the Bachelors Degree in Health Care Management in states other than Wisconsin may be required to take additional classes and/or participate in an externship in order to qualify for the examination.

The goals of the Health Care Management program are to:

- Analyze health care demonstrating acceptance of individuals as holistic beings, created by God, respecting the dignity, worth, and rights of the individual;
- Synthesize knowledge from the sciences, humanities, and management theories as a basis for problem-solving and decision-making in health care;
- Evaluate research results applicable to health care practice;
- Demonstrate a willingness to work cohesively and communicate interpersonally with members of the interdisciplinary health care team;
- Create a reflective self-plan for personal and professional growth;
- Recognize current trends and issues relative to health care management;
- Respect diversity within the health care community for both those who are served and the providers of care
- Demonstrate effective communication, in writing and presentations.

48 CREDIT MAJOR SEQUENCE (BACHELOR OR ASSOCIATE DEGREE)

AL 107	Student Success Strategies	3 credits
AL 234*	Speech Communication	3 credits
AL 204*	College Writing	3 credits
AL 159*	Heritage of Faith	3 credits
AL 169	Statistical Methods	3 credits**
AL 356*	Critical Thinking & Creativity	3 credits
AL 331	Management Principles in Health Care	3 credits**
AL 341	Health Care Marketing	3 credits**
AL 359	Human Resource Management	3 credits**
AL 365	Accounting	3 credits**
AL 338	Financial Issues in Health Care	3 credits**
AL 340	Health Care Ethics	3 credits**
AL 342*	Eldercare	3 credits
AL 334	Strategic HC Planning and Evaluation	3 credits**
AL 444	Health Care Practicum	6 credits, (12 weeks)**

* Core courses taken in the Major Sequence.
** All students pursuing a Business major must earn a grade of C - or better in these required courses.

ADDITIONAL CORE REQUIREMENTS: 32 CREDITS (ASSOCIATE DEGREE: 9 CREDITS)

Civilization and World Views: History (3 credits)**
Civilization and World Views: Literature (3 credits)**
Mathematics (3 credits)
Language (3 credits)
Physical Development (2 credits)
Theology Elective (3 credits)
Christian Doctrine (3 credits)
Culture (3 credits)
Citizenship (3 credits)
Creative Arts (3 credits)**
Lab Science (3 credits)

**Required for Associate Degree.

ELECTIVE REQUIREMENTS: 48 CREDITS (ASSOCIATE DEGREE: 7 CREDITS)

The Health Care Management major is available in the classroom and online.

Major: Human Resource Management

The Human Resource Management major develops the knowledge and skills necessary for management of the human resource function within an organization. Students develop interpersonal as well as technical skills in areas such as employment practices, staffing, compensation and benefits, training, and change management. Student learning goals for this major include the ability to:

- Demonstrate effective writing, public speaking, and interpersonal communication skills;
- Apply business management skills that successfully create a diverse workforce to achieve organizational goals;
- Recognize, clarify and apply important federal and state legislation, case law decisions, and executive orders that affect the ` employment relationship;
- Analyze a compensation plan that identifies and describes plan objectives, salary structure and fringe benefits;
- Identify organizational needs for safety plans in multiple areas governed by OSHA related to employee health, safety, and security;
- Engage management techniques that integrate employee and organizational development with leadership;
- Organize strategies for the recruitment, selection, training, retention, and development of employees;
- Gain an understanding of the elements of strategic planning for workforce and human resource development;
- Identify and describe the elements of servant leadership which apply to the work of the human resource professional.

51 CREDIT MAJOR SEQUENCE (BACHELOR OR ASSOCIATE DEGREE)

AL 107	Student Success Strategies	3 credits	AL 265	Employment and Labor Relations	3 credits**
AL 234*	Speech Communication	3 credits	AL 266	Staffing	3 credits**
AL 204*	College Writing	3 credits	AL 267	Compensation and Benefits	3 credits**
AL 180	Interpersonal Communication	3 credits	AL 269	Workplace Health and Safety	3 credits**
AL 159*	Heritage of Faith	3 credits	AL 300	Training and Employee Development	3 credits**
AL 272	Organizational Management Principles	3 credits**	AL 368	Philosophy of Values and Ethics	3 credits
AL 270*	Intercultural Communication	3 credits	AL 472	Managing Change	3 credits**
AL 271*	Social Psychology in the Workplace	3 credits	AL 473	Integrative Project: HR Management	3 credits**
AL 359	Human Resource Management	3 credits**			

* Starred courses fulfill core requirements inside the major.
** All students pursuing a Business major must earn a grade of C - or better in these required courses.

ADDITIONAL CORE REQUIREMENTS: 32 CREDITS (ASSOCIATE: 9 CREDITS)

Civilization and World Views: History (3 credits)**
Civilization and World Views: Literature (3 credits)**
Philosophical Foundations (3 credits)
Language (3 credits)
Mathematics (3 credits)
Theology Elective (3 credits)
Creative Arts (3 credits)**
Christian Doctrine (3 credits)
Physical Development (2 credits)
Lab Science (3 credits)
Citizenship (3 credits)

**Required for Associate Degree.

ELECTIVE REQUIREMENTS: 45 CREDITS (ASSOCIATE: 4 CREDITS)

The Human Resource Management major is available in the classroom and online.

Major: Liberal Arts

The Liberal Arts curriculum provides core credits and electives for all career-field majors, or it stands by itself as a major or minor. The major sequence consists of integrated studies of mankind and civilization. The courses combine the history, literature, world view, great works, and major figures of each culture studied.

The goals of Liberal Arts are depth, breadth, creative thinking, and leadership development in all the disciplines and areas of the competencies. These are transferable skills that prepare the student for change and never go out of date.

Liberal Arts modules foster student development in each of the six university-wide core outcomes that comprise the CU curriculum. In addition, the Liberal Arts major includes the following major specific goals, enabling students better to "gauge" the world we live in by being able to:

Program Outcome 1: Spiritual Development
The student will develop an understanding of and appreciation for Christianity in terms of its foundations and worldview.

-
- The student will demonstrate competence in Bible reading.
- The student will demonstrate an understanding of Christian theology.
- The student will demonstrate an ability to describe a Christian understanding of the world and the human condition, in a contemporary and historical context.

Program Outcome 2: Communication
The student will demonstrate the ability to communicate effectively.

- The student will demonstrate the ability to write clearly and cogently, using correct grammar and the appropriate reference or citation style.
- The student will demonstrate the ability to utilize effectively various media (including images, technology, print, etc.) for a variety of purposes and audiences.
- The student will demonstrate the ability to speak to a group intelligently, substantively, and confidently.
- The student will demonstrate the ability to communicate interpersonally.
- The student will demonstrate the ability to work collaboratively with others.

Program Outcome 3: Problem Solving
The student will demonstrate the ability to think rationally and critically, to analyze and to research a problem, and to propose potential solutions.

- The student will demonstrate the ability to identify a problem and to restate it clearly and succinctly.
- The student will demonstrate the ability to frame a problem within a particular academic discipline, including, but not limited to, History, Literature, Mathematics, Computer Science, Philosophy, Political Science, Psychology, and Science.
- The student will demonstrate the ability to analyze a problem and to conduct research leading to information regarding the background of the problem and potential solutions to it.
- The student will demonstrate the ability to propose and select solution strategies, which may include, but are not limited to, logical/rational, numeric, and/or scientific.
- The student will demonstrate the ability to evaluate potential solutions and to propose his/her own solutions.

Program Outcome 4: Physical Development (Wellness)
The student will develop an understanding of and appreciation for their God-given bodies and physical abilities.

- The student will develop and train his/her motor skills, both gross and fine.
- The student will demonstrate his/her physical abilities.
- The student will demonstrate an understanding of human health and knowledge of what constitutes wellness.
- The student will demonstrate the ability to use various forms of physical activity for fitness, stress reduction, and recreation.

Program Outcome 5: Aesthetic Sensibility
The student will develop an individual perception of beauty through experience, reflection and expression in and by means of various media.

- The student will demonstrate knowledge of the formal elements of a work of art or piece of literature or music (i.e., plot, character, dialogue, line, color, shape, texture, dynamics, etc.)
- The student will be able to identify and to describe the messages, moods, tones, voices, and contents communicated by a work of art or piece of literature or music.
- The student will demonstrate the ability to describe the worldview that a work of art or piece of literature or music reflects, by identifying its characteristics of time and place, political or social setting, and literary or cultural convention. Major worldviews constitute Ancient, Classical, Medieval, Early Modern, Modern and Contemporary.
- The student will demonstrate knowledge of the differences between long-term greatness and popular success, critical success, artistic success, personal expression, and private satisfaction.

Program Outcome 6: Global Citizenship
The student will demonstrate an understanding of what constitutes citizenship and how various societies have organized and identified themselves across time and space.

- The student will demonstrate an understanding of the terms, concepts and histories that explain political and economic systems in the United States and abroad.
- The student will develop cultural understanding, which constitutes an awareness and appreciation of, and sensitivity toward, the similarities and differences of individuals, groups, and societies - past, present and future.
- The student will demonstrate the ability to apply cultural understanding to fulfill and appreciate their duties, obligations, and functions as Christian citizens in a complex nation and world.

48 CREDIT MAJOR SEQUENCE (BACHELOR OR ASSOCIATE DEGREE)

AL 107	Student Success Strategies	3 credits

AL 204*	College Writing	3 credits	AL 387*	The Age of Enlightenment	3 credits
AL 378	Africa: History and Culture	3 credits	AL 389	The Romantic Age	3 credits
AL 379	Classical Antiquity:		AL 390	Globalization	3 credits
	The Heritage of Ancient Greece	3 credits	AL 391	Contemporary Studies	3 credits
AL 159*	Heritage of Faith	3 credits	AL 285*	Historical Methods	3 credits
AL 381	The World of Islam	3 credits	AL 103	Music	3 credits
AL 382	The Orient: History and Culture	3 credits	AL 158*	Science	3 credits
AL 384	The Medievel World	3 credits			
AL 386	Renaissance and Reformation	3 credits	*Starred courses fulfill core requirements inside the major.		

This program is offered in the classroom. Some courses available online.

ADDITIONAL CORE REQUIREMENTS: 32 CREDITS (ASSOCIATE: 9 CREDITS)

Civilization and World Views: Literature (3 credits)
Communication (3 credits)**
Mathematics (3 credits)
Social Science (3 credits)**
Physical Development (2 credits)
Theology Elective (3 credits)
Christian Doctrine (3 credits)
Language (3 credits)
Philosophical Foundation (3 credits)
Creative Arts (3 credits)**
Culture (3 credits)

**Required for Associate Degree.

ELECTIVE REQUIREMENTS: 48 CREDITS (ASSOCIATE: 7 CREDITS)

Major: Management of Criminal Justice

The Management of Criminal Justice program provides professional growth and knowledge by affording the student the opportunity to analyze critical legal, operational, and managerial issues in the criminal justice field. The curriculum is designed to develop highly-skilled individuals by providing a practical and applied course of instruction in the areas of law and management, as well as current issues impacting the field.

Student learning outcomes of the Management of Criminal Justice program include:

- Show knowledge of public sector management techniques within the criminal justice system;
- Show knowledge of the dynamics and development of constitutional, criminal, and administrative law, as it pertains to the management and operations of criminal justice activities, at all levels of government; federal, state and municipal;
- Show the ability to recognize the value and importance of ethics and how ethics applies to criminal justice professionals;
- Be able to identify and evaluate the theories for the causes of crime and public policies that assist in the prevention of crime;
- Demonstrate an appreciation of the use of statistics in criminal justice decision making and research;
- Describe the role and functions of law enforcement, corrections and the courts in a modern democratic society;
- Demonstrate the ability to communicate effectively in writing.

48 CREDIT MAJOR SEQUENCE (BACHELOR OR ASSOCIATE DEGREE)

AL 107	Student Success Strategies	3 credits	AL 322*	Criminology	3 credits
AL 310*	Constitutional Law	3 credits	AL 357	Juvenile Justice	3 credits
AL 204*	College Writing	3 credits	AL 318	Mgmt. of Law Enforcement Agencies	3 credits
AL 312	Procedural Criminal Law	3 credits	AL 320	Public Finance and Budgeting	3 credits
AL 314	Criminal Justice Liability Law	3 credits	AL 328	Corrections in America	3 credits
AL 316	Administrative Law	3 credits	AL 153*	Forensic Investigation	3 credits
AL 245	Criminal Justice Research Methods	3 credits	AL 159*	Heritage of Faith	3 credits
AL 169	Statistical Methods	3 credits	AL 329	Ethics in Criminal Justice	3 credits

*Starred courses fulfill core requirements inside the major.

ADDITIONAL CORE REQUIREMENTS: 32 CREDITS (ASSOCIATE: 9 CREDITS)

Civilization and World Views: History (3 credits)**
Civilization and World Views: Literature (3 credits)
Communication (3 credits)
Mathematics (3 credits)
Physical Development (2 credits)
Creative Arts (3 credits)**
Christian Doctrine (3 credits)
Culture (3 credits)**
Philosophical Foundations (3 credits)
Language (3 credits)
Theology Elective (3 credits)

** Required for Associate Degree.

ELECTIVE REQUIREMENTS: 48 CREDITS (ASSOCIATE: 7 CREDITS)

The Management of Criminal Justice major is available in the classroom and online.

Major: Nursing (BSN Completion for registered nurses)

Registered nurses who have graduated from an ADN or Diploma nursing program will find Concordia's BSN Completion Program a flexible means of furthering their nursing education. Coursework consists of accelerated learning that can be taken on-site or online. Completion program candidates can obtain their BSN degree in as few as 18 months, depending on how many credits are transferred in. Students may transfer in up to 85 credits from their ADN and any other previous college coursework that has a grade of C+ or better. All students must take at least 36 credits at CU in order to satisfy residency requirements and graduate with a Baccalaureate Degree from CU. Concordia University's Nursing Completion Program is accredited by the Commission on Collegiate Nursing Education.

Program is available in the classroom and online.

LIBERAL ARTS CORE

Many of the basic liberal arts courses may be accepted as transfer credits from accredited associate degree or diploma nursing programs:

Theology – 6 credits
(Must be taken at CU for residency)
Ethics – 3 credits
Humanities – 3 credits
Cross Cultural – 3 credits
Social Science – 6 credits
Science – at least 6 credits
Communications (Writing Intensive) – 3 credits
Mathematics (statistics) – 3 credits

NURSING CORE

(Must be taken from CU) – 19 CREDITS

NURS 301 Dimensions of Professional Nursing – 3 credits
NURS 305 Trends in Professional Nursing – 3 credits
NURS 336 Nursing Research for RNs – 3 credits
NURS 342 Population Health – 4 credits
NURS 442 Leadership: The Future of Nursing – 3 credits
NURS 492 Seminar in Contemporary Nursing – 3 credits

PROGRAM OBJECTIVES

- Apply liberal arts and scientific background in nursing practice.
- Apply organizational and leadership principles in practice to improve quality and patient safety.
- Apply current evidence into professional nursing practice.
- Use informatics and healthcare technologies to inform decision-making regarding quality patient care and safety.
- Demonstrate knowledge of healthcare policy, finance, and regulatory environments.
- Communicate and collaborate in an interprofessional healthcare environment to deliver safe, high quality patient care.
- Apply knowledge of health promotion and disease prevention to improve individual and population health.
- Demonstrate professionalism and professional values.
- Engage in the professional roles of the nurse as care provider, care manager/coordinator, lifelong learner and member of the profession.

Major: Diagnostic Medical Sonographer (DMS)

Sonography, or Ultrasonography, is the use of sound waves to generate an image for the assessment and diagnosis of various medical conditions (US Dept of Labor). Sonographers can specialize in a number of areas and the outlook for future employment is favorable as the need for qualified health care providers soars across the United States.

Diagnostic Medical Sonographers utilize knowledge of human anatomy and disease, mathematics and physics to utilize equipment for diagnostic purposes. Sonographers may be employed in various health care settings, i.e. hospitals or clinics, industry, business, research, administration or education.

This major is intended to be a four-year course of study leading to a Bachelor of Science degree. The program is jointly sponsored and structured - required and pre-professional coursework is completed at Concordia University and the professional curriculum is completed at accredited Sonography programs. Successful completion of competency requirements within the clinical program must be achieved prior to graduation.

There are 2 programs offered in the professional programs: General/Vascular and Cardiac/Vascular. General/Vascular students will learn to perform abdominal, superficial, obstetric, gynecologic and vascular exams (imaging of blood vessels). Cardiac/Vascular students will learn to perform echocardiograms (cardiac ultrasound) and vascular exams.

The transfer core is applicable to students who must show proof of credential through ARDMS, ARRT or CCI and that they graduated from an accredited US program. Concordia University will transfer in up to 63 credits of DMS work. Students will be required to take a minimum of 36 credits at Concordia University.

THE ADVANCE TRANSFER CORE REQUIREMENTS:

Social Science – 9 credits
Humanities and the Arts – 6 credits
Mathematics & Communication – 6 credits
Theology – 6 credits
Science – 4 credits (May be waived or transferred in)

The core curriculum defines several major modules of ultrasound education. All lectures are correlated with scan lab demonstration and practice for each organ system. Each module of instruction includes the following components:

- Terminology
- Gross and sectional anatomy
- Physiology and pathophysiology
- Clinical medicine
- Sonographic pathology
- Sonographic technique

Students will formally present one case study during each semester relative to the material being presented.

CLINICAL EDUCATION

The clinical component of our program allows students to rotate through all aspects of sonography specific to their chosen learning track. Students progress in competence and ability on an individual basis and within the guidelines set forth by program faculty.

A predetermined number of competencies specific to each learning concentration must be achieved during the duration of the program.

In addition, specialty rotations have been designed in order to broaden the scope of the student's clinical experiences.

CARDIAC/VASCULAR SONOGRAPHY OPTION

DIAGNOSTIC MEDICAL SONOGRAPHER OPTIONS:

Course Outline

Semester I
Introduction to Sonography
Cardiovascular Anatomy
Cardiovascular Physiology
Doppler Principles
Vascular Sonography I
Clinical Education I

Semester II
AE - Cardiomyopathy
AE – Valvular Disease
Vascular Sonography II
Sonography Principles & Instrumentation
Clinical Education II

Semester III
Embryology of the Heart
AE – Advanced Pathology
Vascular Sonography III
Clinical Education III

Semester IV
Specialized Procedures in Echocardiography
Pediatric Echocardiography I
Stress Echocardiography
Introduction to Fetal Echocardiography
Clinical Education IV

Semester V
Pediatric Echocardiography II
Seminar in Professional Development
Clinical Education V

GENERAL/VASCULAR SONOGRAPHY OPTION

Course Outline

Semester I
Introduction to Sonography
Abdominal Sonography I
OB/Gyn Sonography I
Vascular Sonography I
Clinical Education I

Semester II
Abdominal Sonography II
OB/GYN Sonography II
Vascular Sonography II
Sonography Principles & Instrumentation
Clinical Education II

Semester III
Specialized Sonography
OB/GYN Sonography III
Vascular Sonography III
Clinical Education III

Semester IV
Seminar in OB/GYN
Fetal Echocardiography
Introduction to Neurosonography
Clinical Education IV

Semester V
Abdominal Sonography III
Introduction to MSK
Seminar in Professional Development
Clinical Education V

Major: Social Work

Social work is a diverse and dynamic profession. Grounded in social justice and a professional code of ethics, social workers can be found in all levels of the helping professions. Social workers develop skills in helping people navigate complex systems of care. They provide counseling and psychotherapy to individuals, families, and groups. Social workers can be found in social and health care services. They participate in political advocacy and support legislative changes that create a more balanced and just world. The profession is built on an academic knowledge base that supports competency based learning. Students receive hands on training through professionally supervised and mentored internships. Graduates are eligible for licensure in most states and enjoy job security in one of the fastest growing professions in the country. Social work is a profession with many possibilities for diversity in practice and careers.

The mission of the CU Social Work Program is to prepare graduates for baccalaureate level, generalist social work practice, within the context of faith, service, and social justice.

Generalist social work practice means that social work majors learn how to help others in many broad-based ways. They may assist individuals, families, groups, communities, and organizations in a variety of social work or related settings. Generalist social work practice includes helping people from a strengths perspective, which means recognizing, supporting, and building on the innate capabilities of all human beings.

The mission of the Social Work Program also includes the importance of a faith perspective that provides the support, energy, and commitment to make a difference in the lives of others. The mission inspires majors to use the force of their individual personal selves and professional skills in service to others and encourages majors to work for social and economic justice for those who may be forgotten or marginalized in our larger society. Social work embraces six core values. They include the values of service, social justice, the dignity and worth of each person, the importance of human relationships, integrity, and competence. The values of human rights and the importance of scientific inquiry support these core values.

The social work curriculum promotes the social work mission through providing the theoretical concepts, a broad knowledge base, and the applied skills necessary to improve and enhance the overall well-being of others. The mission is carried out through the professional social work foundation courses which include content on social work values and ethics; human diversity; social and economic justice; populations-at-risk; human behavior in the social environment; social welfare policy and services; social work practice skills; research; and field (internship) practicum.

SOCIAL WORK PROGRAM GOALS

The goals of the CU Social Work Program are to:

- Prepare students for professional generalist practice.
- Develop students who have a strong skill and knowledge base in their practice with diverse groups.
- Support students in their understanding and ability to apply social work values and ethics to their professional social work practice.
- Prepare students who can apply research and/or evidence-based practice to their various practice contexts and for self and practice evaluation.
- Encourage students to draw on the foundation of faith, service, and social justice to provide leadership in the provision of service to and solidarity for marginalized or oppressed groups.

SOCIAL WORK PROGRAM CORE COMPETENCIES

- Demonstrate Ethical & Professional Behavior.
- Engage Diversity and Difference in Practice.
- Advance Human Rights and Social, Economic, and Environmental Justice.
- Engage in Practice-informed Research and Research-informed Practice.
- Engage in Policy Practice.
- Engage with Individuals, Families, Groups, Organizations, and Communities.
- Assess Individuals, Families, Groups, Organizations, and Communities.
- Intervene with Individuals, Families, Groups, Organizations and Communities.
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

45 CREDIT MAJOR SEQUENCE (BACHELOR OF SCIENCE)

This program is available in the classroom. Some courses are available online.

SW 225	Social Work & Social Welfare	3 Credits
SW 235	Introduction to Child Welfare	3 Credits
SW 306	Social Welfare Policy and Programs	3 Credits
SW 346	Human Behavior in the Social Environment I	3 Credits
SW 347	Human Behavior in the Social Environment II	3 Credits
SW 310	Research Methods I	3 Credits
SW 410	Research Methods II	3 Credits
SW 490	Senior Integrative Seminar	3 Credits
SW 327	Field Education I	3 Credits
SW 427	Field Education II	3 Credits
SW 328	Field Seminar I	3 Credits
SW 428	Field Seminar II	3 Credits
SW 326	Skills & Methods of Social Work Practice I	3 Credits
SW 426	Skills & Methods of Social Work Practice II	3 Credits
SW 436	Skills & Methods of Social Work Practice III	3 Credits

ADDITIONAL CORE REQUIREMENTS: 47 CREDITS

Writing (3 credits)
Bible Content (3 credits)
Christian Doctrine (3 credits)
Civilization and World Views: History (3 credits)
Civilization and World Views: Literature (3 credits)
Communication (3 credits)
Culture (3 credits)
Citizenship (3 credits)
Philosophical Foundations
(3 credits, must take Student Success Strategies)
Mathematics (3 credits, must take Statistical Methods)
Creative Arts (3 credits)
Language (3 credits)
Physical Development (2 credits)
Lab Science (3 credits)
Social Science (3 credits)
Theology Elective (3 credits)

*Must receive a "C" or better in Statistical Methods.

ELECTIVE REQUIREMENTS (34 REQUIRED)

TOTAL CREDITS FOR BACHELOR IN SOCIAL WORK: 126

ACCREDITATION

Social Work Programs at the baccalaureate and master's levels are accredited by the Council on Social Work Education (CSWE). The Social Work Program at Concordia University is fully accredited by CSWE. CSWE Accreditation establishes uniform educational standards for social work students to insure students acquire the highest standards of professional training and practice. Additionally, an accredited program qualifies graduates for advanced standing in graduate programs that grant the Master of Social Work Degree (MSW). This status typically makes it possible for BSW graduates to earn an MSW in three semesters. Students who receive their BSW can also join The National Association of Social Workers (NASW), the largest professional association of social workers. Finally, students who graduate from accredited social work programs are eligible to apply and take the examination for state licensing or certification for professional social work practice. Social workers, who successfully complete the baccalaureate degree requirements at Concordia University, graduate from a program accredited by the Council of Social Work Education and receive a Bachelor of Social Work degree (BSW).

FIELD EDUCATION (INTERNSHIPS)

The curriculum design for field education is incorporated in two semesters and involves the accumulation of 432 hours of fieldwork. Field experience offers students the opportunity to test and demonstrate their abilities and knowledge in a supervised educational setting. Social work majors, are required to enroll in SW 327 Field Education I and SW 427 Field Education II. In conjunction with Field Education, students are required to enroll in SW 328 Field Seminar I and SW 428 Field Seminar II. Participation in the seminar is to be concurrent with field education. The seminar format will provide for the integration of field experience with classroom learning through discussion and assignments. The Department of Social Work Field Coordinator will contact students to guide them through the process of establishing their field placement. Students must have all other degree requirements met, except for SW 490, prior to beginning their field placement.

Major: Theological Studies

God reveals himself through his Word and, to a lesser degree, through his world. The Theological Studies Major examines the Bible, God's revealed Word, in broad introductory overviews of the Holy Scriptures (isagogics) as well as in close reading of a particular biblical book (exegetical studies). The major also studies God's providence in history. In addition, students receive practical training in the application of their studies in ministry to others. The Theological Studies Major offers some students the opportunity for a vocation in church, either as a primary or secondary calling.

Through participation in, and upon completion of, the Theological Studies Major at Concordia University, students will:

- Have a greater understanding of God's Word, the Holy Scriptures
- Appreciate the value of sound Christian doctrine based squarely on the Bible
- Develop a heightened awareness of God's working throughout history
- Grow in their relationship with Christ and put his teachings into practice in their vocations
- Employ various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups
- Demonstrate an understanding of research skills

Students who are pursuing this major and wish to become certified as a Director of Church Ministries in The Lutheran Church – Missouri Synod should apply to the Director of Church Ministries program. Applications are available from the Office of Continuing and Distance Education by calling 262-243-2122 or by email from mary.jandre@cuw.edu. Applicants must be of good moral character and must meet other qualifications specified by the program. Additional online coursework will be required (see the CUW Undergraduate Academic Catalog). Questions concerning certification can be directed to the Church Ministries office at 262-243-4343.

48 CREDIT MAJOR SEQUENCE (BACHELOR OR ASSOCIATE DEGREE)

AL 107	Student Success Strategies	3 credits
AL 204*	College Writing	3 credits
AL 379*	Classical Antiquity: The Heritage of Ancient Greece	3 credits
AL 159*	Heritage of Faith	3 credits
REL 201	The Old Testament	3 credits
REL 203	The New Testament	3 credits
REL 383	The Gospel of Luke	3 credits
AL 395	Life of Christ	3 credits
REL 204	Biblical Theology	3 credits
REL 376	Christian Ethics	3 credits
REL 387*	Christ's People Through The Ages	3 credits
REL 233	Communicating Bible Messages	3 credits
REL 229	Religious Education for Youth & Adults	3 credits
REL 287	Christian Care Giving	3 credits
REL 310	Religion in America Today OR	
REL 410	World Religions	3 credits
REL 312	Office of Professional Church Worker	3 credits

*Core courses taken in the Major Sequence.

Program is offered in the classroom at limited sites and available online.

ADDITIONAL CORE REQUIREMENTS: 32 CREDITS (ASSOCIATE DEGREE: 9 CREDITS)

Civilization and World Views: History (3 credits)**
Culture (3 credits)**
Social Science (3 credits)
Language (3 credits)
Physical Development (2 credits)
Civilization and World Views: Literature (3 credits)
Creative Arts (3 credits)**
Mathematics (3 credits)
Communication (3 credits)
Citizenship (3 credits)
Lab Science (3 credits)

**Required for Associate Degree.

ELECTIVE REQUIREMENTS: 48 CREDITS (ASSOCIATE DEGREE: 7 CREDITS)

Minors and Certificates

Now you can add new job skills, enhance your career, broaden your education, or meet elective requirements by pursuing one of Concordia's certificate programs or adding a minor to your degree program. The certificates can be taken as a part of a degree program or can be taken independently by anyone wishing to enrich their learning.

The certificates may be taken either for college credit or not for credit and may be offered in the Concordia classroom, online or at corporate sites. Courses taken not for credit may later be awarded college credit if the additional tuition is paid. For details, please call one of our admissions officers. Requirements vary based on major and transfer credits and some courses may have prerequisite coursework required.

ACCOUNTING MINOR: 18 CREDITS**

Program offered in the classroom. Some courses available online.
ACCT 203 Financial Accounting
ACCT 223 Managerial Accounting
ACCT 310 Intermediate Accounting I
ACCT 311 Intermediate Accounting II
ACCT 323 Cost Accounting
ACCT 330 Advanced Accounting OR
ACCT 350 Income Tax I

BUSINESS MANAGEMENT CERTIFICATE OR MINOR: 18 - 24 CREDITS**

Program offered in the classroom and online.
AL 169 Business Statistics
AL 272 Organizational Management Principles
AL 346 Business Finance
AL 347 Macroeconomics
AL 359 Human Resource Management
AL 365 Financial Accounting
AL 366 Marketing Management
AL 367 International Business
AL 371 Business Policy
*Health Care Management Majors would also need AL 371 Business Policy

MANAGEMENT OF CRIMINAL JUSTICE CERTIFICATE OR MINOR: 18 - 21 CREDITS**

Program offered in the classroom and online.
AL 169 Statistical Methods
AL 312 Procedural Criminal Law
AL 318 Management of Law Enforcement Agencies
AL 320 Public Finance and Budgeting
AL 322 Criminology
AL 328 Corrections in America
AL 357 Juvenile Justice

CULTURAL STUDIES CERTIFICATE OR MINOR: 18 CREDITS

Program offered in the classroom.
AL 285 Historical Methods
AL 270 Intercultural Communication OR Travel Study
AL 378 Africa: History and Culture
AL 379 Classical Antiquity: The Heritage of Ancient Greece
AL 381 The World of Islam
AL 382 Asian History and Culture

HEALTH CARE MANAGEMENT CERTIFICATE OR MINOR: 18 - 24 CREDITS **

Program offered in the classroom and online.
AL 169 Business Statistics
AL 331 Management Principles in Health Care
AL 334 Health Care Planning & Evaluation
AL 338 Financial Issues in Health Care
AL 340 Health Care Ethics
AL 341 Health Care Marketing
AL 342 Eldercare
AL 359 Human Resource Management
AL 365 Financial Accounting (pre-requisite for AL 338)

HUMAN RESOURCE MANAGEMENT CERTIFICATE OR MINOR: 18 CREDITS**

Program offered in the classroom and online.
AL 265 Employment and Labor Relations
AL 266 Staffing
AL 267 Compensation and Benefits
AL 269 Workplace Health and Safety
AL 300 Training and Employee Development
AL 472 Managing Change

MARKETING CERTIFICATE OR MINOR: 18 CREDITS**

Program offered in the classroom and online.
AL272 Organizational Management Principles*
AL366 Marketing Management* (prerequisite for advanced course)
AL308 Advanced Marketing Management

And three of the following:
AL224 Public Relations
AL304 Retail Management
AL305 Promotions and Advertising
AL306 E-Commerce
AL307 Marketing Research
AL309 International Marketing
* If these courses were already taken in the major, replace with additional courses from the list.

NONPROFIT MANAGEMENT CERTIFICATE OR MINOR: 18 CREDITS**

Program offered in the classroom.
AL250 Nonprofit Management Principles
AL251 Nonprofit Marketing
AL325 Financial Issues in Nonprofit Management
AL335 Nonprofit Fundraising and Grant Writing
AL349 Legal Issues in Nonprofit Management
AL365 Financial Accounting (prerequisite for AL325) OR
AL472 Managing Change

THEOLOGICAL STUDIES MINOR: 18 CREDITS

Program offered in the classroom and online.
REL 201 The Old Testament
REL 203 The New Testament
REL 229 Religious Education for Youth and Adults
REL 233 Communicating Bible Messages
REL 287 Christian Care Giving
REL 376 Christian Ethics

SPORT AND ENTERTAINMENT MANAGEMENT CERTIFICATE OR MINOR: 18 CREDITS**

Program offered in the classroom.
AL212 Introduction to Sport Management
AL344 Social Aspects of Sport
AL255 Administration and Organization of Sport and Recreation
AL339 Legal and Ethical Issues in Sport and Recreation
AL369 Sport Economics and Finance
AL374 Marketing of Sports

** All students pursuing a Business major must earn a grade of C - or better in these required courses.

BACHELORS DEGREE COURSE DESCRIPTIONS

ACCT 203 / ACCT 203EL FINANCIAL ACCOUNTING
emphasis is placed on the process of identifying, measuring, recording, and communicating the economic events of a business. Areas of coverage include ethics; the accounting cycle (manual and computerized); financial statements presentation & analysis; merchandising; internal controls; cash; receivables; long-lived assets; capital stock and dividend transactions; stockholders equity; and bond financing. Prerequisite: Sophomore standing, except Accounting Majors. 3 credits.

ACCT 223 / 223EL MANAGERIAL ACCOUNTING
covers procedures for measuring managerial performance, developing budgets in the process of planning, and control within an organization. Emphasis is placed on the function and interpretation of accounting information for decision making by management. Prerequisite: ACCT 203 (or by permission of the instructor); sophomore standing. 3 credits.

ACCT 310 / 310EL INTERMEDIATE ACCOUNTING I
builds on the accounting foundation established in Principles of Accounting I and II. The course provides an in-depth study of the conceptual and technical issues surrounding the recording and reporting standards set forth by Generally Accepted Accounting Principles (GAAP). Prerequisite: A grade of B or better in ACCT 201 and 202 or ACCT 203 (or by permission of the instructor); sophomore standing. 3 credits.

ACCT 311 / 311EL INTERMEDIATE ACCOUNTING II
extends the students an in-depth study of the conceptual and technical issues surrounding the recording and reporting standards set forth by GAAP and international accounting standards. Research using the FASB codification research system is emphasized. Topics include long-term debt; equity; earnings per share; leases; pensions; income taxes; revenue recognition; investments; accounting changes; and the statement of cash flows. Prerequisite: A grade of C or better in ACCT 310 (or by permission of the instructor); sophomore standing. 3 credits.

ACCT 323 COST ACCOUNTING
emphasizes cost management with a strategic focus. Topics include job and process costing; activity-based costing; balanced scorecard; budgeting; cost estimation; variance analysis; strategic performance measurement; quality control; pricing; and business valuation. Prerequisite: ACCT 223. 3 credits.

ACCT 330 / 330EL ADVANCED ACCOUNTING I
is the study of accounting principles; theory and research for the purpose of recording and reporting business information. Topics include SEC reporting; foreign currency issues; derivative securities; interim financial reporting; partnerships; accounting for state and local governments; not for profit entities and bankruptcy and reorganization. Prerequisite: A grade of C or better in ACCT 311. 3 credits.

ACCT 350 / 350EL INCOME TAX I
presents the history of federal income taxation and covers the taxation of personal income. Emphasis is focused on the determination of gross income, adjusted gross income, deductions, credits, and consequences of property transactions. Tax policies and procedures reviewed relate to the Internal Revenue Code and interpretations of the Internal Revenue Service. Prerequisite: A grade of C or better in ACCT 311. 3 credits.

ACCT 360 INCOME TAX II
studies partnership, fiduciary, and corporation income tax laws for proper treatment of various types of income, deductions, the consequences of ownership interests, and the application of various rates to taxable situations. Covers the administrative procedures for protests, refunds, and gift estate taxes. Prerequisite: A grade of C or better in ACCT 350. 3 credits.

ACCT 420 / 420EL AUDITING
presents the theory; concepts and techniques utilized by independent auditors; covers professional ethics and legal relationships; evaluating and reporting on internal control as it applies to the planning and implementation of the audit process; and formulating substantive testing procedures from a study and analysis of required auditing objectives and internal control structure. Prerequisites: A grade of C or better in ACCT 311. 3 credits.

ACCT 432 / 432EL GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING
emphasizes the different characteristics of governmental and not-for-profit organizations. Topics include accounting for state and local government entities and the role of the Governmental Accounting Standards Board (GASB); the accountability for public funds; and accounting and financial reporting in the not-for-profit sector. Prerequisites: A grade of C or better in ACCT 310 or permission of instructor. 3 credits.

ACCT 441 MERGERS AND ACQUISITIONS
covers the study of business combinations and includes the equity method of accountings; variables interest entities; special purpose entities; joint ventures; and consolidated financial statements. Prerequisite: A grade of C or better in ACCT 311. 3 credits.

AL 102 ART
examines the fundamental nature and context of the visual arts. Classroom discussions center on the definition of art, the making of art, the artist, the aesthetic object, the viewer, art criticism, interpretation, and the history of art. Students view and discuss works of art, visit galleries and museums, and experience introductory studio activities. 3 credits.

AL 103 / 103EL MUSIC
will prepare students for appreciating the experience, structure, and cultural influence of Western classical music. With a focus on the socio-cultural background of composers and musical eras, provides students with appropriate terminology and insight so they may critique and discuss classical musical compositions and performance. Opportunity to apply learning to a live musical event, which does not need to be classical. 3 credits.

AL 105 LITERATURE
examines genres and forms of writing including short fiction, poetry, drama, and non-fiction. Students will work with both written and oral analysis. They will learn about contemporary techniques of criticism and terminology common to each genre. 3 credits.

AL 107 / 107EL STUDENT SUCCESS STRATEGIES
engages students in cultivating the abilities necessary for academic and professional success, including study and research skills, learning styles, use of technology, and critical thinking skills. 3 credits.

AL 108 INTRODUCTION TO WRITING: ENGLISH GRAMMAR, AND WRITTEN RESPONSES
focuses on preparing students in accelerated adult courses for the reading and writing assignments they will receive as they complete their college program. The class begins with grammar and written diagnostic measures, after which it addresses rhetorical strategies used in developing and organizing written ideas, reading comprehension, and a brief introduction to the college-level research process. 3 credits.

AL 109 BASICS FOR MATHEMATICS
studies the basics of mathematics including fractions, decimals, ratio and proportion, percents, basics of descriptive statistics and probability, graphing calculator use, introductory algebra concepts, the use of mathematics in solving real life problems, and geometry. 3 credits.

AL 122 FOUNDATIONS OF ALGEBRA
examines the basics of algebra including solving linear and quadratic equations, inequalities, exponents, polynomials, radicals, functions, and the graphing of linear equations and functions. Prerequisite: AL 109 or acceptable test score. 3 credits.

AL 125 / 125EL MATHEMATICS
studies problem solving, size and shape, growth, measurement and geometry, patterns, probability, statistics, street networks, planning and scheduling, and linear programming. A knowledge of high school algebra and geometry is required. Prerequisite: AL 122 or AL 109 or acceptable test score. 3 credits.

AL 128 / 128EL COLLEGE ALGEBRA
examines linear, quadratic, polynomial, exponential and logarithmic functions and their graphs, asymptotes and end-behavior of functions, inverse functions, systems of equations, and applications of these. Prerequisite: MATH 121, AL 122, or two years of college preparatory algebra at the secondary level. 3 credits.

AL 136EL LITERARY VISIONS
brings literature to life with dramatizations of individual works and readings of literary passages. This introduction to literature incorporates both contemporary and traditional works in its selection of literary texts. It also places a strong emphasis on writing about literature as a way for students to learn and use advanced compositional techniques. 3 credits.

AL 152 / 152 EL COMPUTER COMMUNICATION
introduces the basic concepts of the use of the computer in business, management, and in communication. Students will become aware of the main applications programs available, including writing memos using Word, crunching numbers with Excel, presentations with PowerPoint and using the internet to do research, send/receive email and explore other technology interests. 3 credits.

AL 153 / 153EL FORENSIC INVESTIGATION
provides the student with a general understanding of physical scientific methods utilized in criminal investigative operations. Using the laboratory method of instruction, the course will expose the student to current advances in criminalistics such as DNA identification. 3 credits.

AL 158 SCIENCE
studies the empirical methods and quantitative techniques used by scientists. In addition, this course will view science with regard to its philosophic reasoning, historic development, and its unique character and limitations as an intellectual discipline. A knowledge of high school level algebra is required. Lab included. Prerequisite: AL 122 or 125. 3 credits.

AL 159 / 159EL HERITAGE OF FAITH
examines the faith stance of various biblical personalities as well as various literary forms used by biblical authors to enable the student to read the Bible with a more profound grasp of its message as well as a deeper appreciation of its role in the literature of the Western world. 3 credits.

AL 161 / 161EL HISTORY AND WORLD VIEWS WESTERN WORLD
presents an overview of the history of Western Civilization - its basic chronology, major events and themes. Students will explore various eras by reading assorted historical documents. 3 credits.

AL 169 / 169EL BUSINESS STATISTICS
studies the terminology, methodology, and body of knowledge in statistics. Topics such as means, median, variation, probabilities, correlation and regression will be covered in this module. Prerequisite: AL 122 or AL 109 or acceptable test score. 3 credits.

AL 175 / 175EL INTRODUCTION TO ENVIRONMENTAL SCIENCE
introduces students to vocabulary, major concepts, and contemporary issues related to the natural world and human interaction with it. 3 credits.

AL 180 / 180EL INTERPERSONAL COMMUNICATION
focuses on the role of self-concept, perception, nonverbal behaviors, listening, self-disclosure, power, gender, and conflict within relationships in the workplace, community and home. Everyday negotiation skills are developed within the context of interpersonal conflict management.
3 credits.

AL 200 / 200EL PRINCIPLES OF ECONOMICS
This course is a survey of basic economic theory and its applications and is designed to cover principles of both microeconomics and macroeconomics. This one semester survey course is specifically designed to help students acquire the understanding of the basic economic decision making tools required for sound economic decision making and further study in business and related fields. This course is not designed for the student wishing to pursue a major in economics.

AL 201 / 201EL ENGLISH LANGUAGE
examines the basic structure of standard written English and elements of style in written composition. Activities will help students gain mastery in the conventions of English usage, explore the relationship between language and thought, and apply rhetorical principles in their own reading and writing. The course will also function as an introduction to linguistics, including attention to semantics, semiotics, and the cultural role of language. 3 credits.

AL 204 / 204EL COLLEGE WRITING
provides a variety of challenging writing tasks addressing a number of vital ideas and issues. Through critical reading and discussion of essays written by influential thinkers such as Niccolo Machiavelli, Martin Luther King, Jr., and Virginia Woolf, students learn to write thoughtful, logical, creative essays. Students develop editing, critical thinking, peer evaluation and research skills. One research paper is required. Prerequisite: AL 108 or acceptable assessment score. 3 credits.

AL 206EL AMERICAN CINEMA
introduces basic issues related to the phenomenon of American cinema. It looks at American film history from the 1890's through the 1990's, but it does not explore this history in a purely chronological way. It is a cultural history which focuses on topics and issues more than on what happened when. It also explores how Hollywood films work technically, aesthetically, and culturally to reinforce and challenge America's national self-image. 3 credits.

AL 208EL ART OF THE WESTERN WORLD
relates the history of the Western visual tradition from the Classical period to the present time. Through lectures, visualization, and personal readings, students will learn to understand the principles behind the various periods and movements. 3 credits.

AL 212 INTRODUCTION TO SPORT MANAGEMENT
is an analysis of effective management strategies, competencies, and job responsibilities required of sport managers in a variety of sports or sports related organizations. This course will focus on sports management in terms of its scope, current issues, future trends, and career opportunities in the sport industry as they apply to management, leadership, communication, and motivation. 3 credits.

AL 224 / 224EL PUBLIC RELATIONS
surveys the techniques and procedures used to secure publicity in business and politics, as well as manage responses to public issues affecting the publicity-seeking business, person, or organization. Topics covered include: identifying publics, media use, message preparation and dissemination, strategy, and ethical and legal concerns. Pre-requisite: AL366 or MKGT131. 3 credits.

AL 234 / 234 EL SPEECH COMMUNICATION
focuses on oral communication between the speaker and audience. The ability to speak with confidence is developed through a variety of speaking experiences. This course combines the theory of public speaking with practical experience in delivering informative, persuasive and inspirational speeches. Emphasis is placed on the ability to give and receive feedback of a critical nature. No duplication with AL 100 Public Communication. 3 credits.

AL 235EL VOICES IN DEMOCRACY
introduces the student to the study of American government, its structure, processes and actors. Students will examine the operations of the federal government as well as the roles of state and local governments. Also, the course will examine the role of the media and of public interest groups in American politics, as well as the nature of the electoral process. 3 credits.

AL 245 / 245EL CRIMINAL JUSTICE RESEARCH METHODS
will acquaint the student with the various research skills and methods used in this discipline. Both quantitative and qualitative research strategies will be discussed, as well as issues in measurement, research design, and hypothesis formation. 3 credits.

AL 250 NONPROFIT MANAGEMENT PRINCIPLES
provides a foundation to introduce students to the strategic areas and fundamental skills for nonprofit sector success in a managerial role. Students will gain a general understanding of nonprofit practices, human resource development, organizational development and strategic management. 3 credits.

AL 251 NONPROFIT MARKETING
provides students an introduction to marketing the nonprofit organization, through advertising, public relations, community relationships, and collaborations. Effective communication of the mission and programs to funders and potential clients is emphasized. Students develop a marketing plan for a nonprofit organization. Prerequisite: AL250 Nonprofit Management Principles. 3 credits.

AL 255 ADMINISTRATION AND ORGANIZATION OF SPORT AND RECREATION
introduces the student to administrative and organizational policies, procedures, budget principles, public relations, legal considerations, event management, safety consideration and other issues at all levels of sport. Students are involved in selected hands-on experiences at various levels and types of participation. Prerequisite: AL212 Introduction to Sport Management. 3 credits.

AL 256 GENERAL PSYCHOLOGY is an introductory survey course acquainting the student with the procedures, principles, theories, and vocabulary of psychology as a science. 3 credits.

AL 259 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY teaches the fundamental theories and research in I/O Psychology, as well as practical application of the myriad career options for someone who is in the field of I/O Psychology, including employee selection, performance management, training and development, employee satisfaction, leadership and motivation, group behavior and conflict; managing change; and work life balance. 3 credits.

AL 266 / 266EL STAFFING
introduces students to the principles and functions of staffing to enable the design and management of a successful staffing process, including legal compliance, internal and external recruitment, interviewing and retention. Prerequisite: AL 359 Human Resource Management. 3 credits.

AL 267 / 267EL COMPENSATION AND BENEFITS
examines the development, administration, and evaluation of financial and non-financial compensation and benefits reward systems including relevant theoretical and legal perspectives, compensation structure, compensation systems, and benefit plans/systems. Pre-requisite: AL359 Human Resources Management. 3 credits.

AL 269 / 269EL WORKPLACE HEALTH AND SAFETY
will provide students with the basic knowledge and principles of the field of occupational safety and health. This course is designed to provide students with an understanding and appreciation for the fundamental safety technology and management needs of the safety director. Prerequisite: AL 359 Human Resource Management. 3 credits.

AL 270 / 270EL INTERCULTURAL COMMUNICATION
provides students with an opportunity to develop communication skills necessary for a diverse workforce. In this course students come to understand intercultural communication by discussing language, stereotypes, behavior and patterns. Students develop the ability to apply cultural concepts to modern business situations and relate across cultures within that setting. 3 credits.

AL 271 / 271EL SOCIAL PSYCHOLOGY IN THE WORKPLACE
introduces students to the study of persuasion, conformity, and social influence through exploration of perception, cognition, self-justification, and small group behavior. The course uses the workplace as the context in which these concepts are explored. Students learn how an individual's thoughts, feelings, and behaviors are influenced by others and learn methods social scientists use to study human behavior. 3 credits.

AL 272 / 272EL ORGANIZATIONAL MANAGEMENT PRINCIPLES
engages students in the art and science of management within an organization. The four functions of management, organizing, leading, planning and controlling, are considered in light of individual, group and organizational dynamics. Not open to students who have taken AL 352 Organizational Behavior or AL 358 Principles of Management. 3 credits.

AL 275 FIT AND WELL: ENHANCING ADULT HEALTH THROUGH ACTIVITY
explores various ways physical activity positively impacts one's life. Wellness areas include fitness, stress reduction, recreation, and other health enhancing topics. Personal assessment and goal setting is included. Students need to complete health questionnaire before the first night of class. Course meets 3 hours per session for six weeks. 2 credits.

AL 282EL HOW ADULTS LEARN
introduces the psychology of learning and various theories of adult development. This one credit online course serves as an introduction to college thinking and learning or as a reflective culmination of the college experience. 1 credit.

AL 284EL THE CIVIL WAR
explores the time period 1861-1865 when the United States was rent apart by the bloodiest and most divisive war in American history. The course examines the conflict which helped politically, socially, and economically to define the United States. Focusing on military and civilian angles, the course allows the student to examine an important aspect of history and the stories of individuals. 3 credits.

AL 285 HISTORICAL METHODS
examines the nature of history and the philosophies and methodologies of major historians. Readings include selections from Thucydides to contemporary historians. Student activities, presentations, and essays will include research techniques, including dealing with primary sources; problems in knowledge and explanation, historical criticism, and questions arising from various historical viewpoints. 3 credits.

AL 286EL FACES OF CULTURE
features dramatic and unique film footage from around the world, embracing cultures from all continents, highlighting major lifestyles, and illustrating human adaptation to environment from the beginnings of the human species to the present. An expanded study guide and the most recent edition of a widely accepted cultural anthropology text complement the prize-winning programs. 3 credits.

AL 295 / 295EL INTRODUCTION TO SIX SIGMA
introduces a method that organizes an operational improvement project into five components: define, measure, analyze, implement and control (DMAIC). Similar to a scientific research project, students will learn the Six Sigma process and how to use measures and statistics to make the right decisions to improve the effectiveness of organizational operations. Pre-requisite: AL169 Statistical Methods. 3 credits.

AL 296 / 296EL INTRODUCTION TO LEAN
introduces a series of concepts and practices directed toward improving customer value and reducing waste. Lean means creating more value to the customer with fewer resources. The course will focus on how to systematically expose unneeded processes, materials, and effort to make operations processes more effective and customer focused. 3 credits.

AL 300 / 300EL TRAINING AND EMPLOYEE DEVELOPMENT
examines the development and implementation of training, including needs, job and task analysis, design and evaluation of training programs, transfer of training and employee development. Pre-requisite: AL359 Human Resources Management. 3 credits.

AL 304 / 304EL RETAIL MANAGEMENT
examines the interrelationships of the various facets of the total retail business activity. Since retailing involves the sale of goods and services to the ultimate consumer for personal, family or household use, the strategic processes of determining location, buying, stock control, merchandising, accounting, finance, and organization are presented within that context. Pre-requisite: AL366 or introductory marketing course. Prerequisite: MKTG 131 or AL366. 3 credits.

AL 305 PROMOTION & ADVERTISING
engages the student in analyzing current advertising procedures. Topics include methods of approach and appeal; basic campaign strategy, copy, visualization and layout; mechanical production; relationship of behavioral sciences to advertising, their use and selection; packaging, brand identification and promotion; and market research, ethics and consumer protection. Pre-requisite: MKT 131 or AL366. 3 credits.

AL 306 / 306EL E-COMMERCE
examines, from a marketing perspective, the impact, challenges, opportunities, and costs of using the internet and intranets as integral tools in business, including business-to-business and business-to-consumer operations. Topics covered in the course include: benefits and limitations of EC, e-tailing, B2B EC, EC support services, ethical and security issues, and emerging platforms. Prerequisites MKTG 131 or AL366. 3 credits.

AL 307 / 307EL MARKETING RESEARCH
presents the methods and measurements appropriate for deriving meaning for problems concerned with decisional research. Cases demonstrate the concepts and techniques of decisional research constrained by time and economic considerations. Prerequisites:
MKTG 131 or AL366 and MATH 205 or AL169. 3 credits.

AL 308 / 308EL ADVANCED MARKETING MANAGEMENT
studies the integrated management of all aspects and components of the marketing function. It also studies how the marketing function interrelates with the other major functions of a business. Topics covered include: the marketing mix and how adjustments of the mix can provide solutions to marketing problems, how leadership (marketing management) affects marketing practices, marketing planning, marketing resource allocation, marketing information systems, analyzing consumer and business markets, market segmentation and forecasting, marketing strategies, managing product lines and brands, pricing, channel selection and management, marketing communications. Prerequisite: for traditional students completion of all MKTG courses, for adult students AL366 and two other marketing courses. 3 credits.

AL 309 / 309EL INTERNATIONAL MARKETING
studies marketing principles from an international perspective, and examines the problems, opportunities, considerations and public policies peculiar to marketing across national boundaries. Emphasis will be placed on the development of a marketing plan for an actual organization, including an analysis of a country or region where a firm might engage in international marketing. Pre-requisite: MKTG131 or AL366. 3 credits.

AL 310 / 310EL CONSTITUTIONAL LAW
introduces students to the United States Constitution from its conception and ratification up to its present day status. Important court cases and constitutional amendments that have shaped American government and society over the years will be examined and emphasis given to how the Supreme Court has shaped American life. 3 credits.

AL 312 / 312EL PROCEDURAL CRIMINAL LAW
exposes the student to various procedural issues of criminal law. Procedural criminal law will explore two general areas of study. One area being the study of the criminal justice processing system itself and the other area the study of procedural contacts with citizens by government agents. 3 credits.

AL 314 / 314EL CRIMINAL JUSTICE LIABILITY LAW
explores the various areas of liability law as it relates to the criminal justice function within the entire justice system. Issues of liability covered are related to use of force, civil rights violations, pursuit and arrest situations, failure to train and supervise, failure to respond, and vicarious responsibility. 3 credits.

AL 316 / 316EL ADMINISTRATIVE LAW
provides the student with an understanding of the interaction of public administrative agencies with the more "established" sectors of government, specifically, the legislature and judiciary. This is acquired in part through analysis of the U.S. Constitution, enabling legislation, and the Administrative Procedure Act. The student develops an appreciation of the breadth of influence of these agencies, and the role of law in legitimizing and limiting the role of bureaucracies. 3 credits.

AL 318 / 318EL MANAGEMENT OF LAW ENFORCEMENT AGENCIES
introduces the student to the study of administration and management techniques, with a public administration emphasis, as they are applied to law enforcement organizations. 3 credits.

AL 320 / 320EL PUBLIC FINANCE AND BUDGETING
exposes the student to principles of budgeting and finance of a public agency. The student will gain a general understanding of fiscal principles and how to adapt those principles to the operations of a public agency. 3 credits.

AL 322 / JPP 103EL CRIMINOLOGY
is the study of crime causations. Criminology is studied from four interdisciplinary perspectives. The four criminal causations are sociological, psychological, physiological and "free will." 3 credits.

AL 325 FINANCIAL ISSUES IN NONPROFIT MANAGEMENT
highlights the differences in not-for-profit accounting standards including contribution accounting, program designation of operating expenses, sources of revenue, budgeting and governmental reporting requirements. The course also introduces budgeting. Prerequisite: AL365 Accounting or ACCT101 and AL250 Nonprofit Management Principles. 3 credits.

AL 328 / AL 328EL CORRECTIONS IN AMERICA
examines the history of corrections and the various component parts of American correctional organizations, the inmate culture that develops within correctional institutions, and the challenges that face today's correctional managers. 3 credits.

AL 329 / 329EL ETHICS IN CRIMINAL JUSTICE
explores the nature of ethics and emphasizes the need for ethics to be incorporated into all areas of criminal justice professions. 3 credits.

AL331 / 331EL MANAGEMENT PRINCIPLES FOR HEALTH CARE ORGANIZATIONS
focuses on the fundamentals of healthcare management for the health care administrator. Basic management functions of planning, organizing, leading and controlling health care organizations are emphasized. In this module management functions are practically applied to health care organizations by means of an introductory overview of different management principles and techniques. 3 credits.

AL 334 / 334EL STRATEGIC HEALTHCARE PLANNING AND EVALUATION
examines the principles, methods, and basic fundamentals in planning, evaluating and measuring outcomes in the health care delivery system. Students learn the process of planning for the delivery of health care services to the surrounding communities while adapting to the changing environment. Pre-requisites: AL169, AL365, AL331, AL338, AL340, AL341. 3 credits.

AL 335 NONPROFIT FUNDRAISING AND GRANT WRITING
offers students an introductory overview of fundraising strategies useful in the nonprofit sector and an experience of developing a grant proposal from case study materials. Prerequisite: AL250 Nonprofit Management Principles. 3 credits.

AL 338 / 338EL FINANCIAL ISSUES IN HEALTH CARE
studies finance, economics, budgeting, pricing, and managed care as they relate to the health care industry. Students gain an understanding of managed care, a basic knowledge of the budgeting process and the economic risks unique to the health care sector and the contribution of the health care industry to the Gross Domestic Product. The national health care policy of the United States is compared and contrasted to that of other developed nations. Prerequisites: AL169, AL 365. 3 credits.

AL 339 LEGAL AND ETHICAL ISSUES IN SPORT AND RECREATION
is a comprehensive examination of legal issues in sport, physical education, and recreation. Specific focus will be on risk and risk management and the impact on the formulation and modification of policies controlling operations of sport, recreation and physical education programs. Prerequisite: AL212 Introduction to Sport Management. 3 credits.

AL 340 / 340EL HEALTH CARE ETHICS
explores systems of moral reasoning and their impact upon the legal and ethical decision making process within health care organizations and professionals. Themes to be explored include confidentiality, informed consent, decision making capacity, treatment refusal, end of life decisions and care, and legal issues related to initiating or withdrawing treatment. Exposes students to the breadth of legal aspects of Health Care Management in order to assist health care professionals in identifying when a situation is likely to be subject to a law or regulation. 3 credits.

AL 341 / 341EL HEALTH CARE MARKETING
studies marketing principles, concepts, and operations and provides the student with the necessary marketing skills to promote health care services or products. The course introduces the student to the complex world of health care marketing and promotion and examines marketing plans and focus groups. 3 credits.

AL 342 / 342EL ELDERCARE
is an in-depth study of the challenges facing elders in American society, the services available to them, and a critical evaluation of public policy. Specifics include a life course perspective on aging that makes this course applicable and meaningful for people to study, provides an examination of the meaning of old age, explains how the body, mind, spirit and soul are affected by the decline of age. Students are expected to spend 16 to 18 hours per session on academic work for this course. 3 credits.

AL 344 SOCIAL ASPECTS OF SPORT
investigates sport as a microcosm of society and explores how the sports we play are influenced by cultural traditions, social values, and economic forces. The focus of this course will be on the examination of sport as a social institution and its integration within the greater societal structure. Students will examine social theories and compare and contrast the existence and application of them in sport and society. Prerequisite: AL212 Introduction to Sport Management. 3 credits.

AL 345 / 345EL BUSINESS LAW
familiarizes the student with the court system, the sources of laws, contracts, the forms of business organization and the basic legal principles which underlie and control all business transactions. The student will learn to apply these legal theories to practical business situations. 3 credits.

AL 346 / 346EL BUSINESS FINANCE
provides an introduction to the basic functions of financial management, including planning, control, investment returns and risk management, and optimal capital structure. This course will also survey financial institutions, operations of markets and the process of financial decision-making. Prerequisite: AL 365 Accounting. 3 credits.

AL 347 / 347EL MACROECONOMICS
provides a foundation in the principles of macroeconomics as applied to the overall economy, both domestic and global. It covers fiscal policy, monetary policy, classical and Keynesian economic models, national income accounting, and the relationship between inflation and unemployment. It also reviews supply and demand relationships among goods, services, and labor. 3 credits.

AL 348 / 348EL MICROECONOMICS
provides a unifying theme of microeconomics, showing how micro-economics is the synthesis of theories, decision sciences, and the various fields of business administration studies. The special emphasis is placed on the interaction between the firm's business strategy and the market structure as the firm attempts to reach optimal performance in the face of economic constraints. 3 credits.

AL 349 LEGAL ISSUES IN NONPROFIT MANAGEMENT
examines the legal and ethical issues faced in nonprofit governance, leadership and management including tax exempt status, risk management, fiduciary and board responsibilities. Prerequisite: AL250 Nonprofit Management Principles. 3 credits.

AL 355 / 355EL MANAGEMENT INFORMATION SYSTEMS/PROJECT MANAGEMENT
presents an overview of the management information system. Students gain experience in preparing and presenting information useful in the management function. Students develop a project plan for project management in EXCEL. Pre-requisite: Completion of an Introduction to Office or EXCEL course or the equivalent skill level. 3 credits.

AL 356 / 356EL CRITICAL THINKING AND CREATIVITY
applies logical reasoning and critical thinking to reading and writing processes. The course includes divergent thinking and ways of developing creative ability and considers both "left brain" and "right brain" processes. Doing is as important as understanding. Therefore, exercises and practical applications involving analysis of arguments and supporting ideas, as well as opening to creativity are included. Students complete the activities by weighing, judging, and evaluating qualitatively. 3 credits.

AL 357 / 357EL JUVENILE JUSTICE THEORY
analyzes all aspects of the juvenile justice system, including the law, the police, the courts and different types of interventions used. The course will also examine subthemes within juvenile justice, including female delinquency and gang delinquency. 3 credits.

AL 359 / 359EL HUMAN RESOURCE MANAGEMENT
examines the principles, methods, and procedures in human resource management, including: staffing, compensation and benefits, employee and labor/management relations, planning, employee development, health, safety and security, and equal opportunity issues. This is a survey course, which may serve as the foundation for further study in the Human Resource Management, major, minor or certificate programs. There are no pre-requisites. 3 credits.

AL 365 / 365EL FINANCIAL ACCOUNTING
is a broad overview course that includes comprehensive instruction in basic accounting principles, with an emphasis on accounting as a necessary tool in the control and management of business. The application of management policies and practices required for effective planning and controlling of resources is considered. Prerequisite: AL 096 or acceptable assessment score. 3 credits.

AL 366 / 366EL MARKETING MANAGEMENT
focuses on the role of Marketing within an organization from the manager's perspective. Students gain an understanding of buyer behavior, evaluation of the marketplace, marketing research, and new product development Students complete a marketing plan on an actual organization. 3 credits.

AL 367 / 367EL INTERNATIONAL BUSINESS
focuses on international trade theory, marketing, the interaction of foreign businesses, politics, and intercultural communication and business protocol. Students appreciate the importance of understanding cultural differences in working with others with different cultural backgrounds.
3 credits.

AL 368 / 368EL PHILOSOPHY OF VALUES AND ETHICS
provides the student the opportunity to explore philosophical approaches to ethics in the business organizational context. Personal and corporate ethical dilemmas are examined in reading, classroom, and online discussion, and reflective papers from the perspective of a variety of stakeholders. Students examine their own approach to ethical decisions and recognize the impact of Christian principles in their own behavior and attitudes. 3 credits.

AL 369 SPORT ECONOMICS AND FINANCE
is an application of microeconomic principles and practices to the industry of professional and college sports. The focus of this course will be on the economic concepts of revenue generation, cost analysis, profit maximization, labor issues, demographic studies, and financing mechanisms. Students will begin to see the presence and prevalence of economic issues in the area of college and professional sports. Prerequisite: AL212 Introduction to Sport Management. 3 credits.

AL 371 / 371EL BUSINESS POLICY
requires knowledge of all functional business areas. The course considers strategic management including management decision-making, using the case-study approach. Students apply problem-solving and critical thinking skills in a management context and demonstrate effective writing and speaking skills. Prerequisites: AL 204 College Writing, AL 169 Statistical Methods, AL 366 Marketing Management, AL 365 Accounting, AL 346 Business Finance. 3 credits.

AL 374 MARKETING OF SPORTS
provides an overview of the various techniques and strategies utilized in meeting the demands of consumers in the sports industry as well as understanding how sport and recreation can be used as an effective delivery platform in the marketing of other goods and services. This course will explore various central topics like the marketing of sport and recreation, sports as a medium, market research and segmentation, the marketing mix, and sponsorship procurement. Prerequisite: AL212 Introduction to Sport Management. 3 credits.

AL 377EL AMERICAS
explores the twentieth century history of Central and South America and the Caribbean in a multidisciplinary fashion. Through the use of videos and primary sources, students will gain a greater understanding of the Latin American neighbors of the United States. 3 credits.

AL 378 AFRICA: HISTORY AND CULTURE
uses methods of geography, history, anthropology, and ethnography to examine political, cultural, and physical evidence to study Africa. 3 credits.

AL 379 CLASSICAL ANTIQUITY: THE HERITAGE OF ANCIENT GREECE
is an interdisciplinary study of the civilization of the Ancient Greeks and Romans - their culture, philosophy, and arts - and the continuing heritage of classical thought. 3 credits.

AL 381 THE WORLD OF ISLAM
explores Islamic culture in the medieval and modern world. Topics include Muhammad and the Qur'an; Sunnism, Shi-ism, and Sufism; literature and art; and modern Islam. The impact of Islamic contributions to Western civilization in the areas of empirics and symbolics will be considered including pharmacology, astronomy, optics, and algebra. 3 credits.

AL 382 ASIAN HISTORY AND CULTURE
examines the people of Pacific Asia on a topical basis comprising geographical and historical background, literature, music and fine arts, ideology, culture, social life, political systems, and religion. An emphasis will be placed on the contrast between Eastern and Western thought, comparing Japan, China, and India with the United States. No duplication with AL 425. 3 credits.

AL 384 THE MEDIEVAL WORLD
reviews the Middle Ages as an important transitional period in the development of Western culture. The era encompasses, roughly, the thousand years from 500-1500 A.D.; from the fall of Rome to the discovery of the Western Hemisphere and the Protestant Reformation. Comprehension of the achievements of the medieval age will help to develop a greater understanding of modern Western culture. 3 credits.

AL 386 RENAISSANCE AND REFORMATION
focuses on 16th and 17th Century Europe, an age of adventure and ambition as the focus shifted from the Mediterranean to the Atlantic with the opening of the new world. It is an age of Protestant and Catholic Reformations, revolutions in science, and flowering in the arts of Bach, Handel, Shakespeare, Milton, and the Golden Age of Spain. 3 credits.

AL 387 THE AGE OF ENLIGHTENMENT
examines the greater eighteenth century in the Atlantic world. The course focuses on the importance of the scientific revolution and its effect on the age of reason and the Enlightenment. It also explores capitalism and slavery, neo-classical art and music, and the American and French Revolutions which ended the era. 3 credits.

AL 389 THE ROMANTIC AGE
became the dominant idea in Western culture for most of the Nineteenth Century. Few eras have brought more radical shifts in humanity's outlook or had a more profound influence on the arts, literature, and society. This course studies the Golden Age of Romanticism in England and America through its aesthetic, world view, social effects, and leading spokespersons. 3 credits.

AL 390 GLOBALIZATION
This course will examine the rise of the modern globalist world by delving into various aspects of globalization. Among the topics to be treated include: the economic and political aspects of globalization, the implications of globalization for health and medicine, the implications of globalization on the world's food supply as well as on international crime and terrorism. 3 credits.

AL 391 CONTEMPORARY STUDIES
explores the cultural condition within the Western tradition through the present day. It approaches the contemporary scene as a discourse by examining samples of critical and scientific theory, as well as samples of visual art and literature. It attempts to trace the mutual influence each has felt from and exerted upon the other. 3 credits.

AL 395 LIFE OF CHRIST
studies the religious and social conditions of the world into which Christ came, His life and teachings as found in the four Gospels, and an overview of the opinions expressed in the apocryphal Gospels, the ancient Church, and modern historical criticism. Prerequisite: Bible content (AL 159 [or REL 201 & 203)); Christian doctrine (AL 210 [or REL 204]). 3 credits.

AL 396 / 396EL INTERNSHIP
provides credit for an on-the-job work experience in the student's major field of study which is different from pre-existing paid employment. This course is for students in the Business Management, Human Resource Management and Criminal Justice Management majors. Minimum of 120 hours in the workplace setting. Prerequisite: Completion of all courses in the major. 3 credits.

AL 424EL ABNORMAL PSYCHOLOGY
examines the complex factors that cause behavioral disorders, looks at biological, psychological, and environmental influences, and demonstrates psychological, biological, and social approaches to the treatment of abnormal behaviors. 3 credits.

AL 444 / 444EL HEALTH CARE PRACTICUM
which engages students in a practical on-the-job learning experience in a health care setting. The course requires that students complete a journal of their learning, a reflective plan for personal and professional development, and a research paper on a topic related to the work they have done at the site of the practicum. Minimum of 60 hours over at least 6 weeks required in the health care setting. Students wishing to sit for the State of Wisconsin Nursing Home Administrator exam must do this practicum in a nursing home setting and the research paper must be on a related topic. Prerequisites: completion of all other courses in the major. 6 credits, 12 weeks.

AL 472 / 472EL MANAGING CHANGE
engages students in the analysis of an organization's needs and the development of a plan to influence major organizational change from the human resources perspective or the managerial perspective. Prerequisite: AL359 Human Resource Management and AL272 Organizational Management Principles or AL358 Principles of Management. 3 credits.

AL 473 / 473EL INTEGRATIVE PROJECT: HUMAN RESOURCE MANAGEMENT
Elements of professional human resource practice are examined and summarized. Students integrate concepts of planning and evaluating strategic human resource initiatives with legal, social, management, and ethical approaches. This is an advanced course which can only be taken by students who have completed all other HR major requirements. Cannot be transferred in from another school. (Pre-requisites: AL234, AL204, AL159, AL180, AL272, AL270, AL271, AL359, AL265, AL266, AL267, AL269, AL300, AL368, AL472). 3 credits.

AL 474 / 474EL INTEGRATIVE PROJECT: THE BUSINESS PLAN
is the capstone course in the Business Management major. Students demonstrate the acquisition of the program-level student learning outcomes through the creation of a business plan which includes financials, human resources, marketing and operations components. Prerequisites: AL 169 Statistical Methods, AL 204 College Writing, AL 346 Business Finance, AL 347 Macroeconomics, AL 272 Organizational Management Principles, AL 359 Human Resource Management, AL 365 Accounting, AL 366 Marketing Management, AL 371 Business Policy. 3 credits.

DMS 300 FOUNDATIONS OF ULTRASOUND
This course is intended for the General/Vascular to help the student adapt to the demands of a hospital/clinic based educational program. Course content includes hospital and department orientation, healthcare law and ethics, disease and medical terminology. A primer on patient care including infection control, vitals, restraints, transfers, pharmacology, and emergencies is taught. The history of ultrasound and the function of imaging in medicine are reviewed. Prerequisites: Acceptance into the Diagnostic Medical Sonography program. 2 credits.

DMS 301 SUPERFICIAL SONOGRAPHY
This course focuses on the embryology, normal gross anatomy and cross-sectional anatomy of the breast, thyroid, scrotum, prostate, penis, and musculoskeletal ultrasound. The physiology, pathology, and pathophysiology of these organs will be discussed. The normal and abnormal sonographic appearance of the organs will be demonstrated as well as techniques for obtaining images. Correlation with laboratory values and other modalities will be discussed. Prerequisites: 300. 2 credits.

DMS 311 SONOGRAPHY PRINCIPLES & INSTRUMENTATION 1
This course reviews basic mathematical and scientific principles. It focusses on ultrasound physics. The relationships between period, frequency, and wavelength are explored. A description of amplitude, power and intensity is given for both continuous wave and pulsed ultrasound. The student is taught the concepts of attenuation, reflection and refraction. This is one of three courses that will contribute to knowledge of ultrasound Physics and Instrumentation. Prerequisites: DMS 300. 2 credits.

DMS 312 SONOGRAPHY PRINCIPLES AND INSTRUMENTATION 2
This course focuses on the physics and instrumentation used in general ultrasound. The construction and function of transducers are discussed. The functional parts of an ultrasound machine are described. Display and storage of ultrasound images are covered. Prerequisites: DMS 311. 2 credits.

DMS 313 SONOGRAPHY PRINCIPLES AND INSTRUMENTATION 3
This course focuses on the physics and instrumentation used in vascular physics. The hemodynamics, Doppler instrumentation, and bioeffects of ultrasound are discussed and the safe use of the technology is emphasized. Students are required to explore recent advances in ultrasound and make presentations. Prerequisites: DSM 312. 2 credits.

DMS 321 VASCULAR SONOGRAPHY 1
This class is intended to teach the student to perform cerebrovascular and abdominal vascular exams. The student will become acquainted with other modalities that perform peripheral arterial tests and the relative strengths and weaknesses will be explored. The student will also become familiar with pre and post testing for dialysis grafts and shunts. The concepts of cerebrovascular hemodynamics will be taught. The anatomy, physiology and pathology of the cerebrovascular and visceral systems will be addressed. The ultrasound tests used to diagnose cerebrovascular and visceral pathology will be described and the student will be taught to perform each of these tests. Scan labs will be integrated into the curriculum to provide hands-on skills. The student will become acquainted with other modalities that perform vascular tests and the relative strengths and weaknesses will be explored. Finally the quality control and statistical analysis of vascular ultrasound will be taught. Prerequisites: DMS 300. 2 credits.

DMS 322 VASCULAR SONOGRAPHY 2
The purpose of this course is to prepare the student to perform Peripheral Venous Testing and Ultrasound. It explores the anatomy, physiology and pathology of peripheral venous system. It teaches the student the imaging and non-imaging exams that can be performed and compares those to the other modalities. Students will be required to present cases for review and film critique. Scan labs will be integrated into the curriculum to provide hands-on skills. Prerequisites: DMS 321. 2 credits.

DMS 323 VASCULAR SONOGRAPHY 3
The purpose of this course is to prepare the student to perform peripheral arterial vascular ultrasound. It will introduce the student to the ultrasound physics and instrumentation involved performing vascular ultrasound. It then moves to the concepts of peripheral arterial hemodynamics. The anatomy, physiology and pathology of the peripheral arterial vasculature will be addressed. The ultrasound tests used to diagnose peripheral arterial pathology will be described and the student will be taught to perform each of these tests. Scan labs will be integrated into the curriculum to provide hands-on skills. The student will become acquainted with other modalities that perform peripheral arterial tests and the relative strengths and weaknesses will be explored. Prerequisites: DMS 322. 2 credits.

DMS 331 ABDOMINAL SONOGRAPHY 1
This course focuses on normal gross anatomy, cross-sectional anatomy, and relational anatomy of the abdominal cavities, abdominal vessels, liver, biliary, and pancreatic systems. Physiology, pathology and pathophysiology are emphasized. Related laboratory values and other imaging modalities are discussed. Lectures are correlated with scanning lab demonstrations. Prerequisites: DMS 300. 6 credits.

DMS 332 ABDOMINAL SONOGRAPHY 2
This course focuses on normal gross anatomy, cross-sectional anatomy, and relational anatomy of the kidneys, spleen, and adrenal glands. Physiology and pathology are emphasized. Related laboratory values and other imaging modalities are discussed. Students will be required to present cases for review and film critique. Lectures are correlated with scanning lab demonstrations. Prerequisites: DMS 331. 3 credits.

DMS 333 ABDOMINAL SONOGRAPHY 3
This course focuses on normal gross anatomy, cross-sectional anatomy, and relational anatomy of the GI tract and abdominal wall. Pediatric ultrasound, including abdomen, GI, brain, spine and hips are covered. Physiology and pathology are emphasized. Related laboratory values and other imaging modalities are discussed. Students will be required to present cases for review and film critique. Lectures are correlated with scanning lab demonstrations. Prerequisites: DMS 332. 2 credits.

DMS 341 OBSTETRIC & GYNECOLOGIC SONOGRAPHY 1
This course focuses on the gross normal anatomy, embryology, disease processes and normal and abnormal scan appearances. Physiology, embryology, and the menstrual cycle are discussed. Congenital and acquired anomalies are also explored. Infectious and inflammatory processes as well as neoplasms of the vagina, uterus, ovaries, and surrounding adnexa are discussed. Lectures are correlated with scanning lab demonstrations. Prerequisites: DMS 300. 3 credits.

DMS 342 OBSTETRIC & GYNECOLOGIC SONOGRAPHY 2
This course focuses on the gravid uterus and fetal development. Spontaneous abortion and ectopic pregnancies will be discussed. The function of the placenta, umbilical cord and amnion will be detailed. The normal 2nd and 3rd trimester fetal anatomy will be explained. The types of fetal ultrasound will be explored. Prerequisites: DMS 341. 2 credits.

DMS 351 GENERAL & VASCULAR CASE REVIEW 1
Case presentation/Film critiques are classes held throughout the program depending on the concentration. During this class, the student is required to present cases the student was involved in. This presentation is done orally and in writing using the provided form. The presentation will include several required elements. These elements are:

- Clinical history
- Physical findings
- Laboratory and other Imaging findings (when available)
- Surgical and pathology findings (when available)
- Sonographic findings
- Differential diagnosis (the student should research this)
- Follow-up Information
- Scanning Techniques Used
- Literature References

Prerequisites: DMS 300. 1 credit.

DMS 352 GENERAL & VASCULAR CASE REVIEW 2
Case presentation/Film critique are classes held throughout the program depending on the concentration. During this class, the student is required to present cases the student was involved in. This presentation is done orally and in writing using the provided form. The presentation will include several required elements. These elements are:

- Clinical history
- Physical findings
- Laboratory and other Imaging findings (when available)
- Surgical and pathology findings (when available)
- Sonographic findings
- Differential diagnosis (the student should research this)
- Follow-up Information
- Scanning Techniques Used
- Literature References

Prerequisites: DMS 351. 1 credit.

DMS 371 CLINICAL PRACTICUM 1
The students will receive clinical instruction at WFH- St. Francis for the first 8 weeks and continue clinical instruction for the second 8 weeks at assigned clinical sites. This instruction will concentrate on abdominal and peripheral vascular ultrasound but the student will be exposed to all facets of Sonography. Under the direct supervision of the clinical instructors and sonographers, students will perform that portion of the abdominal and vascular exam that they have attained proficiency in. (see proficiency/competency system). They will further observe all exams performed at the clinical site. Prerequisites: DMS 300. 3 credits.

DMS 372 CLINICAL PRACTICUM 2
Students will be instructed in performing abdominal, vascular and superficial sonography at their clinical sites. Students will independently perform that portion of the abdominal, vascular, or superficial exam that they have completed proficiency for. Students will also be encouraged to perform other exams under the direct supervision of the clinical instructors and experienced sonographers. Prerequisites: DMS 371. 1 credit.

DMS 373 CLINICAL PRACTICUM 3
Students will receive continued instruction by clinical instructors and sonographers in the performance of abdominal, superficial, and vascular ultrasound at their assigned clinical site. They will begin instruction in scanning gynecologic ultrasound under the direct supervision of sonographers. Again students will independently perform that portion of the abdominal, superficial, vascular, or pelvic exam that they have completed proficiency for. Students will also be encouraged to perform other exams under the direct supervision of the clinical instructors and experienced sonographers. Prerequisites: DMS 372 3 credits.

DMS 374 CLINICAL PRACTICUM 4
Students will continue to rotate to various clinical sites. They will complete training in abdominal and vascular ultrasound be expected to independently perform entire abdominal exams, carotid ultrasound, and venous Doppler studies. Student will also complete training in pelvic sonography and be expected to show competency during this semester. They will begin performing obstetric and pediatric exams under direct supervision. They will continue to observe all other exams that the clinical site performs. Prerequisites: DMS 373. 3 credits.

DMS 401 SUPERFICIAL SONOGRAPHY
This course focuses on the embryology, normal gross anatomy and cross-sectional anatomy of the breast, thyroid, scrotum, prostate, penis, and musculoskeletal ultrasound. The physiology, pathology, and pathophysiology of these organs will be discussed. The normal and abnormal sonographic appearance of the organs will be demonstrated as well as techniques for obtaining images. Correlation with laboratory values and other modalities will be discussed. Prerequisites: DMS 333 Abdominal Sonography 3. 2 credits.

DMS 414 SONOGRAPHY PRINCIPLES AND INSTRUMENTATION REVIEW
This course is intended to prepare the student to take the ARDMS SPI exam. Review and mock boards will be conducted. This course is only scheduled to run for five weeks during the semester. Prerequisites: DMS 313. 1 credit.

DMS 424 VASCULAR SONOGRAPHY 4
This course will complete instruction on vascular sonography. It will prepare the student to perform peripheral arterial physiologic testing. The student will receive hands on training. The course then moves on to a review of all vascular sonography in preparation for taking the national boards.

DMS 434 PEDIATRIC SONOGRAPHY
Students will be instructed on the performance of pediatric exams such as neonatal echoencephography, the evaluation of pediatric jaundice, pediatric hips, and pediatric spine. Prerequisites: DMS 323. 1 credit.

DMS 443 OBSTETRIC & GYNECOLOGIC SONOGRAPHY 3
This course focuses on the 2nd and 3rd trimester scan. Gestational dating, maternal and fetal complications, fetal anomalies, and pathologies of the CNS, face and neck, and chest are emphasized. Models are used during the integrated scan labs to give the student proctored, hands-on scanning experience. Prerequisites: DMS 342. 3 credits

DMS 444 OBSTETRIC AND GYNECOLOGIC SONOGRAPHY 4
The student will complete the study of 2nd/3rd trimester ultrasound. The course will concentrate on imaging of the fetal heart, the fetal abdomen, the fetal genitourinary system and the fetal spine and skeletal system. Normal and abnormal states will be covered. Prerequisite DMS 443. 2 credits.

DMS 452 GENERAL & VASCULAR CASE REVIEW 3
Case presentation/Film critique are classes held throughout the program depending on the concentration. During this class, the student is required to present cases the student was involved in. This presentation is done orally and in writing using the provided form. The presentation will include several required elements. These elements are:

- Clinical history
- Physical findings
- Laboratory and other Imaging findings (when available)
- Surgical and pathology findings (when available)
- Sonographic findings
- Differential diagnosis (the student should research this)
- Follow-up Information
- Scanning Techniques Used
- Literature References

Prerequisites: DMS 351. 1 credit.

DMS 453 GENERAL & VASCULAR CASE REVIEW 3
Case presentation/Film critique are classes held throughout the program depending on the concentration. During this class, the student is required to present cases the student was involved in. This presentation is done orally and in writing using the provided form. The presentation will include several required elements. These elements are:

- Clinical history
- Physical findings
- Laboratory and other Imaging findings (when available)
- Surgical and pathology findings (when available)
- Sonographic findings
- Differential diagnosis (the student should research this)
- Follow-up Information
- Scanning Techniques Used
- Literature References

Prerequisites: DMS 351. 1 credit.

DMS 454 GENERAL & VASCULAR CASE REVIEW 3

Case presentation/Film critique are classes held throughout the program depending on the concentration. During this class, the student is required to present cases the student was involved in. This presentation is done orally and in writing using the provided form. The presentation will include several required elements. These elements are:

- Clinical history
- Physical findings
- Laboratory and other Imaging findings (when available)
- Surgical and pathology findings (when available)
- Sonographic findings
- Differential diagnosis (the student should research this)
- Follow-up Information
- Scanning Techniques Used
- Literature References

In addition, the student is required to write a 12 page paper in any area of ultrasound that they choose. This paper has to be approved by the instructor prior to subject selection. The paper will be presented orally to the class. Prerequisites: DMS 452. 3 credits.

DMS 475 CLINICAL PRACTICUM 5

Students will continue their clinical rotations at various sites and clinical hours will be increased to 4 days per week. They will be expected to gain mastery of abdominal, superficial, pelvic and vascular sonography. Training in obstetric exams will continue and the student will be expected to independently perform that portion of the exam they have shown proficiency in. Prerequisites: DMS 374. 6 credits.

DMS 476 CLINICAL PRACTICUM 6

During this practicum, students will be at their assigned clinical site for the entire Winterim. They will continue to gain mastery of all phases and types of scans. Emphasis will be placed on 2nd and 3rd trimester obstetric scanning. Prerequisites: DMS 475. 2 credits.

DMS 477 CLINICAL PRACTICUM 7

Students will continue clinical rotations at various sites. They will be independently performing all aspects of abdominal, pelvic, obstetric, superficial and vascular ultrasound. They will be expected to show competency in all exams taught under the General/Vascular program. Prerequisites: DMS 476. 6 credits.

DMS 480 REGISTRY REVIEW

Classroom involvement during the last semester of the program is dedicated to reviewing for the ARDMS exam. This course provides students with the opportunity to improve test-taking skills. DMS 342, 332, and 322. 3 credits.

ED 102 FOUNDATIONS OF EDUCATION

Critically examines the forces that have shaped formal and informal education especially as they affect American urban education. Historical, philosophic, scientific, and social foundations are related to contemporary Issues. This is an introductory to the teaching profession.

ED 103 / 103EL HUMAN RELATIONS FOR TEACHERS

Directly engages and interacts in order to help students improve their interpersonal relationship skills and acquire competence in facilitating human relations activities in the classroom. Students will examine their attitudes and values toward and improve their techniques in working with students, parents, colleagues, community, and minority groups.

ED 176 HEALTH AND WELLNESS OF THE YOUNG CHILD/PRACTICUM

Explores current concepts and issues of health, safety, and nutrition related to the development of the young child. The course emphasizes the importance of health promotion, preventive health care, personal attitudes toward health N/A and wellness, and the teacher as a model of healthy living. Students examine and plan ways to provide experiences for young children that develop healthy. Students will also work during the semester in teaching and learning situations: observing, tutoring, clerical work, small group instruction, etc.

ED 221 CHILD DEVELOPMENT

Introduces the theories of child growth and development (e.g. Piaget, Erikson Vygotsky) in the physical, cognitive and socioemotional domains in young children birth to age 8. Students also develop respect and appreciation for differences among children based on ability, race, culture and socioeconomic status.

ED 222 SAFETY ISSUES, FIRST AID AND CPR

Prepares students with knowledge to prevent, recognize and make appropriate decisions regarding fist aid care. Students will gain skills to respond to injuries and sudden illnesses which may arise.

ED 229 ASSESSMENT AND SPECIAL NEEDS IN THE EARLY CHILDHOOD/PRACTICUM

Introduce and models of variety of assessments strategies and instruments appropriate for use with young children. Students learn to observe children from birth to age 8 and to conduct formal and informal assessments. Students also acquire an awareness and understanding af children with special needs and the impact of disabilities and giftedness on cognitive, social,emotional, and physical development. Students will also work during the semester in teaching and learning situations: observing, tutoring, clerical work, small group instruction, etc.

ED 240 FOUNDATION FOR LIFE: SCIENCE FOR EDUCATORS

Actively integrates a multi-faceted approach to the study of biology and environmental science designed for educators. Special consideration is provided for participants with limited background knowledge or unfavorable past experiences in the sciences.

ED 247 LEARNING EXPERIENCES WITH INFANTS & TODDLERS

Scrutinizes the elements of quality infant/toddlers care by designing learning experiences that contribute to the child's total development. The child and family in the context of culture; and issues of attachment, trust, mobility, language development, health and safety are also considered.

ED 249 CURRICULUM DEVELOPMENT AND PLAY IN EARLY CHILDHOOD

Emphasizes the characteristics and importance of play and socialization in the lives and learning of young children. Students identify curricular strategies that incorporate play and planning appropriate for young children. Programs and specific skills that generate social strategies for problem solving, considering consequences of actions and building friendships are examined.

ED 180 LANGUAGE LITERACY AND LITERATURE IN EARLY YEARS/PRACTICUM
This course is a study of the ways children develop oral language, reading and writing skills and how children's literature enhances those skills. This includes the study and facilitation of children's language acquisition and development, the foundations for developing reading and writing skills, organizing of curriculum and the classroom environment, using observation and assessment, addressing diverse learners and connecting families. The course will examine current research, curriculum practices, and instructional strategies. A Practicum Unit will build classroom experiences by allowing students the opportunity to observe, interact with, and teach short lessons to children in a classroom setting.

ED 105 SUCCESS IN COLLEGE AND ONLINE OR AL 107 STUDENT SUCCESS STRATEGIES
This course introduces the basic concepts of the use of the computer when taking online university classes. Students will become aware of the main learning management applications available, as well as using Microsoft Word, presentations with PowerPoint/Prezi or Sliderocket and using the Internet to do research, send/receive email and explore other technology interests.

ED 218 MUSIC MOVEMENT & THE ARTS
This course is designed to prepare the early childhood teacher to use music and movement in an early childhood setting. Students will be taught strategies and be introduced to resources for teaching and integrating music and movement in the education of young children. This course will require students to: 1) think critically and creatively, 2) work cooperatively, 3) act responsibly, and 4) communicate clearly. Students will learn through teacher lecture, class discussion, student led activities, observations, and research.

ED 219 NUMBER SENSE IN THE EARLY CHILDHOOD CLASSROOM/PRACTICUM
Play is a key way in which young children experience the world through interaction with materials, concepts and people. In this course, students will learn how math can be learned through play experiences, and that young children play an active role in shaping teaching and learning experiences in the classroom through play. Throughout this course, students will examine the critical role of play as it relates to learning about math, establish a developmentally appropriate environment for math, develop a curriculum map that promote child development and learning, and create developmentally appropriate math activities to help students explore and understand the world of math. Students will also work during the semester in teaching and learning situations: observing, tutoring, clerical work, small group instruction etc.

ECON 200 / 200EL PRINCIPLES OF ECONOMICS
offers a single semester introduction to both Micro and Macro Economics. Students emerge with a basic understanding of the concepts behind economists analysis of labor and product markets as well as business decisions. They also learn to recognize the perspectives of macroeconomists and evaluate how fiscal and monetary policy may adversely or positively impact the macro-economy, (fulfills the requirement for AL347 Macroeconomics in the Business Management major. 3 credits.

FIN 300 / 300EL PRINCIPLES OF FINANCE
provides an introduction to the basic functions of financial management, including financial statements and analysis, financial markets, financial institutions, investment returns, capital budgeting methods, asset valuation, leverage, time value of money, dividend policy, and optimal capital structure. Prerequisite: AL365 Accounting or ACCT 101. 3 credits.

JPP 103 / 103EL CRIMINOLOGY
studies causations of crime, including sociological, psychological, biophysiological and free will theories. 3 credits.

JPP 308 / 308EL PROCEDURAL CRIMINAL LAW
examines the law relating to arrests, searches, and seizures by law enforcement officers as well as rules of evidence and courtroom procedures followed by prosecutors and defense attorneys. 3 credits.

NURS 100 / 100EL INTRODUCTION TO PROFESSIONAL NURSING
describes basic principles of nursing, and addresses issues such as entry into practice, nursing employment opportunities and nursing roles. Roles of the professional nurse and nurse theories will be examined. Beginning nursing student. 2 credits

NURS 101 PROFESSIONAL CORE FOUNDATIONS
identifies the philosophical basis, conceptual framework and responsibilities of the professional nurse while assisting students to formalize their decision to study professional nursing. NURS 100. 4 credits

NURS 106 (HUM 106) NURSING AND YOU
an approach to Holistic Nursing considers the relationship between the successful nurse and a study of the Humanities, particularly as it relates to the human condition. The nurse who understands the essence of what it is that motivates the crown of God's creation, humankind, will better be able to use a holistic approach to nursing care and will understand self and patient better. The student will survey approaches to the study of literature, music and art, and will continue to develop critical and analytical skills that will enhance nursing care and, at the same time, lead to a richer personal life. Course meets Humanities requirement. 4 weeks - 3 credits.

NURS 202 GERONTOLOGICAL NURSING
explores the health needs of the older client. Primary, secondary, and tertiary preventions are discussed as they relate to retaining, attaining, and maintaining the older client's line of defense. Taken concurrently with N222. 3 credits.

NURS 212 GERONTOLOGICAL NURSING PRACTICUM
provides guided clinical experience correlated with theoretical content of NURS 101, NURS 213, NURS 222, NURS 232, and NURS 250. 2 credits

NURS 213 FOUNDATIONAL NURSING SKILLS I
focuses on professional psychomotor nursing skills that complements didactic content of NURS 202. Provides reinforcement of psychomotor experiences in the clinical setting. Prerequisites: NURS 222, taken concurrently with NURS 212 and NURS 250. 1 credit.

NURS 232 WELLNESS ASSESSMENT (ALSO BSN PROGRAM)
identifies nursing's role in assessing deviations from wellness and the way in which individuals maintain lines of defense. Nursing laboratory work required. Prerequisites: BIO 270 and BIO 272. 3 credits.

NURS 301 DIMENSIONS OF PROFESSIONAL NURSING
Students are introduced to the mission and philosophy of Concordia University and the School of Nursing, nursing as a profession, and role expectations for the baccalaureate-prepared nurse. Students explore the theoretical foundations of nursing and apply them to current nursing practice. Legal and ethical aspects of professional nursing are studied. 3 credits. No prerequisites.

NURS 305 TRENDS IN PROFESSIONAL NURSING
Students examine trends in healthcare which include advancements in genetics, genomics, nursing and health care informatics, and related legal and ethical issues in nursing practice. 3 credits. Prerequisite: NURS 301 Dimensions of Professional Nursing.

NURS 313 FOUNDATIONAL NURSING SKILLS II
focuses on professional psychomotor nursing skills that complements didactic content of NURS302. Provides reinforcement of psychomotor experiences in the clinical setting. Prerequisites: NURS 202, NURS 212, NURS 213, NURS 255, taken concurrently with NURS 310, NURS 311. 1 credit.

NURS 320 FAMILY CENTERED NURSING: PEDIATRICS
introduces students to the stressors encountered and nursing preventions required to retain, attain, and maintain system stability with families. Senior standing taken concurrently with Nursing 321. Prerequisites: NURS 335, NURS 345, NURS 346. 3 credits.

NURS 321 PEDIATRIC PRACTICUM
provides guided clinical experience with childbearing and childrearing families in a variety of settings and agencies. Taken concurrently with NURS 320. 1 credit.

NURS 325 FAMILY CENTERED NURSING: OBSTETRICS & WOMEN'S HEALTH
introduces students to the stressors encountered and nursing preventions required to retain, attain, and maintain system stability with childbearing families. Taken concurrently with NURS 326. Prerequisites: NURS 335, NURS 345, NURS 346. 3 credits.

NURS 326 FAMILY CENTERED NURSING: OBSTETRICS & WOMEN'S HEALTH PRACTICUM
provides guided clinical experience with childbearing families in a variety of settings and agencies. Taken concurrently with NURS 325. 1 credit.

NURS 336 NURSING RESEARCH FOR RN'S
Introduces students to basic research principles and application of these principles to nursing practice. Prerequisites: NURS 130 or Statistics course, NURS 301, NURS 305. 3 credits.

NURS 340 COMMUNITY WELLNESS
studies nursing responsibilities in assisting individuals, families, and groups to meet stressors and retain, attain, and maintain system stability within the community setting. Taken concurrently with NURS 341. Prerequisites: NURS 202, NURS 212, NURS 213, NURS 255. 3 credits.

NURS 341 COMMUNITY WELLNESS PRACTICUM
provides the student with an opportunity to integrate previous knowledge with community health nursing and to apply this within a nursing process framework to individuals and aggregates in various community site settings. Taken concurrently with NURS 340. Prerequisites: NURS 202, NURS 212, NURS 213, NURS 255. 1 credit.

NURS 342 POPULATION HEALTH
An overview of the concepts and theories related to public health/community nursing. It explores the role of the nurse in developing and implementing preventions for sustaining and promoting health among diverse populations in a community. Principles of epidemiology, public health, population-focused practice, and community assessment are included. Prerequisites: NURS 301, NURS 305, NURS 336. 4 credits.

NURS 345 MEDICAL-SURGICAL NURSING II
Continuing focus on foundational nursing management when assisting clients requiring medical-surgical interventions. Prerequisites: NURS 310, NURS 311. Concurrent enrollment in NURS 346. 3 credits.

NURS 346 MEDICAL-SURGICAL NURSING II PRACTICUM
provides guided clinical experience with clients in an acute medical-surgical setting. Prerequisites: NURS 310, NURS 311. Concurrent enrollment in NURS 345. 2 credits.

NURS 360 CULTURAL DIVERSITY IN NURSING
introduces the student to health care among differing cultural groups. Prerequisites: Junior or Senior standing. 3 credits.

NURS 363 THERAPEUTIC NUTRITION
is a lecture course designed to initially assist the nursing student in building a sound foundation in scientific nutritional concepts. The course continues by applying these concepts in the nutritional care of specific clients in the promotion of health and treatment of disease. Prerequisites: CHEM 105; BIO 270, BIO 272, BIO 24. 2 credits

NURS 390 INTRODUCTION TO BASIC EKG
introduces the nursing student to basic rhythms of the heart. Junior or Senior level elective. 1 credit.

NURS 400 MEDICAL-SURGICAL NURSING III
focuses on nursing management and clinical reasoning used in assisting clients experiencing major and/or complex alterations in wellness in the medical-surgical setting. Prerequisites: NURS 335, NURS 345, NURS 346. Concurrent enrollment in NURS 401. 3 credits.

NURS 401 MEDICAL-SURGICAL NURSING III PRACTICUM
provides guided clinical experience with clients requiring advanced nursing management and clinical reasoning skills in an acute medical-surgical setting. Prerequisites: NURS 335, NURS 345, NURS 346. Taken concurrently with NURS 400. 2.5 credits

NURS 402 PSYCHOLOGICAL WELLNESS
focus is on the principals and practice of nursing in the mental health setting. Theory and treatment of special populations and people with both chronic and acute psychiatric needs. Prerequisites: NURS 202, NURS 212, NURS 213, NURS 255. Taken concurrently with NURS 412. 3 credits.

NURS 410 MEDICAL-SURGICAL NURSING IV
Continuing focus on nursing management and clinical reasoning used in assisting clients experiencing major and/or complex alterations in wellness in the medical-surgical setting. Prerequisites: NURS 400, NURS 401. Concurrent enrollment in NURS 440 and NURS 441. 3 credits.

NURS 412 PSYCHOLOGICAL WELLNESS PRACTICUM
provides guided clinical practice within both acute and chronic mental health settings. Taken concurrently with NURS 402. Prerequisites: NURS 202, NURS 212, NURS 213, NURS 255. Taken concurrently with NURS 402. 1 credit.

NURS 420 CRITICAL CARE NURSING
provides both classroom and guided clinical experience with adult clients in a critical care setting. It continues to build on previous nursing courses and will focus on stressors, lines of defense, nursing diagnosis development, secondary nursing preventions, and scientific rationale in giving nursing care to critically ill clients. (offered occasionally) 3 credits.

NURS 440 LEADERSHIP & MANAGEMENT: IN AN EVOLVING HEALTHCARE SYSTEM
explores the principles of effective leadership/management skills in managing the health needs of individuals and groups. Prerequisites: NURS 400, NURS 401. Taken concurrently with NURS 410 and NURS 441. 3 credits.

NURS 441 LEADERSHIP & MANAGEMENT PRACTICUM: IN AN EVOLVING HEALTHCARE SYSTEM
afford students the opportunity to apply the principles of effective leadership/management skills in the clinical setting. Prerequisites: NURS 400, NURS 401. Taken concurrently with NURS 410, NURS 440. 2.5 credits.

NURS 442 LEADERSHIP AND THE FUTURE OF NURSING
Presents the principles of leadership and management as they relate to the role of nurse leader/manager and professional in any health care setting. The focus on critical analysis of management, and leadership concepts is accomplished. Prerequisites: NURS 301, NURS 305, NURS 336, NURS 342. 3 credits.

NURS 451 GLOBAL EDUCATION
allows the students to study and experience the history, culture and health beliefs of Costa Rica. 3 credits.

NURS 452 GLOBAL EDUCATION
allows the students to study and experience the history, culture and health beliefs of Belize. 3 credits.

NURS 492 / 492EL SEMINAR IN CONTEMPORARY NURSING
is a faculty advised seminar in which the student presents an in-depth, independent study of current topics, forces and/or issues affecting contemporary nursing practice. The student will also be exposed to communication skills in public speaking. Offered once a year, this is the last course the BSN Completion student takes prior to graduation. 3 credits.

SW 225 SOCIAL WORK AND SOCIAL WELFARE This course is the first in the social work curriculum to begin the process of establishing a knowledge base for practice. As a foundational level course, it is of significant importance in the curriculum. Students will study the history of social work through the eyes of those who set out to change the world through the establishment of the profession of social work and their advocacy in the field of social welfare. They will be introduced to the roles and responsibilities of professional social workers, the mission of the profession as it relates to social and economic justice, and the importance of advocating for the poor and the disadvantaged. Students will learn skills of self-reflection and self-regulation in the management of personal values and professionalism. Students will learn the importance of ethical behavior. They will learn about advocacy and the importance of research and life-long learning. This course addresses the multitude of current and dynamic issues facing social workers today. It addresses the importance of professional social work in critical practice settings and how the profession is making a difference in changing the world through advocacy for social and economic justice. 3 credit hours

SW 235 INTRODUCTION TO CHILD WELFARE
This course provides the student with foundational level knowledge on the historical and statutory basis for child welfare practice. The students will examine all components of the current child welfare system and its federal mandate. Students will learn about and discuss issues of child maltreatment/abuse, the rights of children and parents, and the significance of family in a system with the authority of the government to intervene and/or remove children who are at risk of harm. Students will gain a working knowledge of the definitions of child abuse and neglect. They will learn about and discuss theories of practice, family systems, and the policies that effect practice in child welfare. Prerequisites: Sophomore standing required. 3 credits hours

SW 306 SOCIAL WELFARE POLICY AND PROGRAMS
This course further develops an understanding of contemporary social welfare policies and programs, including private, public, and combined programs. Examines the various historical, political, economic, and societal influences on the development of social welfare policy and service delivery and/or the policy-making process. Provides a framework to analyze and evaluate social welfare policies and programs. Context for policy analysis includes human diversity, human rights, and social and economic justice. Policies related to child welfare, physical and mental health, assistance to the poor, social insurance, hunger, shelter, and civil rights based on gender, race and ethnicity, sexual orientation, disability, and immigration will be discussed. The importance of policy practice will be introduced and integrated through community interviews. Prerequisites: SW 100 and SW 205, or SW 225 and SW 235. 3 credits hours

SW 310 SOCIAL WORK RESEARCH METHODS I
This course introduces research methodology pertinent to the evaluation of human service programs, and discusses the rationale for conducting evaluations. Among the topics discussed are the relationship of evaluative efforts to program design and implementation, threats to validity of program evaluation, constructing a measurement plan and designs for program and evaluation. Program evaluation knowledge, skills and techniques, such as needs assessment, operationalization of variables, levels of measurement, statistical significance, efficiency and outcome evaluation are introduced. This course emphasizes this

methodology when conducting formative evaluations, i.e., needs assessment, program development, market research. Prerequisites: SW 100 and SW 205 (or SW 225 and SW 235), AL 169 and Social Work Major. 3 credit hours

SW 326 SKILLS & METHODS OF SOCIAL WORK PRACTICE I: STRATEGIES FOR HELPING INDIVIDUALS

This course is the first in a sequence of three required social work practice courses. Practice I focuses on the development of skills and strategies for helping individuals within a variety of social work and host settings. Key concepts of generalist practice are applied to the development of relationship building and interviewing skills. Generalist Practice is examined as a problem solving process which includes engagement, assessment, intervention, and evaluation. Students learn to view clients and client systems from a strengths perspective. Prerequisites: SW 100 and SW 205 (or SW 225 and SW 235) and Social Work Major. 3 credit hours

SW 327 FIELD EDUCATION I

is taken concurrently with SW 328, Field Seminar I. This course engages the student in the practice of beginning social work skills and tasks within an agency setting over a period of one semester. It is designed for the senior level student and requires an average of 16 hours per week in the agency for a minimum of 216 hours. Prerequisites: SW 100 and SW 205 (or SW 225 and SW 235), SW 306, SW 346, SW 347, SW 326, SW 426, SW 436, SW 310, SW 410. 3 credit hours

SW 328 FIELD SEMINAR I

is taken concurrently with SW 327, Field Education I. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments. Prerequisites: SW 100 and SW 205 (or SW 225 and SW 235), SW 306, SW 346, SW 347, SW 326, SW 426, SW 436, SW 310, SW 410. 3 credit hours

SW 346 HUMAN BEHAVIOR/THE SOCIAL ENVIRONMENT I

This course will examine ecological systems theory. This course develops the person-in-environment concept in social work. Individuals grow and develop within the context of families, groups, organizations, and communities. This course also examines the relationships among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior within the human life span. Prerequisites: SW 100 and SW 205 (or SW 225 and SW 235) and BIO 146. 3 credit hours.

SW 347 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II

This course further develops the person-in-environment concept in social work, with a specific focus on macro systems and their impact on society, and on human diversity. The course provides a framework for understanding and analyzing the forms and mechanisms of oppression and discrimination. The course includes theories used in macro practice and the development of a knowledge base with a macro perspective on families, groups, organizations, institutions, and communities. Students learn how diversity shapes the human condition and how culture affects the perception and interaction in the social environment. The course provides students with a knowledge base on the interactions among and between systems at all levels of practice, and how human behavior and the environment are impacted by the interactions. Prerequisites: SW 100 and SW 205 (or SW 225 and SW 235) and BIO 146. 3 credit hours.

SW 410 SOCIAL WORK RESEARCH METHODS II

This course builds on SW 310 and introduces research methodology pertinent to the evaluation of human service programs and individual practice, and discusses the rationale for conducting such evaluations. The written research report is emphasized with student participation in a mock research project and written paper. Each section of the written research report is discussed in depth with continued knowledge building of research methodology. Among the topics discussed and practiced through assignments and written paper are writing a title, writing abstract, writing literature review, hypothesis formation, writing methodology (including operationalization of variables, research design, sampling, data collection tools, procedures, and ethics), writing results, writing discussion, and creating a reference list. Prerequisites: SW 310. 3 credit hours

SW 426 SKILLS & METHODS OF SOCIAL WORK PRACTICE II: HELPING GROUPS AND FAMILIES

This course is designed to help students further develop their social work practice skills for helping groups and families. Students learn how group work is utilized as a method in social work practice. Various types of groups are examined including task groups, interdisciplinary team meetings, and treatment groups. Students learn skills for forming and conducting groups with different client groups. Generalist practice often requires viewing client situations from a family perspective. Students learn to apply concepts from systems theory to understanding the interpersonal dynamics of family functioning. Working with families and groups utilizes a professional problem solving process to engage, assess, intervene, and evaluate practice with groups. Prerequisites: SW 326. 3 credit hours

SW 427 FIELD EDUCATION II

is taken concurrently with SW 428, Field Seminar II. This course is designed for the senior level student and engages the student in supervised direct service activities within an agency setting. This course provides practical experiences in the application of theory and skills acquired in the social work curriculum. The placement requires an average of 16 hours per week in an agency for a minimum of 216 hours. Prerequisites: SW 327 and SW 328. 3 credit hours.

SW 428 FIELD SEMINAR II is taken concurrently with SW 427, Field Education II. A seminar format will provide a continuing forum for the integration of field experience with classroom learning through discussion and assignments. Discussion topics will focus on the professional use of self, the use of supervision in practice, on agency-specific policy analysis, and agency provision of service. Prerequisites: SW 327 and SW 328. 3 credit hours.

SW 436 SKILLS & METHODS OF SOCIAL WORK PRACTICE III: ADVOCACY & COMMUNITY CHANGE This course focuses on developing an understanding of larger systems, and skills for practice within that context. The material includes a macro level perspective of social justice, oppression and advocacy, and a review of various theoretical perspectives, including systems theory and the strengths perspective, as they apply to macro level practice. Discussion will surround an examination of traditional and nontraditional social action strategies, including community organization, development and advocacy. Students learn agency and legislative advocacy skills with a specific focus on human rights and social and economic justice. Social work values and ethical perspectives related to social change are analyzed. Prerequisites: SW 326 and SW 426. 3 credit hours

SW 490 SENIOR INTEGRATIVE SEMINAR This course provides the student with the opportunity to integrate classroom and practicum experience for application in their entry level professional practice. This course is the culminating integrative process for baccalaureate generalist practice social work student to further develop and refine communication and problem solving skills, to exercise peer support and evaluation skills; to increase self-awareness through group interaction, values clarification, and discussion and analysis of policy and practice issues in the context of social work values and ethics. This

course is a self-directed readings, critical inquiry, and discussion seminar. Prerequisites: SW 427 and SW 428. 3 credit hours

REL 201 / 201EL THE OLD TESTAMENT
is an overview of the Old Testament intended to acquaint the student with its background, content and messages. 3 credits.

REL 203 / 203EL THE NEW TESTAMENT
is an overview of the New Testament intended to acquaint the student with its background, content and messages. 3 credits.

REL 204 / 204EL BIBLICAL THEOLOGY
is a systematic study of major areas of Christian doctrine with an emphasis on what Scripture says, as well as how Lutheran doctrine reflects what Scripture says. 3 credits.

REL 229 / 229EL RELIGIOUS EDUCATION OF YOUTH AND ADULTS
equips the students with practical methods, skills, and resources to teach religion to youth and adults in a parish setting. Provides students with opportunities to strengthen their ability to communicate the Gospel effectively. Prerequisites: Bible Content (REL 100 [or 201 & 203]; or AL 159); Christian Doctrine (REL 110 [or 204]). 3 credits.

REL 233 / 233EL COMMUNICATING BIBLE MESSAGES
helps the student acquire greater skill in communicating meaningful Bible messages, by learning the theory and practice of analyzing a text of Scripture, writing a message for a specific audience based on that text, and delivering the message. Topical and other creative approaches will also be examined. Prerequisites: Bible Content (REL 100 [or 201 & 203]; or AL 159); Christian Doctrine (REL 110 [or 204]). 3 credits.

REL 287 / 287EL CHRISTIAN CARE GIVING
offers the student preparing for full-time church work opportunity to understand and apply the theology of the cross and the practice of the church in Christian care giving. Prerequisites: Bible Content (REL 100 [or 201 & 203]; or AL 159); Christian Doctrine (REL 110 [or 204]). 3 credits.

REL 310 RELIGION IN AMERICA TODAY
gives the student an overview of the religious life of people in our country. Such topics as the mainline Christian denominations, the rise of sects and cults, the ecumenical movement, the relation of church and state to each other, and humanism and democracy as religions are discussed.

REL 312 / 312EL OFFICE OF THE PROFESSIONAL CHURCH WORKER
studies the role of auxiliary ministries in the light of the New Testament and the Lutheran Confessions. It pays particular attention to church administration and conflict resolution in congregations. Prerequisites: Bible Content (REL 100 [or 201 & 203]; or AL 159); Christian Doctrine (REL 110 [or 204]). 3 credits.

REL 328 / 328EL FAMILY AND YOUTH MINISTRY
explores congregation ministry with and for families by providing students with an understanding of parent and child relationships, teen development, and the place of faith and the church in family life. Special attention is paid to family life education, intergenerational ministry, and strategic planning, with the goal of building ministries that strengthen family relationships. Prerequisites: Bible Content
(REL 100 [or 201 & 203]; or AL 159); Christian Doctrine (REL 110 [or 204]. 3 credits.

REL 376 / 376EL CHRISTIAN ETHICS
explores the distinct nature of Christian ethics in dialogue with other forms of ethical inquiries. Contemporary Christian responses to timely ethical issues will also be explored. Prerequisites: Bible Content (REL 100 [or 201 & 203]; or AL 159); Christian Doctrine (REL 110 [or 204). 3 credits.

REL 383 / 383EL THE GOSPEL OF LUKE
surveys foundational principles and techniques in biblical interpretation using the Gospel of Luke. Prerequisites: Bible Content (REL 100 [or 201 & 203]; or AL 159); Christian Doctrine (REL 110 [or 204]). 3 credits.

REL 387 / 387EL CHRIST'S PEOPLE THROUGH THE AGES
surveys Christian history from Pentecost to the present. Distinctive eras in Christian history will be discussed, with attention to their main contours and the principal dynamic forces at work within them. Prerequisites: Bible Content (REL 100 [or 201 & 203]; or AL 159); Christian Doctrine (REL 110 [or 204]). 3 credits.

REL 410 WORLD RELIGIONS
surveys living, non-Christian religions in terms of worship, beliefs, values, history, and their relationship to Christianity. Comparative religions elective. Prerequisites: Bible Content (REL 100 [or 201 & 203]; or AL159); Christian Doctrine (REL 110 [or 204]).
No duplication with REL 388. 3 credits.

Master of Business Administration

The Master of Business Administration (MBA) Program is based upon the University's stated mission of developing in students the "professional competencies and commitment required for responsible participation and leadership in a complex society." The MBA program is accredited by the International Assembly for Collegiate Business Education (IACBE).

Concordia University's MBA Program is designed to prepare men and women to meet the challenges of a changing administrative environment. The program is designed to provide the opportunity of a professional education for the working student. The curriculum provides the broad base of knowledge needed by middle and upper level managers, and executives. While the MBA program is designed for those in business professions, it is readily adapted to meet the needs of students from engineering, health, non-profit, religious, and other fields.

The MBA degree requires 39 semester hours of credit comprising 13 courses. No thesis is required for this degree. Students ordinarily take one course at a time. This allows the program to accommodate a student's professional and personal schedule to the maximum degree possible. The capstone course, MBA 590, must be taken at the end of the degree program. Students must complete all requirements for the MBA degree within five (5) years of entry.

Our flexible program gives you the choice of pursuing your MBA in accelerated eight week classroom courses or through Online where you have up to 12 weeks to complete a course.

You are given the flexibility to design your MBA program. With our guidance you decide the course load and courses you wish to take.

PROGRAM HIGHLIGHTS

- 8 week courses in the classroom or online
- STEM courses and concentrations
- Can be completed in less than 2 years
- Week-long study abroad options to China and Austria
- Dual degree opportunities
- Earn credit at work through internship
- Accepts up to 6 graduate transfer credits
- Industry related exam prep and certificates
- No GMAT or GRE required
- Taught by industry experts

STUDENT LEARNING OUTCOMES

- Articulate a response to ethical situations which recognizes responsibility beyond the law from a Christian perspective
- Demonstrate proficiency in written and oral business professional communication including proper grammar, organization, presentation, and use of sources
- Solve diverse and ill-structured problems using higher order thinking and analysis
- Develop a global view of business beyond the American business mindset
- Use quantitative skills to evaluate problems faced by the businessperson
- Concentration: demonstrate specialized knowledge in their area of concentration
- Demonstrate ability to engage in teamwork at a professional level of competence

THE MBA CORE

In keeping with the purpose of a MBA, our curriculum is designed to provide the student with a broad spectrum of the business scene. To this end, the courses provide advanced instruction in many areas of business. The utilization of a concentration allows the student at the same time to develop an area of expertise. The MBA program consists of 39 credits which include eight core courses and five courses in the concentration area.

MBA 500/800 Managerial Economics	MBA 503/803 Ethics and Organizational Leadership
MBA 510/810 Applied Statistical Methods	MBA 569/869 Management Science and Analytics
MBA 530/830 Corporate Finance	MBA 610/910 Issues in Human Resources Management
MBA 540/840 Accounting: Financial Analysis for Decision Making	MBA 590/890 Strategic Management (Capstone-taken last)

Prerequisites: The MBA program has six prerequisite content areas. These prerequisite are not required prior to starting the program but must be completed prior to taking the corresponding MBA course. Students will be evaluate as to whether they will need to fulfill any prerequisites. Most students have these fulfilled as part of their undergraduate studies. These content areas are Accounting, Finance, Management, Marketing, Economics, and Statistics. Students may fulfill these prerequisite content areas by taking traditional or non-traditional 3 credit courses, by CLEP or DSST examination, or have them waiver based on professional experience. All prerequisite content areas can be fulfilled by taking a single course MBA 513 Business Foundations for Administrative Professions (3 cr).

MBA Concentration Courses

CHOOSE FIVE COURSES IN ONE AREA

Concentration (15 credits)
In addition to eight core courses, students select a concentration area and complete five courses. In concentrations where only five courses appear, the student will take all of those courses. Students may pursue multiple concentration areas. Select five from a second concentration. A minimum of three separate courses must be completed in concentrations where courses overlap.

MBA Internship
All students are encouraged to experience an internship for three credits, MBA 845 Internships. Internship credits will apply to the concentration area and count as one of the required five concentration courses. Please contact your advisor or the MBA program director for more information about internships.

Short-term Study Abroad
Students may participate in week long study abroad opportunities for credit towards their MBA by taking MIB 570. Annual trips to China and Austria are available. Check with your advisor or program director.

Course Substitution
Students may request to take one course outside of their concentration. Use the MBA form located in the Portal-Program Info tab- MBA Channel, to make this request.

Accounting
Students that hold a bachelors degree in accounting can request to have the core course MBA540 waived.
525 Advanced Auditing
MIB530/830 Global Production & Operations
576/876 Fraud Management
529/829 Database Management
532 832 Government/Not for Profit Accounting
MMC 540/840 Public Speaking, Professional Reports & Presentations
524/824 Systems Analysis and Design
623/923 Statutory Accounting
541 Mergers and Acquisitions
845 Internship in Accounting

Communications and Public Relations
MMC 506/806 Group Dynamics & Leadership
MMC 520/820 Managerial Communication
MBA 502/802 Publicity and Public Relations
MMC 525/825 Effective Business Writing
MMC 540/840 Public Speaking: Professional Reports & Presentations
MMC 547/847 Advanced Interpersonal--Communications and Interviewing
MMC 586 Special Topics in Communication
845 Internship in Corporate Communications

Finance
558/858 Real Estate Investment
570/870 Legal Aspects of Business
576/876 Fraud Management
621/921 Financial Institution Management
622/922 Risk Management and Insurance; or
627/927 Corp. Risk Management Theory and Application--ARM 54 Certificate
625/925 Securities Analysis
626/926 Portfolio Mathematics
MIB 540/840 International Finance
628/928 Corporate Risk Finance: From Concepts to Reality- -ARM 56 Certificate
845 Internship in Finance

Health Care Administration
MPA 535/835 Budgeting in Public Agencies; or
MPA 568/868 Public HR Administration
620/920 Economics/Public Policy of HC
622/922 Risk Management and Insurance; or
627/927 Corp. Risk Management Theory and Application--ARM 54 Certificate
623/923 Statutory Accounting
624/924 Health, Life, Business Social Ins.
685/985 Special Topics: Long Term Health--Care, Ambulatory Care, Managed Care
845 Internship in HC Administration

Human Resource Management
576/876 Fraud Management
600/900 Compensation and Benefits
605/905 Alternative Dispute Resolution
615/915 Labor and Employment Law
622/922 Risk Management and Insurance; or
627/927 Corp. Risk Management Theory and Application--ARM 54 Certificate
MPA 568/868 Public Human Resource Administration
624/924 Health, Life, Business and Social Insurance
845 Internship in Human Resource Mgmt.

Innovation and Entrepreneurship Concentration*
579/879 Strategic Innovation-Certificate* (required)
686/886 Sustainability & Social Entrepreneurship
687/887 Intellectual Property & Regulatory Issues
688/888 New Venture Formation & Business Develop.
555/855 Small Business Administration
553/853 Sales Management and Salesmanship
511/811 Social Media Marketing Strategies
578/878 Marketing Research and Intelligence
845 Internship in Innovation & Entrepreneurship

International Business
MIB 530/830 Global Productions/Operations
MBA 587 Industry Leaders Seminar Series
MIB 540/840 International Finance
MIB 545/845 International Economics
MIB 555/855 International Marketing
MIB 560/860 International Business
MIB 570/870 International Study Abroad
MBA 845 Internship in International Business

Management
527/827 Project Management
550/850 Strategic Marketing
554/854 Advertising Management
555/855 Small Business Management
556/856 Real Estate Management
557/857 Sustainable Business Practices
565/865 Supply Chain Management
570/870 Legal Aspects of Business
576/876 Fraud Management
577/877 Loss Prevention
543/843 Lean Systems and Analysis-Certificate
569/869 Management Science and Analytics
622/922 Risk Management and Insurance; or
627/927 Corp. Risk Management Theory and Application--ARM 54 Certificate
MIB 530/830 Global Production & Operations
MIB 560/860 International Business
641/941 Global Perspectives: Sport & Entertainment Mgmt.
642/942 Contemp. Principals of Hospitality & Event Management
845 Internship in Management

Management Information Systems (STEM)
520/820 Management Information Systems
521/821 Oracle Academy Database Design & Programming-Certificate
522/822 Data Communications & Network Security
524/824 Systems Analysis and Design
526/826 Decision Support Systems
527/827 Project Management
528/828 Oracle Business Applications-Certificate
529/829 Database Management
523/823 Oracle Java Fund. & Programming-Certificate
845 Internship in MIS

Nonprofit Management and Leadership
504/804 Management of Nonprofit Organizations
507/807 Financial Management of Nonprofit Organizations
516/816 Legal Issues in Nonprofit Organizations
512/812 Nonprofit Fundraising and Grant Writing
514/814 Board Development and Governance
502/802 Publicity and Public Relations
686/886 Sustainability & Social Entrepreneurship
688/888 New Venture Formation & Business Development
MMC 540/840 Public Speaking Prof. Reports & Presentations
578/878 Marketing Research and Intelligence
576/876 Fraud Management
MPA 540/840 Public Program Evaluation
845 Internship in Non-Profit

Strategic Marketing
511/811 Social Marketing Strategies
550/850 Strategic Marketing
502/802 Publicity and Public Relations
552/852 Direct Marketing
553/853 Sales Management
554/854 Advertising Management
578/878 Marketing Research and Intelligence
570/870 Legal Aspects of Business
MIB 555/855 International Marketing
644/944 Integrative Marketing & Brand Activation
645/945 Sponsorship, Sales & Fundraising Strat.
845 Internship in Marketing

Public Administration
MBA 527/827 Project Management
MLS 530/830 Administrative Law /Process
MPA 535/835 Budgeting in Public Agencies
MPA 540/840 Public Program Evaluation
MPA 568/868 Public HR Administration
MPA 569/869 Intergovernmental Relations
845 Internship in Public HR Administration

Risk Management
570/870 Legal Aspects of Business
576/876 Fraud Management
622/922 Risk Management and Insurance; or
627/927 Corp. Risk Management Theory and Application--ARM 54 Certificate
623/923 Statutory Accounting
577/877 Loss Prevention
624/924 Health, Life, and Social Insurance
625/925 Securities Analysis
687/887 Intellectual Property & Reg. Considerations
628/928 Corporate Risk Finance: From Concepts to Reality--ARM 56 Certificate
845 Internship in Risk Mgmt.

Sport and Entertainment Business
641/941 Global Perspectives of Sport & Entertainment Mgmt.
642/942 Contemp. Principles of Hospitality & Event Mgmt.
643/943 Integrated Public Relations & Social Media Strategy
644/944 Integrated Marketing & Brand Activation
645/945 Sponsorship, Sales & Fundraising Strategy
622/922 Risk Management and Insurance; or
627/927 Corp. Risk Management Theory and Application--ARM 54 Certificate
MBA 646/946 Event Management &Activation
845 Internship in Sport & Entertainment Business

Sustainability Management and Analytics (STEM)
MBA 547/847 Industrial Ecology
MBA 548/848 LEED Associate & Accredited Professional—(includes LEED exam preparation)
MBA 549/849 Ecological Economics
MBA 571/871 Environmental Law
MBA 557/857 Sustainable Business Practices
MIB 530/830 Global Production & Operations
MBA 542/842 Six Sigma Process & App.-Certificate
MBA543/843 Lean Systems and Analysis-Certificate
MBA 546/846 Special Topics: Business & Industry
CHEM 561/861 Env. Chem. & Tox.*chem prereq56
BIO 556/856 Readings in Environmental Science
MBA 686 Sustainability & Social Entrepreneurship
MBA 845 Internship in Sustainability

Note: Not all concentrations are offered in an on-campus format and may need to be completed through online format.

GRADUATE CERTIFICATE

Post-Baccalaureate students can earn a graduate certificate by completing 15 credits within one of the MBA concentration areas.

TRANSFER CREDIT

Students may request up to six (6) hours of transfer credit into the MBA Program, based upon the following criteria:

1. Courses transferred must be comparable in scope and subject matter to courses offered in the MBA Program.
2. Courses transferred must have been completed at the graduate level from an accredited institution.
3. Courses must have been completed with at least a 3.00 on a 4.00 scale. Transfer grades will not be used to compute CUW program grades.

MBA - Health Care Administration for Health Care Practitioners

The Master of Business Administration for Health Care Practitioners is a specialized degree program designed to prepare health care practitioners to meet the challenges of a changing administrative environment. It is intended to transition health care practitioners interested in the business side of their industry into that realm. The curriculum offers broad-based knowledge needed by middle and upper level managers in health care organizations.

PROGRAM PREPARATION

The Master of Business Administration (MBA) degree requires 39 semester hours of credit comprising of 13 courses. A thesis is not required for this degree. The MBA Health Care Practitioners track serves students in the health care professions currently enrolled in, or have already completed a graduate degree in a health care program: Doctor of Nursing Practice (DNP), Master of Science in Nursing (MSN), Occupational Therapy (OT), Physical Therapy (PT), Physician Assistant (PA), Master of Science in Applied Exercise Sciences (MSES), Doctor of Pharmacy (Pharm. D.), Master of Science in Professional Counseling (MSEC), Master of Science in Athletic Training (MSAT), and other graduate level health care students or professionals.

REQUIRED CORE

Students complete six for a total of 18 credits:

MBA 569/869 Management Science and Analytics
MBA 610/910 Issues in Human Resources
OR MPA 568/868 Public Human Resource Administration
MBA 540/840 Accounting: Financial Analysis for Decision Making
OR MPA 535/835 Budgeting in Public Agencies
OR MBA 623/923 Statutory Accounting
MBA 510/810 Applied Statistical Methods
MBA 620/920 Economics and Public Policy of Healthcare
MBA 590/890 Strategic Management (capstone class for all)

CONCENTRATION ELECTIVES

Students chose seven (7) of the following for a total of 21 credits:

MMC 520/820 Managerial Communications: Practices and Principles
MBA 570/870 Legal Aspects of business
MBA 622/922 Risk Management of Insurance
OR MBA627/927 Risk Management: Theory and Practice - ARM54 Certificate
MBA 624/924 Health, Life and Social Insurance
MBA 685/985 Special Topics in Healthcare
MBA 527/827 Project Management
MBA 555/855 Small Business Administration
OR MBA 688/888 New Venture Formation and Business Development
MBA 577/877 Loss Prevention
MBA 557/857 Sustainable Business Practices
MBA 565/865 Supply Chain Management

Students may request to transfer up to 6 graduate credits. Please see your advisor for more details.

Master of Science in Organizational Leadership and Administration

Today's challenging and changing global economy demands ethical and effective leaders! The Master of Science in Organizational Leadership & Administration (OLA) at Concordia University empowers you to develop the qualities and traits of a transformational leader. The OLA program exposes you to leadership theory and practice, vital ethical and guiding principles, and team-building exercises. Christian Leadership that Empowers Today's Minds to Transform Tomorrow's World!

CU's Organizational Leadership and Administration (OLA) program blends Christian leadership and ethics with organizational theory and practice.

The key to the OLA degree is its ability to offer strategically visionary courses we believe necessary to help place you, the leader, in a position consistent with your behavioral, contingency, power and influence, and trait related skills and abilities.

The Concordia University Organizational Leadership and Administration Operational Leadership Definition is adapted from "The Three Levels of Leadership How to Develop Your Leadership Presence, Knowhow and Skill," by James Scouller. It reads…

> **"Businesses are in need of ethical leaders to effectively guide their companies through today's changing global economy. CU's Master's in Organizational Leadership & Administration (OLA) provides you with the knowledge and skills to become a business leader! The OLA program provides ethical guidance, financial and analytical awareness, team-building and leadership skills, and a Christ-Centered education for our future business leaders. Become a business leader and start earning your OLA degree today!"**

PROGRAM HIGHLIGHTS

- 6 week courses
- Program can be completed in only 1 year
- Students can earn Certified Manager (CM) designation while they study
- No GMAT or GRE required
- Instructors with real-world experience
- Grow your leadership skills and take your career to the next level

CURRICULUM: CREDIT HOURS REQUIRED: 32

OLA505/805 – Theories, Strategy and Visioning for Leaders
OLA570/870 – Leadership Competencies Practicum
OLA509/809 – Leading Change in Organizations
OLA512/812 – Certified Management Certification Course
OR OLA 550/850 Special Topics in Leadership
OLA515/815 – Organizational Communication/Negotiation
OLA521/821 – Selecting & Implement Information Systems
OLA542/842 – Ethical Dimensions of Leadership
OLA555/855 – Financial Analysis and Budgeting
OLA563/863 – Leadership in International Organizations
OLA584/884 – Research Practicum
OLA585/885 – Research Capstone

MBA & ORGANIZATIONAL LEADERSHIP AND ADMINISTRATION (OLA) COURSE DESCRIPTIONS

BIO 556 / 856 READINGS IN ENVIRONMENTAL SCIENCE
This course covers a wide range of issues and problems such as air and water pollution, energy resources, climate change, acid rain, the greenhouse effect, wastes, and land/resource management. 3 crs.

CHEM 561 ENVIRONMENTAL CHEMISTRY & TOXICOLOGY*1 cr. chem prereq, or permission from the instructor
A study of how natural environmental processes are driven by chemical reactions and how these processes are affected by toxicants—natural as well as artificial. Specific areas of concentration include the atmosphere and global warming, hydrosphere, energy, toxicology, and disposal of dangerous wastes. Prerequisites: one year of chemistry and one year of biology. 3 credit hours.

MBA 500 / 800 MANAGERIAL ECONOMICS
provides a clear and balanced presentation of relevant economic theories and instruments. The focus of this course will be on the application of these relevant theories and the tools of analysis of decision-making science to examine how a firm makes optimal managerial decisions in the face of the constraints it faces. It will teach students how to deal with the nature of the firm, and how and why it is organized the way it is, in order to make students better, more efficient and more highly rewarded executives. The course should be thought of as applied economics, emphasizing those topics of the greatest interest and importance to managers. These topics include demand, production, cost, pricing, market structure and government regulations. A strong grasp of the principles that govern economic behavior is an important managerial asset. Students will learn how to apply these principles in appropriate situations. 3 credits.

MBA 502 / 802 PUBLICITY AND PUBLIC RELATIONS
Examines the techniques and strategies used to gain public support for an individual or organization. How spokespersons are selected and used to project policy are examined along with the use of techniques, such as interview and speech opportunities. A special emphasis is placed on integrating strategies and tools used by professionals to market a product or idea, increase sales, or change an organization's positioning or reputation. Campaigns are analyzed through a management approach that stresses strategic planning and implementation techniques. 3 credits

MBA 503 / 803 ETHICS AND ORGANIZATIONAL LEADERSHIP
This course studies contemporary business issues facing managers. Emphasis will be on developing theoretical skills for analyzing ethical issues and competing claims, and formulating well–grounded policies. A special emphasis on organizations and their attendant process is designed to increase ones leadership skills and effectiveness. 3 credits.

MBA 504 / 804 MANAGEMENT OF NONPROFIT ORGANIZATIONS
Students will apply the principles of designing a nonprofit organization and the means for a successful launch. Students will learn to identify and research entities that support the efforts of nonprofit organizations including funding for maximum impact in the community. Students will examine nonprofit practices in human resource development, organizational development and apply strategies for nonprofit sector success in a managerial role. 3 credits.

MBA 507 / 807 FINANCIAL MANAGEMENT OF NONPROFIT ORGANIZATIONS
Focuses on the specific elements of nonprofit financial management, explores the differences in not-for-profit accounting standards, including contribution accounting, program designation of operating expenses, sources of revenue, budgeting, and governmental reporting requirements. Financial analysis, cost accounting, auditing, cash flow management, and internal and management controls are examined. Students will develop and analyze financial reports for effective financial management. 3 credits.

MBA 510 / 810 APPLIED STATISTICAL METHODS
studies statistical methods used in business decision-making, including the use of both descriptive and inferential techniques, probability, regression, and research study designs. Application and integration of statistical methods in business-related fields is emphasized along with the use of computer analysis. 3 credits.

MBA 511 / 811 SOCIAL MEDIA MARKETING STRATEGIES
This course is designed to help the student understand the social media revolution; the concepts, tools and applications. This course will provide students with the practical knowledge and insights needed to successfully plan, implement, manage and measure social media marketing efforts.
3 credits.

MBA 512 / 812 NONPROFIT FUNDRAISING AND GRANT WRITING
Examines the aspects, importance, and significance of fundraising for nonprofit organizations. Management of the fundraising function including the elements of information management and donor research will be explored. Students will understand the importance of relationship building as a fundraising strategy and apply the principles of fundraising research for nonprofit organizations. Students will engage in effective grant writing to develop a "case for support" and for sustaining a nonprofit organization. 3 credits.

MBA 513 BUSINESS FOUNDATIONS FOR ADMINISTRATIVE PROFESSIONS
This course is suggested for incoming students that need to fulfill MBA core prerequisite requirements; however, it can be taken by any student as a refresher of business administrative practices. This course provides the integration of management, marketing, statistics, economics, finance, and accounting concepts essential to the management and administration in organizations. Students will synthesize knowledge of theories and application that will serve as a basis for developing effective roles as administrators. Fulfills all core prerequisite requirements. 3 credits.

MBA 514/814 BOARD DEVELOPMENT AND GOVERNANCE
This course examines the critical elements of a policy governance model for nonprofits. Students will develop a board policy manual, learn to write board policies, develop skills for practicing policy governance, and acquire skills for implementing this governance model in a nonprofit organization. 3 credits.

MBA 516 / 816 LEGAL ISSUES IN NONPROFIT ORGANIZATIONS
Students will understand the background of the legal issues for nonprofit management and the differences between public and private entities. Students will recognize the specific rules and regulations surrounding the nonprofit sector as they apply to local, state, and federal entities including the IRS and create a reporting mechanism for oversight. The intersection of governance models, role of nonprofit board of directors, fundraising regulations, and service to the community will be examined. 3 credits

MBA 520 / 820 INFORMATION SYSTEMS AND TECHNOLOGY
concerns managing the use of technology, emphasizing computer systems, in providing the information systems that effectively support organizations and allow them to meet their goals. Fundamental concepts of information systems and their underlying technology are presented in the framework of tools for personal and managerial problem solving. Foundational information systems concepts, along with terminology, ethical issues, application and hands-on system use are explored. Additional topics include system capabilities, system abilities, and the role of intelligence in information systems. Coursework combines assignments that directly apply concepts from the textbook reading along with projects that allow students to extend their learning and apply it to practical applications. Prerequisite: Admission to the program. 3 credits.

MBA 521 / 821 ORACLE ACADEMY DATABASE DESIGN AND PROGRAMMING
This course is designed to provide students with an in-depth learning experience around database modeling, design, and implementation. It is divided into two major sections. In the first section, Database Design, students learn to analyze complex business scenarios and create a data model, a conceptual representation of an organization's information. In the second section, Database Programming with SQL, students implement their database design by creating a physical database using the Oracle Application Express tool and SQL, the industry-standard database programming language. Students will gain extensive hands-on experience with databases. Upon completion of this course, students will have been prepared to sit for the Oracle Database SQL Expert exam if they wish to take it. 3 credits..

MBA 522 / 822 BUSINESS DATA COMMUNICATIONS
presents the fundamentals of data communications including communication media and equipment, protocols, network architectures, network hardware, and network software. The Internet is discussed in detail and used extensively in the course as a source of a variety of information pertinent to the content of the course. Network management objectives and techniques are presented and network security is discussed. 3 credits.

MBA 523 / 823 ORACLE JAVA FUNDAMENTALS AND PROGRAMMING
This course lays the foundation for business students who have little to no programming experience to learn fundamental Java programming comcepts and terminology. Is is divided into two major modules. In the first module, Java fundamantals, students learn the Alice, Greenfoot, and Eclipse Java development environments. The second module, Java Programming, is designed to build upon the knowledge gained from the Fundamentals module and further develop Java programming knowledge using the Java SE7 programming language.

MBA 524 / 824 SYSTEMS ANALYSIS AND DESIGN
presents a short overview of information systems followed by a comprehensive treatment of modern techniques of systems analysis and design. Each of the five steps in the Systems Design Life Cycle (SDLC) is discussed in detail. A variety of case studies are considered and tools for systems analysis and design are presented. Extensive use is made of pertinent web sites. 3 credits.

MBA 525 ADVANCED AUDITING
builds on the audit theory, concepts and techniques that were gained by the student in completing Principles of Auditing (ACCT 420). Covers integrated audits of public companies, advanced topics concerning complex auditing judgments, and the auditor's responsibility for detecting fraud in a financial statement audit. Case studies will be used to enable students to apply audit theory to actual situations. Infused throughout this course is the application of Ethical Decision-Making Frameworks. Not available to students who have completed ACCT 425. 3 credits.

MBA 526 / 826 DECISION SUPPORT SYSTEMS
covers the processes used in making creative decisions and effectively solving problems. An extensive coverage of decision-making theory is presented. A strong emphasis is placed on application and use of decision support systems (DSS). Several mini-cases are treated in detail. Topics covered include data mining, data warehousing architectures and technologies, expert systems, artificial intelligence systems, and executive information systems. 3 credits.

MBA 527 / 827 PROJECT MANAGEMENT
presents project management from a practical point of view. The course focuses on the technical aspects of project management that are directly related to practice. Numerous case studies are considered to help explain how to apply proven project management tools and techniques at each stage in a projects life-cycle. Software tools for project design and management are also presented and used. 3 credits.

MBA 528 / 828 ORACLE BUSINESS APPLICATIONS
This course exposes students to enterprise applications that are used to manage core business operations globally. Students will gain an overview of Oracle Financials and Oracle Supply Chain Management functionality and learn how these applications support the core business processes of an organization. Students will also gain hands-on exposure to the Oracle software. 3 credits.

MBA 529 / 829 DATABASE MANAGEMENT
provides the basis for a practical approach to database creation and administration. The course presents the various steps required to create data models (relational, network, hierarchical). This course focuses on various competencies within the MBA program: programming, manipulating data, communication, and management of technology. Prerequisite: a basic knowledge of Microsoft Access. 3 credits.

MBA 530 / 830 CORPORATE FINANCE
studies the function of finance and the flow of funds within the corporation. This course emphasizes financial analysis, decision-making, planning and controlling, capital acquisition and use, and strategic planning. Prerequisite: undergraduate finance or equivalent. 3 credits.

MBA 532 GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING
emphasizes the different characteristics of governmental and not-for-profit organizations. Topics include accounting for state and local government entities and the role of the Governmental Accounting Standards Board (GASB), the accountability for public funds, and the accounting & financial reporting in the not-for-profit sector. Not available to students who have completed ACCT 432. 3 credits.

MBA 540 / 840 ACCOUNTING AND FINANCIAL ANALYSIS
is an integral part of business management. The course focuses on business financial management from a firm's perspective, particularly from the perspective of a multinational enterprise. It examines some important topics of international financial management such as causes for foreign direct investment, international trade and balance of payments, foreign exchange and exchange risk management, and international capital budgeting. It provides a conceptual framework within which the key financial decision of a multinational firm can be analyzed. There are no prerequisites for this course. 3 credits.

MBA 541 MERGERS & ACQUISITION ACCOUNTING
This course builds on the broad spectrum of accounting knowledge gained in Intermediate Accounting, by exploring more advanced accounting issues related to intercorporate investments with emphasis on mergers and acquisitions. This course will enable the students to apply U. S. Generally Accepted Accounting Principles ("U.S. GAAP") for equity accounting, purchase accounting, intercompany transactions and transfer pricing, variable interest entities, consolidation of majority owned subsidiaries, and disposition of subsidiaries. This course will also further develop the student's ability to prepare financial statements in accordance with U. S. GAAP. In this class the instructor will further engage the students in discussing U. S. GAAP and International Financial Reporting Standards convergence issues and will cover the newest FASB and IASB pronouncements. Students in the MBA program will expand their research and written and oral presentation abilities in a project teamwork environment. 3cr. Not available to students that have taken ACCT 541.

MBA 542 / 842 SIX SIGMA PROCESS
The Introduction to Six Sigma course introduces a method that organizes an operational improvement project into five components: define, measure, analyze, implement and control (DMAIC). Similar to a scientific research project, students will learn the Six Sigma process and how to use measures and statistics to make the right decisions to improve the effectiveness of organizational operations. This is an "application project course" and the project will be the most significant mediator of success and the final grade. 3 credits. Certificate: Students successfully completing this courses can obtain the associated certificate.

MBA 543 / 843 LEAN SYSTEMS AND ANALYSIS
An Introduction to Lean introduces a series of concepts and practices directed toward improving customer value and reducing waste. Lean means creating more value to the customer with fewer resources. The course will focus on how to systematically expose unneeded processes, materials, and effort to make operations processes more effective and customer focused. 3crs. Certificate: Students successfully completing this courses can obtain the associated certificate.

MBA 546 / 846 SPECIAL TOPICS: BUSINESS & INDUSTRY
This class covers a wide range of emerging and existing topics and is designed to be flexible as to capture commercial and industrial innovation as they develop. One such example is water. By collaborating with the 123 organizations in SE Wisconsin that are in water as well as the Water Council, Water Institute and the New School of Fresh Water Sciences, we can prepare students for employment in specialty sectors. Another example is energy but, specific to employment in the SE Wisconsin's industrial and commercial energy sector. 3 credits

MBA 547 / 847 INDUSTRIAL ECOLOGY
Industrial ecology is a STEM based systematic analysis of global, regional and local material and energy flows and uses that are associated with products, processes, industrial sectors, infrastructure, and sustainable development. Energy consumption, non-renewable and renewable materials consumption, air pollutant emissions, waterborne pollutant effluents and solid waste generation associated with commercial and industrial activities are tracked and documented as part of this body of knowledge. These measures and consequent analyses are the foundation of industrial ecology, which seeks to design and manage products and services that meet human needs in an environmentally sustainable manner. 3 credits.

MBA 548 / 848 LEED & ASSOCIATE & ACCREDITED PROFESSIONAL
This course will utilize the Environmental Studentship facility as a technological demonstration site for hand on experiences. This is a "how to" course that introduces tools, instruments and measures of the modern sustainably designed building. It prepare students to become an expert in sustainable operations and maintenance of existing buildings as a LEED AP with specialization in USGBC's LEED Existing Buildings Operations and Maintenance Rating System. This rating system considers buildings over their entire life-cycle, and provides a means of maintaining existing buildings that already have sustainable features in place to ensure the continued reduction of environmental and human health impacts. 3crs. Certificate: Students successfully completing this courses can obtain the associated certificate.

MBA 549 / 849 ECOLOGICAL ECONOMICS
Ecological economics addresses the distribution of wealth and the allocation of resources with a goal of efficiency, acknowledgement and rigorous assessment of the scale issue with a goal of optimality. This is what fundamentally distinguishes ecological economics from conventional or neoclassical economics. This business decision and natural science course gives full treatment to the efficiency standard, externalities, sustainability, socio-economic measurement, food, energy, water, poverty, pollution, depletion, population and migration in our economic world. The course ends with a scientific research project that aims to improve both ecological and financial performance, showing clearly that both can be accomplished concurrent.

MBA 550 / 850 STRATEGIC MARKETING
studies the planning, implementation and control of the marketing function. Topics covered include: market segmentation, use of marketing research in decision-making, use of media and promotion, budgeting, and marketing program evaluation. 3 credits.

MBA 552 / 852 DIRECT MARKETING
introduces the concepts, strategies, and applications involved in direct marketing, including direct mail, lead generation, circulation, relationship-loyalty programs, store-traffic building, fund raising, pre-selling, and research. Topics include launching direct marketing programs, planning and market segmentation, promotion, media selection, list management, creative process, production, pricing, customer service, and response/performance measurement. The course includes examination of all major direct marketing media: direct mail, broadcast (including the Internet and other technologies), print advertising, catalogs, telemarketing, inserts and videos. The measurability and accountability of direct marketing and the relationship to the total marketing mix are stressed. The fundamentals of the new direct marketing methods involving the Internet are also explored and put into practice in this course. 3 credits.

MBA 553 / 853 SALES MANAGEMENT AND SALESMANSHIP
Sales Management studies the principles and practices in planning, organizing, and controlling sales force. Selection, training, compensating, supervising and stimulating salespersons is emphasized. The art of effective selling is explored with emphasis on conduct and attitude, and persuasive techniques. 3 credit hours.

MBA 554 / 854 ADVERTISING MANAGEMENT
is the study of advertising in a context of marketing communication and integrated marketing. It covers all forms of promotion which exist to inform and persuade the diverse and fragmented audiences that seek goods, services and ideas. The course places the advertising function within a marketing framework while recognizing that advertising is both an art and a science. 3 credits.

MBA 555 / 855 SMALL BUSINESS MANAGEMENT
studies the principles of management as applied to a small business with emphasis on the elements necessary to create a successful business operation. Development of a business plan will be the culmination of the course. 3 credits.

MBA 557 / 857 SUSTAINABLE BUSINESS PRACTICES
An introduction to developing and implementing a successful program in the domain of sustainability and social responsibility. The student is introduced to methods of implementing technologies and practices and how to measure the consequent social and environmental performance. Reporting and presenting social and environmental performance is given full treatment. This class reveals the most widely used concepts of sustainability and social responsibility in the modern business organization. Likely to be the most important challenges of the 21st century, this overview addresses the essence of the emerging green economy. 3 credits.

MBA 565 / 865 SUPPLY CHAIN MANAGEMENT
is the study of the integration of organizational strategies, policies, and programs across organizations) both the parent organization, supplier organizations, and sub-supplier organizations. This course examines supply chain management in both a domestic and global environment. 3 credits.

MBA 569 / 869 MANAGEMENT SCIENCE AND ANALYTICS
This course introduces techniques and methods used in business management to analyze and solve business problems. The course will also explore the reasoning behind the use of management science techniques. We will explore various practices from the field of management science that can be applied in spreadsheet models to help in the decision-analysis and decision making process. The course will also present techniques to assist managers with planning, organizing, leading and controlling projects. 3 credit hours.

MBA 570 / 870 LEGAL ASPECTS OF BUSINESS ADMINISTRATION
entails the study of the contemporary and legal issues facing managers and the development of practical skills for analyzing decision-making from both the legal and ethical standpoints. Issues will be studied from the position of managerial decision-making with an emphasis on the establishment of sound, well-grounded policies intended to prevent and resolve disputes. 3 credits.

MBA 571 / 871 ENVIRONMENTAL LAW
Environment Law is the study of the federal, state, and common law, administrative regulations and policies and how all of these impact businesses and natural environ and regulations and the administrative and statutory provisions and policies impacting business and natural environment, and human interaction with it. Pre-requisite: None; 3 credit hours.

MBA 576 / 876 FRAUD MANAGEMENT
is designed to provide students with a basis understanding of the principles of occupational fraud, emphasizing circumstances with which any management team may ultimately be confronted. The course covers fraud in the areas of skimming, cash larceny, check fraud, register schemes, and misappropriation of cash and assets. A brief overview of corruption and interviewing of employees when a fraud is suspected is also included. 3 credits.

MBA 577 / 877 LOSS PREVENTION
Students will learn practical and strategic loss prevention techniques, and be able to apply them to business in a way that positively impacts sales and profits. Students will also learn how to provide safe and secure work environments.
This course is an elective under the risk management MBA concentration. 3 credits.

MBA 578 / 878 MARKETING RESEARCH AND INTELLIGENCE
Students will learn to target markets by leveraging the use of marketing research and analytics. The reasons for marketing research, and how to analyze the data derived from multiple forms such as surveys, sales reports and logs, and social media are put into practice. Students will learn how marketing intelligence can help realize full marketing growth potential, and its impact on profitability. 3 credit hours.

MBA 579 / 879 STRATEGIC INNOVATION*(required for students completing the Innovation and Entrepreneurship concentration)
This course is designed to introduce students to the practices necessary to stimulate and manage innovation in an organization. Students are given frameworks and methods for designing, developing, and implementing innovation in real work situations. The aim of the course is to provide the learner with the perspective and skill base necessary to lead innovation-focused projects, people, and ventures. How to create an organizational culture for innovation and commensurate competencies will also be introduced. This course will emphasize how innovation tools and methods can be successfully employed in real work situations. Each module is designed to engage in a conceptual and experiential application of innovation practices. 3 credit hours.
*Certificate: Students successfully completing this course will earn the Professional Innovators Certificate.

MBA 587 / 887 INDUSTRY LEADERS SEMINAR SERIES
The Industry Leaders Seminar Series introduces the graduate student to best practices in business administration from the perspective of organizational leaders who give guest lectures for the students. Students get exposed to the culture, business and technical aspects of various industry types, and hone their professional networking skills. Series delivered over two semesters and combines on-campus and online components. 3 credit hours.

MBA 590 / 890 STRATEGIC MANAGEMENT
incorporates utilization of a textbook, Capstone Foundation simulation, and other resources such as Internet and workplace materials. 3 credits.

MBA 600 / 900 COMPENSATION AND BENEFITS
studies the design and implementation of strategic-based compensation systems for organizational excellence. Topics include: business strategy and the compensation system; motivation and compensation philosophies; compensation planning and design; base, carriable, and indirect pay processes; market pricing; total compensation strategies and practices, and "pay" system management issues and processes. 3 credits.

MBA 605 / 905 ALTERNATIVE DISPUTE RESOLUTION
focuses on the practices and policies which are intended to manage and resolve disagreements with minimal cost and adversarial impact. Conciliation, meditation and arbitration are explored in both mandatory and voluntary settings. The application to disputes in business contexts is emphasized. 3 credits.

MBA 610 / 910 ISSUES IN HUMAN RESOURCE MANAGEMENT
This course introduces and examines the major functions and processes of managing human resources. Through the various assignments, discussion, research and debates, you will sharpen your skills and both analysis and communication while learning the vast responsibilities and impact human resources can have on an organization.

MBA 615 / 915 LABOR AND EMPLOYMENT LAW
studies the management and administration issues related to group and individual performances and their effective contribution to the organizational objectives. Strategies for successful self-management, team building, and delegation will be emphasized. 3 credits.

MBA 620 / 920 ECONOMICS AND PUBLIC POLICY OF HEALTH CARE
is a study of the demand for health care compared to the supply of providers of health care services. Consideration is given to an economic analysis of health care policies with emphasis on the ethical implications of policy decisions. Prerequisite: MBA 500 Managerial Economics. 3 credits.

MBA 621 / 921 FINANCIAL INSTITUTION MANAGEMENT
provides an understanding of the financial services industry with a focus on measuring and managing risks. It is designed for the practical application of measurement and management techniques, thus complex formula-driven techniques will be reviewed in concept. 3 credits.

MBA 622 / 922 RISK MANAGEMENT AND INSURANCE
is an introduction to the tools of insurance and risk management. Property, life, health, and liability insurance will be discussed. Students desiring a more in-depth evaluation of the subject should also consider MBA 624/924- Health, Life and Social Insurance. 3 credits.

MBA 623 / 923 STATUTORY ACCOUNTING
deals with the unique accounting system for insurance, pension, and institutional decisions. 3 credits.

MBA 624 / 924 HEALTH, LIFE AND SOCIAL INSURANCE
investigates annuities, types of health and life coverages, employee benefits, and unemployment, disability, and old-age insurance. 3 credits.

MBA 625 / 925 SECURITIES ANALYSIS
is the study of investment choices and the analysis of each for the investment decision. Stocks, bonds, derivatives, and mutual funds are all examined. Understanding the characteristics of securities and how to evaluate them using financial spreadsheets and internet applications toward making a capital decision is emphasized. This course is intended as a requirement in the Finance emphasis area and requires Corporate Finance as a prerequisite. It also intended to be a prerequisite for Portfolio Mathematics. 3 credits.

MBA 626 / 926 PORTFOLIO MATHEMATICS
emphasizes investment selection/decision/policy issues, key concepts in modern portfolio theory, methods of common stock valuation, understanding the essentials of fixed income securities, determinants of option pricing, and evaluating managers' performance. Prerequisite: MBA 625/925. 3 credits.

MBA 627 / 927 CORPORATE RISK MANAGEMENT: THEORY AND APPLICATION
Theory and real world application of traditional Risk Management and Enterprise Risk Management (ERM). We will explore integrated Enterprise Risk Management as it has evolved today including how traditional risks are incorporated into ERM. We will also study Risk Management as a process which is relevant for organizations pursuing a more traditional Risk Management approach. 3 credit hours.

MBA 628 / 928 CORPORATE RISK FINANCE: FROM CONCEPTS TO REALITY
Explores the concepts and real world examples of risk financing evaluation and decisions. This course covers theory and application of various aspects of risk and the analysis and quantification of the cost of risk. The course will also explore the details of different risk financing techniques and the use of multiple techniques to finance different layers of losses from the same sources. 3 credit hours.

MBA 630 / 930 ETHICS AND LEADERSHIP IN HEALTHCARE
provides an introductory insight into medical ethics. It allows the student to explore different beliefs and theories that are necessary to make informed decisions. 3 credits.

MBA 640 / 940 INTERNSHIP IN HEALTHCARE ADMINISTRATION
provides the integration of coursework with actual administrative experiences. Students are placed with health care providers or agencies for a minimum of 8 weeks. Periodic discussion with the instructor will be held to review work experiences and develop an internship report. 3 credits.

MBA 641 / 941 GLOBAL PERSPECTIVES OF SPORT & ENTERTAINMENT MANAGEMENT
The purpose of this course is to create an awareness and understanding of the issues prevalent in the sport/entertainment business industry today while providing various perspectives and developing possible solutions. Sport/entertainment contemporary business issues will be studied and are intended to evoke critical discussions relative to the nuances of this vastly growing global industry. Specific functions of management such as decision making, conflict resolution, and compliance within the realm of the sport/entertainment industry will be discussed and debated. The course will emphasize the impact of international marketing and branding, societal implications, import/export strategies, considerations of host city bid process, and the globalization of sport/entertainment properties. 3 credits.

MBA 642 / 942 CONTEMPORARY PRINCIPLES OF HOSPITALITY AND EVENT MANAGEMENT
This course focuses on the applications of industry knowledge and introduces students to the fundamentals and best practices of hospitality, and event management. Students will be exposed to current industry policy, procedure, and standards through relevant, up to date resources/materials and comprehensive case studies. This class provides students with an in-depth look at the challenges and opportunities that are routinely faced by a manager in the context of local, national and international events at entertainment, sport and event facilities. 3 credits.

MBA 643 / 943 INTEGRATED PUBLIC RELATIONS AND SOCIAL MEDIA STRATEGIES
This course is designed to provide students with an understanding of the field of public relations and its role in sport/entertainment management. A clear understanding of the differences between public relations and advertising, marketing, publicity, and promotion is provided. The basic areas of public relations covered include media relations and community relations, thus providing an understanding of public relations strategic planning process. Students will explore mainstream social media platforms and define their specific niche usability. Furthermore, students will be able to define social media platforms and be challenged to choose specific social media platforms as vehicles for a particular organization. Students will understand the relevance of social media as it pertains to entertainment, sport, and event management. Students will be challenged to develop effective content for various public relations and social media platforms; and will understand the importance of analytics, engagement of end markets and measurability of public relations and social media efforts. 3 credits.

MBA 644 / 944 INTEGRATED MARKETING AND BRAND ACTIVATION
This course includes an in-depth study of sport/entertainment marketing, brand activation strategies, and the influence it has in accomplishing objectives in today's global marketplace. It involves a thorough review of the product, be it a good or a service, and details industry practices for developing, implementing and evaluating marketing and/or branded collaterals. Specific study will be placed on consumer/fan perceptions, consumer engagement strategies, return on investment, pricing, product placement, and building consumer relations and brand equity. 3 credits.

MBA 645 / 945 - SPONSORSHIP, SALES AND FUNDRAISING STRATEGIES
This course delves into to the specific function/role of sales, sponsorship, and fundraising (cause marketing) in the sport, entertainment, hospitality, and event industry sectors. Topics such as inside/group/suite sales, sponsorship sales, sponsorship/partnership management, pricing strategies, value proposition, etc. will be discussed in this course. Students will partake in simulated course projects and experiential learning activities and managing the sport, entertainment and hospitality industries respectively. 3 credits.

MBA 646 / 946 - EVENT MANAGEMENT AND ACTIVATION
This course is designed to acquire an in-depth knowledge about the specialized field of event management; emphasis will be placed on the following broad based sectors including but not limited to sport, entertainment, and hospitality industries. Students will be provided with a complete understanding of management techniques and strategies required for successful planning, promotion, implementation, and evaluations. Students will study objectives, strategies, and tactics of event management; identify costs for events and potential revenue streams; select host cities and venues; understand the event planning process; and understand the accommodation and management of guests at events. Emphasis will be placed on the simulated production and management of an actual event. 3 credits.

MBA 685 / 985 SPECIAL TOPICS IN HEALTHCARE
offers students the opportunity to explore many of the issues that are confronted in health care today. Health care has been moving in the direction that finds the public and businesses more concerned with the costs, quality of life, and the increasing role of government leading to the beginning of the debates to resolve these issues. 3 credits.

MBA 686 / 886 SUSTAINABILITY AND SOCIAL ENTREPRENEURSHIP
Sustainability and social entrepreneurship introduces the graduate student to the triple bottom line of sustainability (people, profit, planet) as related to pharmaceutical and chemical product development; and, to social entrepreneurship concepts that guide how such a business is run. The focus of the course is on balancing a company's need to maximize profits, while also minimizing negative impact on the environment, and maximizing positive social impact. Industry-relevant examples are used, to illustrate these concepts in a practical way. 3 credit hours.

MBA 687 / 887 INTELLECTUAL PROPERTY AND REGULATORY ISSUES
This course provides lectures and case studies on various aspect of intellectual property and regulatory matters as they relate to product development and commercialization. An overview is provided of the major forms of intellectual property (IP): patent, trademark, copyright and trade secret. IP issues as they pertain to the business of product development are presented through case studies and lectures.
3 credit hours.

MBA 688 / 888 NEW VENTURE FORMATION AND BUSINESS DEVELOPMENT
This course provides brief lectures on the process of writing a business plan, suited to a new venture (or acquiring a growing concern) that a student is

interested in starting, as well as lectures on business development. Class is taught both as lecture and in regular mentoring sessions between the student and the faculty mentor(s) they are assigned, to guide them through the process of writing their own business plan. Weekly exercises are provided, with feedback given to the student each week to prepare them for the next step in the process, until a complete business plan is written. Students also gain an understanding of the business development process, associated with commercializing a product or service within a company. 3 credit hours.

MBA 845 MBA INTERNSHIP
is an optional course to be approved by the Director. Highly suggested for international students and students new to the business discipline. 3 credits.

MIB 530 / 830 GLOBAL PRODUCTION
studies the structure and functioning of production systems within a manufacturing context. The complexity of international business operations is also studied. Topics include: plant location and operation, inventory control, transportation, technology acquisition (CAD/CAM), work flow planning, JIT concepts and statistical quality control. Also covered is how each of the above topics generally relates to the global service environment. 3 credits.

MIB 540 / 840 INTERNATIONAL FINANCE
presents the study of financial management in the global market-place. Topics will include foreign exchange, decisions relating to capital budgeting in relation to the flow of funds and the investment alternatives for management and investors. The operation of international financing markets will be presented. 3 credits.

MIB 545 / 845 INTERNATIONAL ECONOMICS
presents a study of the theories of international trade, international monetary economics, the impact of government policies and multilateral treaties and trade agreements. 3 credits.

MIB 555 / 855 INTERNATIONAL MARKETING
involves the study and application of key marketing concepts to the international situations. Topics covered include: standardization vs. segmentation, marketing problem design and administration, and special problems. 3 credits.

MIB 560 / 860 INTERNATIONAL BUSINESS
studies business with an international context, with special attention paid to the problems peculiar to international business, as well as current trends, such as drive toward European unity, GATT, NAFTA, and Pacific Rim developments. 3 credits.

MIB 570 / 870 INTERNATIONAL STUDY ABROAD
allows students to travel abroad to experience business and cultures other than that available in the United States. Students will be immersed in an environment that will allow improved cultural awareness, communication skills and tactile learning. Special International Student Information: This class is available only to students for opportunities outside the home country of the international student. 3 credits.

MLS 530 / 830 ADMINISTRATIVE LAW AND PROCESS
examines the role played by administrative agencies in the American system of government, as well as their rulemaking, executive, and judicial powers. 3 credits.

MMC 506 / 806 GROUP DYNAMICS AND LEADERSHIP (replaces COUN 506 and SPA 506)
applies concepts of small task-oriented group communication to the life/work experiences of participants, emphasizing both micro and macro leadership skills. 3 credits.

MMC 520 / 820 MANAGERIAL COMMUNICATION : PRACTICES AND PRINCIPLES
examines major approaches to management, focusing on theories of employee motivation, morale, resource management, communication networks, upward and downward messages, and superior-subordinate relationships. Diagnostic instruments are utilized in analyses and evaluation of managerial communication, identifying strengths and limitations. Focus is on setting behavioral goals for improving communication skills. 3 credits.

MMC 525 / 825 EFFECTIVE BUSINESS WRITING AND THE MARKETPLACE
surveys writing techniques for public affairs and public relations including news releases, company publications, brochures, announcements, advertising, and media spots. Assignments stress tact, clarity, and conciseness in writing bad news, good news, and rejection letters. A segment on writing grant and research proposals are also included. 3 credits.

MMC 540 / 840 PUBLIC SPEAKING: PROFESSIONAL REPORTS AND PRESENTATIONS
is a five-unit course that addresses the development of proficiency in organizing, researching, structuring, editing and presenting oral presentations, covering a diverse range of topics from delivery, visual aids, nonverbal communication, and voice, to argumentation, evidence, and emotional appeal. For those doing this course at a distance, speeches will be videotaped by the student and analyzed for areas of potential improvement. 3 credits.

MMC 547 / 847 ADVANCED INTERPERSONAL COMMUNICATIONS AND INTERVIEWING
reviews theories and research findings about how relations develop or deteriorate in the work environment. Topics include listening, nonverbal communication, trust, empathy, self-disclosure, climate, and interpersonal conflict. 3 credits.

MPA 535 / 835 BUDGETING IN PUBLIC AGENCIES
addresses one of the most important and demanding aspects of government-the annual budget. A variety of different aspects of public budgeting are examined in an effort to introduce future public administrators to one of the largest challenges they will face. The development of the budget is affected by a number of factors, each of which must be identified and dealt with in order to prepare a comprehensive and effective budget. The political aspect of budget decisions and the ramifications of those decisions are extremely important as well. This course is designed to provide students in public administration with an introduction to budgeting in public agencies. 3 credits.

MPA 540 / 840 PUBLIC PROGRAM EVALUATION
considers the scope and methods of program evaluation, including analytical techniques necessary in evaluation. Discusses the roles of citizens, bureaucrats and elected officials in program design and implementation methods to carry out effective evaluations are presented. 3 credits.

MPA 568 / 868 PUBLIC PERSONNEL ADMINISTRATION
examines the issues surrounding the employment and the managing of human resources in the public sector. 3 credits.

MPA 569 / 869 INTERGOVERNMENTAL RELATIONS
covers the interdependencies between various governmental jurisdictions in our federal system. Examines the impact the federal system has on policy implementation and the allocation of government responsibilities. 3 credits.

OLA 505 / 805 THEORIES, STRATEGY AND VISIONING FOR LEADERS
This course provides an overview of modern leadership theories as they developed over the past half a century, Trait Theory, Contingency Theory, Cognitive Theories, Transactional and Transformational Theories, Culture and Gender Theories, and more recently developed Integrative Theories. Building upon a strong understanding of leadership theory, students develop short and longer term visions and plans (strategic and operational) around well-defined key performance indicators (KPI). 4 credits.

OLA 550 / 850 SPECIAL TOPICS IN LEADERSHIP
Special Topics in Leadership courses are designed to address topics identified as attitudes, current events, knowledge, skills, and behaviors pertinent to examining the technical and occupational aspects of leadership. The topic for this course will change with each offering. 3 credit hours.

OLA 570 / 870 LEADERSHIP COMPETENCIES PRACTICUM
In this course, students complete various leadership measures to assess their leadership style, and work intensively with the professor to formulate a personalized plan to develop their practical leadership skills over several months. 3 credits.

OLA 509 / 809 LEADING CHANGE IN ORGANIZATIONS
This course equips team leaders with the tools to create and maximize participation, collaboration, and effectiveness in order to build team identity, commitment, and trust. 3 credits.

OLA 512 / 812 CERTIFIED MANAGEMENT CERTIFICATION COURSE
Students analyze the management functions of planning, organizing, directing, and controlling and apply these functions to situations managers encounter as they achieve organizational objectives. This exam preparatory course emphasizes the application of real-world, practical management skills and techniques over theories; critical-thinking and decision-making skills over rote knowledge. The course serves as preparatory for those wishing to take the Certified Professional Manager (CM) Exam from The Institute of Certified Professional Managers (ICPM). 3 credits.

OLA 515 / 815 ORGANIZATIONAL COMMUNICATION/NEGOTIATION
This course focuses on theories of organizational communication and current issues in ethical, interpersonal, cross cultural and competitive communication situations. 3 credits.

OLA 521 / 821 SELECTING & IMPLEMENT INFORMATION SYSTEMS
This course explores how organizations select and use information systems to meet challenges and opportunities in various environments. Overall design features, implementation strategies, and management issues are addressed. 3 credits.

OLA 542 / 842 ETHICAL DIMENSIONS OF LEADERSHIP
Prepares students to understand and apply what is required to strengthen Christian ethics in organizational cultures. 3 credits.

OLA 555 / 855 FINANCIAL ANALYSIS AND BUDGETING
This course introduces information and tools essential to understanding corporate financial management. 3 credits.

OLA 563 / 863 LEADERSHIP IN INTERNATIONAL ORGANIZATIONS
Examines the cross-cultural complexities, challenges, and opportunities of leadership at the national and international levels. 3 credits.

OLA 584 / 884 RESEARCH PRACTICUM
This course concentrates on defining a research problem or applied project and preparing a prospectus. Students will learn how to focus a topic and submit a prospectus including a time line. 3 credits.

OLA 585 / 885 RESEARCH CAPSTONE
Students refine and finalize their research thesis or applied project and present (defend) it to the class. Possible areas include administration, communication, and leadership. 1 credit.

Major: Education

Teacher Certification Program – Elementary, Early Childhood and Secondary

Concordia University offers an accelerated, graduate Teacher Certification Program for adults who wish to be certified to teach in Grades 1-8 (Middle Childhood through Early Adolescence) or in Birth – Grade 3 (Early Childhood) or in Grades 6-12 (Early Adolescence-Adolescence). Individuals interested in these programs must already have a Bachelor degree from an accredited university, and meet our program entrance requirements. Once students complete the licensing portion of the program, they take additional graduate credits to complete the master's degree in Curriculum and Instruction.

The Graduate Teacher Certification Program-Elementary (GTCP-E), Early Childhood (GTCP-EC), and Graduate Teacher Certification Program-Secondary (GTCP-S) are available at our Mequon, Madison, Appleton, and Kenosha campuses. GTCP-S is also available in an online option.

PROGRAM HIGHLIGHTS

- GTCP-E and GTCP-S cohorts begin once each year. Check with the specific campus you want to attend to confirm start dates. Cohorts run given an adequate number of qualified accepted applicants. Applications are accepted on a rolling basis.
- GTCP-E classes meet once a week for four hours in the evenings (example: 4:30-8:30 p.m.) and on five Saturdays from 9 a.m. to 5 p.m. The 22-month program also includes a semester of full-time student teaching.
- GTCP-EC classes meet once a week for four hours in the evenings (example: 4:30-8:30p.m.) and on 6 Saturdays from 9:00a.m. to 5:00p.m. The 22-month program also includes a semester of full-time student teaching
- GTCP-S classes meet once a week for four hours in the evenings (example: 4:30-8:30 p.m.) and on one Saturday from 9 am to 5 p.m. The 18-month program also includes a semester of full-time student teaching.
- GTCP-S (online) courses are offered in a blended format with 75% of coursework taking place online, and 25% in a face-to-face setting. The face-to-face classes take place on Saturdays. This program option is 24-months long.

Students must have a Bachelor's degree with a cumulative GPA of a 2.75 or higher, as well as a 2.75 GPA in all certification areas which the student is seeking licensure. Students must have an official transcript evaluation conducted by CU staff to determine if all requirements have been met.

PROGRAM SPECIFICATIONS

- Praxis Tests: Students must pass the Praxis I exam prior to admission and the Praxis II exam prior to student teaching.
- Clinical Hours: Seventy clinical hours are aligned and completed concurrently with program coursework prior to student teaching. Observation reflections are due at the end of each class.
- Practicum: Students will complete a supervised Practicum prior to student teaching
- Please note: changes are occasionally made to the requirements; the information described within this handbook is subject to change without notice.

MASTER'S DEGREE ELIGIBILITY

- Only for students who have successfully completed CU's Graduate Teacher Certification Program (TCP, ACE, OR GTCP program)
- A cumulative GPA of 3.0 or above in CU certification courses is required.
- The Master's Degree in Teaching & Learning is earned with 9 additional graduate credits in specified Graduate Education courses. Student's must take EDG 587/887 Assessment for Learning and then will choose 6 other credits from the list of approved courses.
- Students have 5 years to complete the Master's degree following the licensure portion of the program.

CURRICULUM:

ELEMENTARY (GTCP-E) COURSES – 47 CREDIT MINIMUM

EDC 510	Professional Foundations I (2 credits)
EDC 511	Professional Foundations II (2 credits)
EDC 513	Human Learning and Development (4 credits)
EDC 514	Diversity in the Classroom (4 credits)
EDC 515	Language Arts Development & Strategies (4 credits)
EDC 516	Curr & Methods of Language Arts (4 credits)
EDC 517	Practicum (1 credit)
EDC 518	Curr & Methods of Science (4 credits)
EDC 519	Curr & Methods of Social Studies (4 credits)
EDC 520	Curr & Methods of Mathematics (4 credits)
EDC 869	Integrating Technology in the Classroom (3 credits; on-line)
EDC 526	Curr & Methods of Fine Arts (1 credit)
EDC 521	Curr & Methods of Phy Ed & Health (1 credit)
EDC 522	Teaching in the Primary Classroom (1 credit)
EDC 523	Teaching in the Middle School (1 credit)
EDC 525	Collaboration with Family & Community (1 credit)
EDC 535	Student Teaching Elementary (3 credits)
EDC 536	Student Teaching Middle School (3 credits)
EDC 512	Clinicals
EDC 530	Portfolio I
EDC 531	Portfolio II
EDC 532	Portfolio III

EARLY CHILDHOOD (GTCP-EC) COURSES – 51 CREDIT MINIMUM

EDC 510	Professional Foundations I
EDC 610	Human Learning and Development
EDC 514	Diversity in the Classroom
EDC 869	Technology for Educators
EDC 611	Language Development and Early Literacy
EDC 613	Books and Pictures
EDC 526	Curriculum and Methods of Fine Arts
EDC 614	Curriculum and Methods of Science
EDC 521	Curriculum and Methods of PE and Health
EDC 615	Curriculum and Methods in Early Childhood I
EDC 916	Curriculum and Methods in Early Childhood II
EDC 525	Collaboration with Family and Community
EDC 617	Number Sense and Mathematics in Early Childhood Education
EDC 517	Practicum
EDC 511	Professional Foundations II
EDC 512	Clinicals
EDC 618	Pre K Student Teaching
EDC 535	Elementary Student Teaching
EDC 619	Kindergarten Student Teaching
EDC 530	Portfolio I
EDC 531	Portfolio II
EDC 532	Portfolio III

SECONDARY (GTCP-S) COURSES – 36 CREDIT MINIMUM (FACE-TO-FACE AND ONLINE)

EDC 560/860	Professional Foundations I (2 credits)
EDC 561/861	Professional Foundations II (2 credits)
EDC 563/863	Educational Psychology (4 credits)
EDC 564/864	Diversity in the Classroom (4 credits)
EDC 565/865	Teaching in the Middle School (4 credits)
EDC 566/866	Analysis of Instruction (2 credits)
EDC 567/867	Language and Literacy in the Content Areas (4 credits)
EDC 568/868	Practicum (1 credit)
EDC 869	Integrating Technology in the Classroom (3 credits; on-line)

Methods classes are taken according to Major/Minor:

EDC 570/870	Curr & Methods of Tchg English (4 credits)
EDC 571/871	Curr & Methods of Tchg Social Studies (4 credits)
EDC 572/872	Curr & Methods of Tchg Math (4 credits)
EDC 573/873	Curr & Methods of Tchg Science (4 credits)
EDC 574/874	Curr & Methods of Tchg Business Education (4 credits)
EDC 575/875	Curr & Methods of Tchg World Languages (4 credits)
EDC 576/876	Curr & Methods of Tchg ESL (4 credits)
EDC 577/877	Curr & Methods of Tchg Art (4 credits)
EDC 578/878	Curr & Methods of Tchg Physical Education & Health (4 credits)
EDC 586/886	Student Teaching Middle School (3 credits)
EDC 587/887	Student Teaching High School (3 credits)
EDC 562/862	Clinicals
EDC 580/880	Portfolio I
EDC 581/881	Portfolio II
EDC 582/882	Portfolio III

ESL MINOR COURSES

EDG 700/900	Cross Cultural Communication for Teachers of Language Learners (3 credits)
ENG 540/840	Basic Linguistics for Teachers of Language Learners (3 credits)
EDG 677/816	Ell Literacy: Reading, Writing, And Grammar Strategies (3 credits)
EDG 681/817	Accomodating Differences In Literacy Learners (3 credits)
EDG 682/819	Curriculum And Methods Of Teaching English As A Second Language (3 credits)
EDG 683/871	Observation, Analysis, and Practicum in ESL Classrooms (3 credits)
EDG 695/897	Portfolio: ESL (0 credits

BILINGUAL MINOR COURSES:

In addition to the above ESL minor courses the following courses will need to be taken to obtain the Bilingual Minor license.

EDG 782/EDG 982	History, Politics, and Methodology of Second Language Acquisition (3 credits)
EDG 783/EDG 983	Observation, Analysis and Practicum in Bilingual Classrooms (3 credits)
EDG 785/EDG 985	Portfolio: Bilingual (0 credits, pass/fail)

CURRICULUM & INSTRUCTION COURSE SELECTION

EDG 587/887	Assessment for Learning
EDG 632/932	Educating Students at Risk
EDG 633/933	Alternative Education
EDG 515/815	Education Research
EDG 595/895	Graduate Capstone Project
EDG 528/828	Strategies for Effective Learning
EDG 552/852	Improvement in the Teaching of Reading
EDG 576/876	K-12 Children's Literature
EDG 531/831	Principles of Education Administration
EDG 533/833	Leadership for Change
EDG 507/807	Curriculum Development
EDG 552/852	Improvement in the Teaching of Reading
EDG 531/831	Principles of Education Administration
EDG 649	Professional Learning
Communities	
COUN 569/869	Schools, Families, & Communities
EDG 521/821	Human Learning & Motivation
COUN 543/843	Counseling Theories & Issues
EDC 812	Math in the Middle School (Math Majors)
EDC 832	Teaching Writing (English Majors)
EDG 653/953	Principles of Career & Technical Education (Business Majors only)
EDG 652/952	Organization & Administration of Cooperative Programs (Business Majors only)

Master of Education

Master of Science in Education classes are offered in the evenings to fit the schedules of teachers and other working adults. The programs operate using a cohort system: a small group of students is accepted into the program, and each cohort works through the courses together. Students are automatically registered for classes, as the cohort proceeds. Each class usually meets one night a week and runs for eight weeks, although some courses do deviate from this schedule.

- Counseling
- Teaching and Learning
- Education Administration
- Literacy

Masters of Science in Education – Counseling

Concordia offers multiple options in Counseling:

1. **School Counselor (K-12)** – WDPI License #7054
The School Counselor Program is approved by the Wisconsin Department of Public Instruction. The program follows the licensing requirements for school counselors.

2. **Professional Counselor** – WDSPS Certificate 226-Licensed Professional Counselor in Training.
Students may also be endorsed for a Substance Abuse Counselor in Training 130 License - See the counseling program director for specifics on SAC-IT endorsement requirements. The Professional Counselor Program is approved by the State of Wisconsin, Department of Safety and Professional Services.

3. **Counseling Foundations** – Non-Licensable Degree-See counseling program director for specifics for this counseling master degree alternative.

4. **Christian Counseling Certificate** is a 15-credit program designed for individuals who are currently working in our planning to work in a church, church school or Christian agency setting.

THE OBJECTIVES OF THE COUNSELING DEGREE

- To demonstrate the knowledge, skills and disposition to be an effective school or professional counselor
- To be able to apply the knowledge and counseling skills learned in counseling theory, human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program evaluations, professional orientation and supervised practicum coursework in service to others
- To identify additional counseling resources available to support individuals, families, schools, the church and/or community
- To be able to integrate faith with counseling skills

INTERNATIONAL STUDENTS

Welcome to Concordia. Please keep in mind that upon successful completion of the program, you will be endorsed for licensure in the state of Wisconsin. You are encouraged to explore what you will need in your country to complete your practicum experience as well as be licensed as a school counselor or professional counselor. You will need to meet all criteria in the state of Wisconsin to complete your degree through Concordia. Exploration of these criteria for practicum and licensure is your responsibility and should be completed prior to entering the program or as soon as possible upon admittance to the program. All transcripts must be from a regionally accredited university and reviewed by a credential evaluation service. Concordia recommends either: National Association of Credential Evaluation Services (NACES) or Association of International Credentials Evaluations (AICE)

STUDENTS FROM OUTSIDE OF WISCONSIN

Welcome to Concordia. Please keep in mind that upon successful completion of the program, you will be endorsed for licensure in the state of Wisconsin. You are encouraged to explore what you will need in your state to complete your practicum experiences as well as be licensed as a school counselor or professional counselor. You will need to meet all criteria in the state of Wisconsin to complete your degree through Concordia. Exploration of these criteria for practicum and licensure is your responsibility and should be completed prior to entering the program or as soon as possible upon admittance to the program.

School Counselor

CURRICULUM FOR SCHOOL COUNSELING

Students must complete a minimum of one course in each of the following 10 categories. A total of 45 credits are required for graduation. In categories with more than one course listed, required and elective courses are identified within that category. Additionally, students without a teaching license who are in the school counseling program must take 48 credits including COUN 620/920-Management for Counselors.

Counseling Theory
COUN 543/843 Counseling: Theories and Issues (3 credits - Required)
COUN 581/881 Models and Methods of Family Counseling (3 credits - Required)

Human Growth and Development
EDG 580/880 Family Development (3 credits - Elective)
COUN 584/884 Human Development (3 credits - Required)

Social and Cultural Foundations
COUN 552/852 Social/Cultural Foundations in Counseling (3 credits - Required)

Helping Relationships
COUN 512/812 Psychopharmacology (3 credits - Elective)
COUN 564/864 Consultation Strategies (3 credits - Required)
COUN 582/882 Trauma Counseling (3 credits - Required)
COUN 593/893 Individual Counseling (3 credits - Required)

Group Work
COUN 594/894 Group Counseling (3 credits)

Career and Lifestyle Development
COUN 561/861 Career Counseling Foundations (3 credits)

Appraisal
COUN 587/887 Tests and Measurements for Counselors (3 credits - Required)
COUN 588/888 Psychopathology (3 credits - Elective)

Research and Program Evaluation
COUN 586/886 Design, Implementation, and Evaluation of Counseling Programs (3 credits)

Professional Orientation
COUN 554/854 Theories of Personality (3 credits - Required)
COUN 592/892 Professional Ethics in the Helping Profession (3 credits - Required)

Supervised Practicum and Portfolio
COUN 598/898 Elementary School Practicum (2 credits - Required)
COUN 599/899 Middle School Practicum (2 credits - Required)
COUN 591/891 High School Practicum (2 credits - Required)
COUN 627/927 Introduction to Portfolio I (0 credits - Required)
COUN 628/928 Pre-practicum Portfolio II (0 credits - Required)
COUN 629/929 Elementary School Portfolio III (0 credits - Required)
COUN 631/931 Middle School Portfolio (0 credits - Required)
COUN 632/932 High School Portfolio (0 credits - Required)

Lesson Planning/Classroom Management (Non-Teachers in School Counseling)
COUN 620/920 Management for Counselors (3 credits)

LICENSING REQUIREMENTS FOR SCHOOL COUNSELOR (K-12) – LICENSE #7054

Portfolio requirements - The student seeking a Wisconsin DPI counseling license and endorsed by Concordia, must complete a Portfolio and demonstrate an understanding and ability to apply the Pupil Service Standards within counseling practice. The Portfolio is comprised of five (5) sections. The Introduction to Portfolio is completed while the student is enrolled in COUN 543/843 – Counseling: Theories and Issues. Pre-Practicum Portfolio is to be completed and submitted as a part of the application process for participation in the Practicum experiences. The last 3 sections (elementary school, middle school, and high school) will be completed during the Practicum experiences.

Practicum requirements - The student needs to submit their entire application, with all three sites and on-site supervisors identified for the practicum experience to be approved. Each student must obtain a minimum of 200 hours at each of the following levels: Elementary, Middle and High. If the student is required to obtain more than 600 hours, the student should contact the Program Director to review expectations and options.

Praxis II Exam Requirements – Students must successfully complete the Praxis II exam prior to graduation.

Professional Counselor

CURRICULUM FOR PROFESSIONAL COUNSELING

Students must complete courses in each of 10 counseling categories. A total of 60 credits are required for students seeking the Licensed Professional Counseling – In Training endorsement from Concordia.

GRADUATE COUNSELING COURSES - 60 credit masters

Department of Safety and Professional Services requires at least 3 credit hours in 'a counseling theory or counseling approaches course.'

COUN 543/843 Counseling: Theories and Issues (3 credits - Required)

At least 3 semester hours of academic credit in each of the following topic areas:

Human Growth and Development

COUN 584/884 Human Development (3 credits - Required)

Social and Cultural Foundations

COUN 552/882 Social/Cultural Foundations in Counseling (3 credits - Required)

Helping Relationships

COUN 564/864 Consultation Strategies (3 credits - Required)
COUN 593/893 Individual Counseling (3 credits - Required)

Group Dynamics Processing and Counseling

COUN 594/894 Group Counseling (3 credits - Required)

Lifestyle and Career Development

COUN 561/861 Career Counseling Foundations (3 credits - Required)

Appraisal

COUN 587/887 Tests and Measurements for Counselors (3 credits - Required)

Research and Program Evaluation

COUN 515/815 Research and Evaluation in Counseling (3 credits - Elective)*
COUN 586/886 Design, Implementation and Evaluation of Counseling Programs (3 credits - Required)

Professional Orientation

COUN 554/854 Theories of Personality (3 credits - Elective)
COUN 592/892 Professional Ethics in the Helping Profession (3 credits - Required)

The student will have at least 3 semester credit hours in a 'supervised practicum counseling experience'

COUN 606/906 Practicum for Professional Counselors (3 credits - Required)

The student will have 'at least 6 semester credit hours 'in a supervised internship counseling experience'

COUN 607/907 Internship I (3 credits - Required)
COUN 608/908 Internship II (3 credits - Required)

There shall be at least 3 semester credit hours in one of the following:

Foundations of clinical mental health counseling

COUN 589/889 Foundations of Clinical Mental Health Counseling (3 credits - Required)

Clinical mental health counseling diagnosis and treatment planning

COUN 596 Advanced Theory and Skills for Professional Counselors (3 credits - Required)

At least 3 semester credit hours in each of the following:

Crisis and Trauma Counseling

COUN 582/882 Trauma Counseling (3 credits - Required)

Abnormal Behavior and Psychopathology

COUN 588/888 Psychopathology (3 credits - Required)

Addictions Counseling

COUN 512/812 Psychopharmacology (3 credits - Elective) (Required for SAC-IT endorsement)
COUN 520/820 Addictions Counseling (3 credits - Required)

Family, Partnership and Couples Counseling
COUN 581/881 Models and Methods of Family Counseling (3 credits - Required)

PRACTICUM FOR PROFESSIONAL COUNSELOR

The professional counseling student seeking licensure as a Professional Counselor in the State of Wisconsin will be required to complete a minimum of 700 hours in practicum/internship experiences. Each applicant must be supervised at each practicum site by a Wisconsin Department of Safety and Professional Services (DSPS) licensed professional counselor and a CUW supervisor.

A practicum agreement between the student, Concordia University and each receiving site agency/hospital are required for each practicum placement. The practicum affords the student the opportunity to work as a counselor in a community setting and may include experiences such as assessment and implementation of counseling programs, individual and group counseling, and consultation with other community agencies.

Those students pursuing a licensure as a Professional Counselor must complete all practicum hours in not less than two academic years. Applications for practicum must be made to the Director of the Counselor Education Program after a minimum of 33 credits of coursework is completed.

After graduation from the CUW Master of Science of Education – Counseling program, students will be eligible to apply for Professional Counselor Training (LPC-IT) license through the Wisconsin Department of Safety and Professional Services (DSPS). The student may also be eligible to apply for the Substance Abuse Counselor – In Training (SAC-IT) license through the Wisconsin Department of Safety and Professional Services. Current DSPS regulations for LPC-IT and SAC-IT require an additional 3000 hours of supervised practical experience.

Substance Abuse Counselor

CHRISTIAN COUNSELING CERTIFICATE

PURPOSE

This fifteen credit graduate certificate provides coursework in some of the essential skills of a Christian counselor. This certificate program will equip master level school counselors, professional counselors or social workers with skills in Christian reconciliation, Christian care-giving, Christian consultation and collaboration, family development and the use of Scripture in their work within a variety of Christian settings such as schools, churches and agencies. This certificate program is specifically designed for individuals who currently hold a Master's degree in school counseling, professional counseling, and social work or in the process of completing a Master level program in one of these areas.

THE OBJECTIVES OF THE CHRISTIAN COUNSELING CERTIFICATE

- To equip mental health professionals with Christian counseling skills that can be integrated into their professional practice.
- To assist mental health professionals in developing a scriptural foundation as they integrate Christian faith-based principles in their professional practicum.
- To support mental health professionals in integrating Christian faith-based, scriptural principles in a holistic delivery approach of mental health services.

CURRICULUM FOR THE CHRISTIAN COUNSELING CERTIFICATE

Students must complete all of the five required courses in order to be eligible for the Christian Counseling Certificate.

COUN 544/844-REL - Scripture and the Christian Counselor (3 credits - Required)
COUN 545/845-REL - Christian Care-Giving (3 credits - Required)
COUN 580/880-REL - Family Development (3 credits - Required)
COUN 546/846-REL - Christian Reconciliation Training (3 credits - Required)
COUN 547/847-REL - Christian Counseling Consultation and Collaboration (3 credits - Required)

CERTIFICATE INFORMATION

Pursuit of this graduate certificate requires a Master's degree from an accredited University with a GPA of 3.0. A CUW graduate counseling student must obtain approval from the CUW graduate counseling program director prior to using these courses as a part of the graduate counseling master's degree.

Wisconsin (DSPS) Department of Safety and Professional Services Professional Counselor and Substance Abuse Counselor Licensure

Steps to Complete:

1. Begin coursework at CUW in the Master's program.
2. After prerequisite coursework is complete, the student may apply for the 700 hours supervised practicum/internship required for the master's program.
3. For those seeking Substance Abuse certification, the practicum/internship should include a minimum of 300 supervised hours related to AODA work. A minimum 10 hours in each of the following 12 areas must have been performed and documented.

12 Content Areas for Substance Abuse Counseling

1. Screening
2. Intake
3. Orientation
4. Assessment, evaluation and intervention
5. Referral
6. Treatment planning
7. Counseling
8. Crisis intervention
9. Patient education
10. Case management
11. Reporting and record keeping
12. Consultation with other professionals

4. The student applies for graduation at: https://www.cuw.edu/academics/graduation/students/request/graduate.cfm. This may be done when the student is in their last 3-6 credits. Upon completion of all coursework, the Program Director will perform a final audit and sign off on the student's graduation request.
5. The Master's degree will be conferred by the University.
6. The student will send to the Program Director the appropriate form from the Department of Safety and Professional Services (DSPS) for LPC-IT endorsement. Students also pursing the Substance Abuse certification need to send the form for SAC-IT endorsement. Concordia will send an email to the student's CUW email account once these forms are sent to DSPS.
7. Students pursing Substance Abuse certification need to take the State of Wisconsin ICRC exam. The passing score for the Substance Abuse Professional Statutes and Rules exam is 76%.
8. All students must take the NCE (offered through the National Board for Certified Counselors). Students must have a graduation date on their transcript to register for this exam.
9. Apply for LPC-IT through DSPS. Students may also apply for SAC-IT if all requirements have been met.
10. Complete 2000 hours approved by DSPS for SAC and 3000 hours for LPC. The 2000 hours can be embedded in the 3000 hours IF approved by DSPS.

Apply to DSPS for CSAC and LPC. These are two separate applications.

Note: The student needs to be fully aware of both CUW and DSPS requirements. CUW coursework has been approved by DSPS and needs to be taken as presented to and approved by DSPS.

Masters of Science in Education - Teaching and Learning

This concentration is designed to prepare master classroom teachers. The program enables the teacher to improve classroom-teaching skills and increase understanding of the process of education and the art of teaching.

The program requires:

1. Eighteen (18) semester hours of required courses (THESE COURSES ARE ONLY AVAILABLE ONLINE)
2. Fifteen (15) semester hours of course work related to the teacher interest areas.
3. The total Master's degree requires thirty-three (33) semester hours.

There are multiple tracks available in this concentration:

- Master's Degree for Early Childhood, Elementary, Middle or High School Teacher.
- Master's Degree with Teacher Certification (please see Teacher Certification section of catalog).

Optional licensure tracks: Early Childhood, Elementary Education, Secondary Education, ESL, Bilingual, Gifted & Talented and Alternative Education.

Teaching and Learning for an Elementary, Middle or High School Teacher (Traditional Path) – 33 Credits Required

REQUIRED COURSES

EDG 507/807	Curriculum Development and Design	3 credits
EDG 521/821	Human Learning and Motivation	3 credits
EDG 528/828	Strategies for Effective Teaching	3 credits
EDG 699/887	Assessment for Learning	3 credits
EDG 515/815	Education Research Methods	3 credits
EDG 590/890	Thesis Completion Seminar (EDG 515 is a prerequisite)	3 credits
OR EDG 595/895	Graduate Capstone Project (EDG 515 is a prerequisite)	3 credits
EDG 627/924	Portfolio I	0 credits
EDG 628/925	Portfolio II	0 credits
EDG 629/926	Portfolio III	0 credits

ELECTIVES

EDG 509/809	Disciplinary Literacy	3 credits
EDG 552/852	Improvement in Literacy Instruction	3 credits
EDG 569	Schools, Community and Faith	3 credits
EDG 526	The American Family Today	3 credits
EDG 533/833	Leadership for Change	3 credits
EDG 535/835	Legal and Ethical Issues in Education	3 credits
EDG 537/837	Supervision of Instruction	3 credits
EDG 576/876	Literature for Children	3 credits
EDG 801	Issues in American Education	3 credits
EDG 811	Servant Leadership	3 credits
EDG 632/932	Educating Students at Risk	3 credits
EDG 633/933	Alternative Education	3 credits
EDT 589/889	Applying Technology in the Content Areas	3 credits
EDT 670/970	Integrating Technology in the Classroom	3 credits
COUN 543/843	Counseling: Theories & Issues	3 credits

Other courses may be taken as part of your program with the advisor/director's approval.

Graduate Teacher Certification Program – Early Childhood, Elementary and Secondary Education

Concordia University Wisconsin offers an accelerated, graduate Teacher Certification Program for adults who wish to be certified to teach in Grades 1-8 (Middle Childhood through Early Adolescence), Birth – Grade 3 (Early Childhood), or in Grades 6-12 (Early Adolescence-Adolescence). Individuals interested in these programs must already have a Bachelor's degree from an accredited university, and meet our program entrance requirements. Once students complete the licensing portion of the program, they take additional graduate credits to complete the master's degree in Teaching and Learning.

The Graduate Teacher Certification Program-Elementary (GTCP-E), and Graduate Teacher Certification Program- Secondary (GTCP-S) are available at our Mequon, Madison, Appleton, and Kenosha campuses. GTCP-S is also available in an E Learning option. The Graduate Teacher Certification Program-Early Childhood is available at the Kenosha, Madison and Mequon campus.

PROGRAM HIGHLIGHTS

- GTCP-E, GTCP-EC, and GTCP-S cohorts begin once each year . Check with the specific campus you want to attend to confirm start dates . Cohorts run given an adequate number of qualified accepted applicants. Applications are accepted on a rolling basis.
- GTCP-E and GTCP-EC classes meet once a week for four hours in the evenings (example: 4:30-8:30 p .m .) and on five Saturdays from 9 a.m. to 5 p.m. The 22-month program also includes a semester of full-time student teaching.
- GTCP-S classes meet once a week for four hours in the evenings (example: 4:30-8:30 p.m.) and on one Saturday from 9 a.m. to 5 p.m. The 18-month program also includes a semester of full-time student teaching.
- GTCP-S (E Learning) courses are offered in a blended format with 75% of coursework taking place online, and 25% in a face-to-face setting. The face-to-face classes take place on Saturdays. This program option is 24-months long.
- Students must have a Bachelor's degree with a cumulative GPA of a 2.75 or higher, as well as a 2.75 GPA in all certification areas which the student is seeking licensure. Students must have an official transcript evaluation conducted by CUW staff to determine if all secondary core requirements have been met.
- Many minor licensure areas, including ESL and Bilingual, are available to add to the major/initial teaching license.

PROGRAM SPECIFICATIONS

- Praxis Tests: Students must pass the Praxis I exam prior to admission and the Praxis II exam prior to student teaching.
- Clinical Hours: Seventy clinical hours are aligned and completed concurrently with program coursework prior to student teaching. Observation reflections are due at the end of each class.
- Practicum: Students will complete a supervised Practicum prior to student teaching.
- Please note: changes are occasionally made to the requirements; the information described within this handbook is subject to change without notice.

MASTER'S DEGREE ELIGIBILITY

- Only for students who have successfully completed CUW's Graduate Teacher Certification Program.
- A cumulative GPA of 3.0 or above in CUW certification courses is required.
- The Master's Degree in Teaching and Learning is earned with 9 additional graduate credits in specified Graduate Education courses. Student's must take EDG 699/887 Assessment for Learning and then will choose 6 other credits from the list of approved courses.
- Students have 5 years to complete the Master's degree following the licensure portion of the program.

CURRICULUM: EARLY CHILDHOOD (GTCP-EC) COURSES – 49 CREDIT MINIMUM

EDC 510	Professional Foundations I	2 credits
EDC 513	Human Learning and Development	4 credits
EDC 514	Diversity in the Classroom	4 credits
EDC 869	Technology for Educators	3 credits
EDC 611	Language Development and Early Literacy	4 credits
EDC 613	Books and Pictures	4 credits
EDC 526	Curriculum and Methods of Fine Arts	1 credits
EDC 518	Curriculum and Methods of Science	1 credits
EDC 521	Curriculum and Methods of PE and Health	1 credits
EDC 615	Curriculum and Methods in Early Childhood I	4 credits
EDC 916	Curriculum and Methods in Early Childhood II	2 credits (online)
EDC 525	Collaboration with Family and Community	1 credits

EDC 617	Number Sense & Mathematics in Early Childhood Ed.	4 credits
EDC 517	Practicum	1 credits
EDC 511	Professional Foundations II	2 credits
EDC 512	Clinicals	0 credits (Pass/Fail)
EDC 535	Elementary Student Teaching	3 credits
EDC 619	Early Childhood Student Teaching	3 credits
EDC 530	Portfolio I	0 credits (Pass/Fail)
EDC 531	Portfolio II	0 credits (Pass/Fail)
EDC 532	Portfolio III	0 credits (Pass/Fail)

ELEMENTARY (GTCP-E) COURSES - 47 CREDIT MINIMUM

EDC 510	Professional Foundations I	2 credits
EDC 511	Professional Foundations II	2 credits
EDC 513	Human Learning and Development	4 credits
EDC 514	Diversity in the Classroom	4 credits
EDC 515	Language Arts Development & Strategies	4 credits
EDC 516	Curr & Methods of Language Arts	4 credits
EDC 517	Practicum	1 credits
EDC 518	Curr & Methods of Science	4 credits
EDC 519	Curr & Methods of Social Studies	4 credits
EDC 520	Curr & Methods of Mathematics	4 credits
EDC 869	Integrating Technology in the Classroom	3 credits (online)
EDC 526	Curr & Methods of Fine Arts	1 credits
EDC 521	Curr & Methods of Phy Ed & Health	1 credits
EDC 522	Teaching in the Primary Classroom	1 credits
EDC 523	Teaching in the Middle School	1 credits
EDC 525	Collaboration with Family & Community	1 credits
EDC 535	Student Teaching Elementary	3 credits
EDC 536	Student Teaching Middle School	3 credits
EDC 512	Clinicals	0 credits (Pass/Fail)
EDC 530	Portfolio I	0 credits (Pass/Fail)
EDC 531	Portfolio II	0 credits (Pass/Fail)
EDC 532	Portfolio III	0 credits (Pass/Fail)

SECONDARY (GTCP-S) COURSES – 36 CREDIT MINIMUM (FACE-TO-FACE AND ONLINE)

EDC 560/860	Professional Foundations I	2 credits
EDC 561/861	Professional Foundations II	2 credits
EDC 563/863	Educational Psychology	4 credits
EDC 564/864	Diversity in the Classroom	4 credits
EDC 565/865	Teaching in the Middle School	4 credits
EDC 566/866	Analysis of Instruction	2 credits
EDC 567/867	Language and Literacy in the Content Areas	4 credits
EDC 568/868	Practicum	1 credits
EDC 869	Integrating Technology in the Classroom	3 credits (online)

METHODS CLASSES ARE TAKEN ACCORDING TO MAJOR/MINOR:

EDC 570/870	Curr & Methods of Tchg English	4 credits
EDC 571/871	Curr & Methods of Tchg Social Studies	4 credits
EDC 572/872	Curr & Methods of Tchg Math	4 credits
EDC 573/873	Curr & Methods of Tchg Science	4 credits
EDC 574/874	Curr & Methods of Tchg Business Education	4 credits
EDC 575/875	Curr & Methods of Tchg World Languages	4 credits
EDC 576/876	Curr & Methods of Tchg ESL	4 credits
EDC 577/877	Curr & Methods of Tchg Art	4 credits
EDC 578/878	Curr & Methods of Tchg Phy. Ed. & Health	4 credits
EDC 586/886	Student Teaching Middle School	3 credits
EDC 587/887	Student Teaching High School	3 credits
EDC 562/862	Clinicals	
EDC 580/880	Portfolio I	
EDC 581/881	Portfolio II	
EDC 582/882	Portfolio III	

ADDITIONAL REQUIRED COURSES FOR MATHEMATICS OR ENGLISH/LANGUAGE ARTS LICENCE CANDIDATES

EDC 812	Math in the Middle School	3 credits
EDC 832	Teaching Writing	3 credits

BUSINESS VOCATIONAL LICENSE COURSES

EDG 653/953	Principles of Career & Technical Education (Business Majors only)
EDG 652/952	Organization & Administration of Cooperative Programs (Business Majors only)

Participants in the ESL, Bilingual and Gifted & Talented programs are required to complete 18 additional CORE credits in the traditional Teaching and Learning Master track in order to earn a Master's of Science in Education.

ESL MINOR COURSES:

EDG 700/900	Cross Cultural Communication for Teachers of Language Learners	3 credits
EDG 706/906	Basic English Linguistics for Teachers of Language Learners	3 credits
EDG 677/816	ELL Literacy: Reading, Writing, And Grammar Strategies	3 credits
EDG 681/817	Accommodating Differences In Literacy Learners	3 credits
EDG 682/819	Curriculum And Methods Of Teaching English As A Second Language	3 credits
EDG 683/871	Observation, Analysis, and Practicum in ESL Classrooms	3 credits
EDG 695/897	Portfolio: ESL	0 credits (Pass/Fail)

BILINGUAL EDUCATION CONCENTRATION COURSES:

In addition to the above ESL minor courses the following courses will need to be taken to obtain the Bilingual license:

EDG 782/982	History, Politics, and Methodology of Second Language Acquisition	3 credits
EDG 783/983	Observation, Analysis and Practicum in Bilingual Classrooms	3 credits
EDG 785/985	Portfolio: Bilingual	0 credits (Pass/Fail)

GIFTED AND TALENTED TEACHER LICENSE COURSES

EDC 620/EDC 820	Issues and trends in Gifted Education	3 credits
EDC 621/EDC 821	Unique needs of the Gifted Child	3 credits
EDC 622/ED 822	Instruction of Students with Gifts and Talents	3 credits
EDC 623/EDC 823	Practicum in Teaching Gifted and Talented Students	3 credits
EDC 624/EDC824	Portfolio: Gifted and Talented	0 credits, Pass/Fail)

FOR GIFTED AND TALENTED COORDINATOR LICENSE:

EDC 625/EDC 825	Coordinating gifted and talented programs	3 credits

Masters of Science in Education – Educational Administration

The administrative concentration is designed to equip teachers for administrative responsibility and to assist present administrators in developing organizational and leadership skills. The program is designed to help the student acquire the necessary skills in decision-making, human resource management, teacher evaluation, curriculum leadership, and change. The administrative concentration in the Master of Science in Education provides the opportunity for the applicant to receive a Wisconsin State Administrative license through the Department of Public Instruction. The Wisconsin license (#5051) is limited to elementary and high school building principals. Applicants desiring a principal's license for another state should consult with their state's licensing requirements.

SUPERINTENDENT LICENSE PROGRAM

The Superintendent License Certificate is a concentration of coursework and field work that upon successful completion of the program will qualify candidates to apply for a Superintendent License (Wisconsin License Code #5003). The Superintendent Licensure Program is offered in a blended delivery model. The first class will be a face to face experience, followed by on line coursework and culminating with a fact to face experience. Sites are to be determined based on the geographical location of candidates. Upon completion of the program the candidate will be awarded an Educational Specialist certificate. In order to be admitted to the Superintendent Certification Program, candidates must hold a Master's degree and hold (or be eligible for) 5051 licensure as a principal.

SCHOOL PRINCIPAL – LICENSE #5051 – 21 CREDITS REQUIRED

EDG 778/978	The Superintendency	3 credits
EDG 788/988	Professional Ethics in Leadership	3 credits
EDG 794/994	Portfolio	0 credits
EDG 793/993	Advanced Internship in Superintendency I	1 credits
EDG 789/989	Organizational and Policy Development	3 credits
EDG 790/990	School Improvement and Data Analysis	3 credits
EDG 791/991	Public Relations	3 credits
EDG 762/962	Advanced Internship in Superintendency II	2 credits
EDG 792/992	Facility Planning	3 credits

EDUCATIONAL ADMINISTRATION – LICENSE #5051 & #5010 – 33 CREDITS REQUIRED

#5051 LICENSURE:

EDG 531/831	Principles of Educational Administration	3 credits
EDG 533/833	Leadership for Change	3 credits
EDG 627/921	Portfolio I	0 credits
EDG 541/841	School Business Administration	3 credits
EDG 536/836	Ed Governance & Admin (HR Emphasis)	3 credits
EDG 537/837	Supervision of Instruction	3 credits
EDG 535/835	Legal & Ethical Issues in Education	3 credits
EDG 507/807	Curriculum Leadership	3 credits
EDG 539/839	Practicum in Educational Administration	3 credits
EDG 628/922	Portfolio II	0 credits
EDG 745/845	The Principalship	3 credits
EDG 515/815	Educational Research	3 credits
EDG 595/895	Capstone	3 credits
EDG 629/923	Portfolio III	0 credits

#5010 LICENSURE:

EDG 699/887	Assessment for Learning	3 credits
EDG 552/852	Improvement in Literacy Instruction	3 credits
EDG 629/923	Portolio III	0 credits

DIRECTOR OF INSTRUCTION

The director of instruction concentration is designed to equip teachers for administrative responsibility and to assist present administrators in developing organizational and leadership skills in instructional leadership roles. The program is designed to help the student acquire the necessary skills in decision-making, curriculum, program evaluation, and assessment.

This administrative concentration in the Master of Science in Education provides the opportunity for the applicant to receive a Wisconsin State Administrative license as a Director of Instruction (license #5010) through the Department of Public Instruction. Applicants desiring a director of curriculum and instruction license for another state should consult with their state's licensing requirements.

DIRECTOR OF INSTRUCTION WITH A #5010 LICENSE PROJECT

REQUIRED COURSES (36 CREDITS REQUIRED)

EDG 531/831	Principles of Educational Administration	3 Credits
EDG 533/833	Leadership for Change	3 Credits
EDG 627/921	Portfolio I	0 Credits
EDG 541/841	School Business Administration	3 Credits
EDG 536/836	Ed Governance & Admin (HR Emphasis)	3 Credits
EDG 537/837	Supervision of Instruction	3 Credits
EDG 535/835	Legal & Ethical Issues in Education	3 Credits
EDG 507/807	Curriculum Leadership	3 Credits
EDG 539/839	Practicum in Educational Administration	3 Credits
EDG 628/922	Portfolio II	0 Credits
EDG 515/815	Educational Research	3 Credits
EDG 595/895	Capstone	3 Credits
EDG 699/887	Assessment for Learning	3 Credits
EDG 552/852	Improvement in Literacy Instruction	3 Credits
EDG 629/923	Portfolio III	0 Credits

A Professional Educator license is required by DPI to be eligible for the #5051 and/or #5010 licensure. Completion of the #5051 and #5010 license programs together will require only one Portfolio III.

Practicum hours for the #5051 and #5010 can be completed together for a total of 150 hours.
Practicum hours competed for just the #5051 will need to complete 100 hours. Practicum hours completed for just the #5010 will need to compete 100 hours. Additional practicum hours will be under EDG 709. Contact Dr. Moeser for further instructions.

If the student is already employed as an administrator in a school, there are times when the practicum requirement MAY be waived by the Director of Educational Administration. A student who has served at least one full year in a principal capacity may be considered for waiving EDG 539/839. A student with less than one full year of principal experience will not be considered for waiving EDG 539/839.

Masters of Science in Education – Literacy

LITERACY TEACHER AND SPECIALIST

This concentration is designed to prepare specialists in reading. The program will enable the student to qualify for a Wisconsin licensure as a Reading Teacher (Wisconsin Department of Public Instruction Certification #1316) and as a Reading Specialist (Wisconsin Department of Public Instruction Certification #5017). Reading Specialist certification requires a master's degree, which includes Reading Teacher certification. Reading Teacher certification requires 18 credits. (30 credits)

There are two options available in this concentration:

1 . Reading Teacher Certification – License #1316
#1316 license after 18 credits, portfolio 1 & 2 and passing score on DPI Foundations of Reading Test

2 . Reading Specialist Certification – License #5017
Reading Specialist Certification (#5017 Certification Master's + 3 credits)

REQUIRED COURSES

EDG 552/852	Improvement in Literacy Instruction	3 Credits
EDG 509/809	Disciplinary Literacy	3 Credits
EDG 556/856	Language & Literacy Development	3 Credits
EDG 553/853	Literacy Assessment for Instruction	3 Credits
EDG 554/854	Literacy Practicum	3 Credits
EDG 576/876	K-12 Literature	3 Credits
EDG 627/911	Portfolio I	0 Credits
EDG 628/912	Portfolio II	0 Credits

(Upon completion of the above 18 credits students are eligible for the #1316 Reading Teacher Certification)

EDG 507/807	Curriculum Leadership	3 Credits
EDG 537/837	Supervision of Instruction	3 Credits

RESEARCH COMPONENT:

Students select between the project option OR the thesis option.

PROJECT OPTION:

EDG 544/844	Current Topics & Research in Literacy	3 Credits
(Note: Prerequisite to EDG 544/844 - minimum of 18 credits)		
EDG 595	Graduate Seminar	3 Credits
(Minimum of 27 credits and permission of instructor)		

THESIS OPTION:

EDG 544/844	Current Topics & Research in Literacy	3 Credits
(Minimum of 18 credits)		
EDG 590/890	Thesis Completion Seminar	3 Credits
(Minimum of 27 credits)		

READING SPECIALIST CERTIFICATION - 3 CREDITS BEYOND THE MASTER'S DEGREE

EDG 596/896	Literacy Internship	3 Credits
EDG 629/913	Portfolio III	0 Credits

(Upon completion of the Master's and Internship students are eligible for the #5017 Reading Specialist license)

Electives in Reading
(Other courses may be taken with the permission of the Director of Graduate Literacy)

EDUCATION PROGRAM COURSE DESCRIPTIONS

COUN 510 / 810 CHRISTIAN PERSPECTIVE OF PSYCHOPHARMACOLOGY
provides an overview of Alcohol and Other Drugs, as well as rationale for their use. Emphasis is on how the Christian church worker may minister to the individual and their family. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor. 3 credits.

COUN 512 / 812 PSYCHOPHARMACOLOGY
provides a thorough overview of Alcohol and Other Drugs, the rationale for their use in schools and the community. Emphasis will be placed on the major categories of medications, drugs and alcohol with case overviews outlining the process of making the best possible referral and counseling practices. 3 credits.

COUN 515 / 815 RESEARCH AND EVALUATION IN COUNSELING
provides a 'broad understanding of types of research, basic statistics, research report development, research implementation, …publication of research information, and ethical and legal considerations.' (Wisconsin Legislature: MPSW:14.01(4)(d.7)) 3 credits.

COUN 520 / 820 ADDICTIONS COUNSELING
provides 'an overview of addiction, the process of addiction, treatment and recovery approaches, relapse prevention, developmental issues related to addiction; treatment and prevention planning in regard to addiction. MPSW 14.01 (g)3'. In addition to Alcohol and Drug concerns, this course will also address behavioral addictions such as: gambling, shopping, gaming, sex and hoarding. 3 credits.

COUN 522 / 822 ETHICS OF THE CHRISTIAN COUNSELOR
adheres to the American Associations of Christian Counselors code of ethics. The church worker student learns the limits of their role and expertise, as well as when to seek additional help. Issues such as liability, conflicts of interests and confidentiality are discussed. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor. 3 credits.

COUN 528 / 828 CHRISTIAN PERSPECTIVES OF FAMILY DEVELOPMENT
explores issues in family development and family dynamics. The goal is to help the church worker support the traditional and nontraditional family during the various stages of development, keeping in mind the social, emotional, physical and spiritual aspects of development. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor. 3 credits.

COUN 543 / 843 COUNSELING: THEORIES AND ISSUES
provides both the historical and current perspectives of various theories of counseling, as well as introducing the student to the profession of counseling. The graduate counseling program requirements are introduced including portfolio requirements for school counseling candidates, APA writing style, and legal and ethical guidelines for counseling. 3 credits.

COUN 544 / 844 SCRIPTURE AND THE CHRISTIAN COUNSELOR
will use a Lutheran Church Missouri Synod (LCMS) scriptural world view in the integration of faith-based principles into a holistic counseling approach. This class will be taught by an ordained pastor or commissioned minister of religion who is a licensed mental health practitioner. 3 credits.

COUN 545 / 845 CHRISTIAN CARE-GIVING
will incorporate lay ministry principles that will support the development of Christian counseling skills. This class will be taught by an ordained pastor or commissioned minister of religion who is a licensed mental health practitioner. 3 credits.

COUN 546 / 846 CHRISTIAN RECONCILIATION
is an introduction to the Christian Reconciliation process. Students will gain a basic knowledge about what causes conflict and various responses to conflicted situations. A theological framework for Christian Reconciliation will be presented that will introduce students to the concept of sin and forgiveness. Students will explore their own responses to personal conflict while learning skills to assist others who are struggling with interpersonal conflicted situations. This course will be taught by an ordained pastor or commissioned minister of religion who is a licensed mental health practitioner. 3 credits.

COUN 550 / 850 SOCIAL PSYCHOLOGY
is the scientific study of the way in which people's thoughts, feelings, and behaviors are influenced by other people. Interactions of an individual with one or more other individuals in social settings are analyzed. Social Psychology introduces basic concepts of small group behavior, communication, and development of attitudes. 3 credits.

COUN 552 / 852 SOCIAL/CULTURAL FOUNDATIONS IN COUNSELING
is an exploration of various cultures and their impact on human behavior. The focus of this course is on the powerful impact that cultural background may have on the mental health field, and on how biases may affect therapeutic relationships. Current issues and therapeutic techniques are addressed keeping in mind our multicultural society. 3 credits

COUN 553 / 853 SOCIAL / CULTURAL THEOLOGICAL FOUNDATIONS
is an exploration of diversity issues impact the church and the world beyond. How the Christian church-worker supports those of different backgrounds and ministers to those individuals while increasing their own understanding of various cultures and beliefs. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor. 3 credits.

COUN 554 / 854 THEORIES OF PERSONALITY
focuses on the basic theoretical underpinnings of personality development: psychoanalytic, behavioral, cognitive, humanistic, social learning, biological and trait. Emphasis will be placed on ways in which a counselor incorporates these theories with their personal beliefs as helping professional to best serve their clients. Prerequisite: COUN 543/843. 3 credits.

COUN 561 / 861 CAREER COUNSELING FOUNDATIONS
refers to the life-long process of developing knowledge about the world of work. Skills and aptitudes, interests, personality characteristics, beliefs and values are all important aspects of career counseling. This course introduces a variety of theories and practices in career development and career counseling using career assessments and information sources. 3 credits.

COUN 563 / 863 CURRENT SUPPORT ISSUES FOR CHRISTIAN PASTORS AND CHURCH WORKERS
will look at a range of topics such as physical and sexual abuse, pornography, various addictions, Christian reconciliation and other topics that churches and Christian agencies experience in their service to members and non-members. This class will be taught by an ordained pastor or commissioned minister of religion who is a licensed mental health practitioners. 3 credits.

COUN 564 / 864 CONSULTATION STRATEGIES
is designed to provide an overview of the consultation process and insight into the various roles that consultants may play. Theoretical approaches and principles of consultation, planned change, and organizational development will be discussed as well as counselors as consultants within the organization and within the community. 3 credits

COUN 565 / 865 CONSULTATION STRATEGIES WITHIN THE CHURCH
is designed to give the church worker skills and insight into the various roles a consultant may play, as well as how to improve consultation within the community and organization. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor. 3 credits.

COUN 577 / 877 MODELS AND METHODS OF CHRISTIAN FAMILY COUNSELING
will offer the student opportunities to explore various aspects of family development and family dynamics. The role of the church worker with traditional and nontraditional families will be discussed, as well as current research in the church regarding the dynamics of a family. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor. 3 credits.

COUN 578 / 888 CHRISTIAN TRAUMA COUNSELING
affords the student the opportunity to explore how the church worker can best minister to those who have survived a traumatic experience. Topics include self-care for the church worker, post-traumatic stress disorder, trauma in children and families, and the power of forgiveness. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor. 3 credits.

COUN 579 / 879 PRACTICUM – ELEMENTARY SCHOOL
is a 200 hour experience designed to introduce students to the form and content of their discipline. The student has exposure to the day-to-day realities of school counseling practice, ie., social/emotional, academic and career domains. Students are to develop and demonstrate professional levels of competency as determined by the Wisconsin Department of Public Instruction. In addition, the student should register for and begin work in COUN 630/930 Portfolio – Elementary School while enrolled in this course. 2 credits.

COUN 580 / 880 FAMILY DEVELOPMENT
explores issues in family systems and the cycle of family life. Topics focus on issues relating to family systems and stages of family development. The course is designed to generate an understanding of the family system in biological, psychological and spiritual development. 3 credits.

COUN 581 / 881 MODELS & METHODS OF FAMILY COUNSELING
will offer the student opportunities to explore various schools of thought and treatment techniques related to the practice of family counseling. The role of the professional in diverse settings and with traditional and nontraditional families will be discussed. Research on the effectiveness of working with families as well as the assessment of family dynamics will be explored. 3 credits.

COUN 582 / 882 TRAUMA COUNSELING
affords the student the opportunity to work with victims and survivors of trauma. The student will discuss skills for dealing with trauma survivors and families, and trauma victims. Topics will include: compassion fatigue, post-traumatic stress disorder, trauma in families and trauma in children. 3 credits.

COUN 584 / 884 HUMAN DEVELOPMENT
offers students an opportunity to explore issues in the stages of human development over the life span. Various issues related to human development in the biological, cognitive, psychosocial, and spiritual spheres will be discussed. Further, students will also become more familiar with the major psychological theories pertaining to human development. 3 credits.

COUN 586 / 886 DESIGN, IMPLEMENTATION, AND EVALUATION OF COUNSELING PROGRAMS
explores the planning, establishing, administering, and evaluating of counseling/consultation programs. The student will engage in his/her own design, implementation and evaluation of a program within his/her own special area of interest. Prerequisites: 30 credit hours completed within the counseling program. 3 credits.

COUN 587 / 887 TESTS AND MEASUREMENT
provides the student with an understanding of test analysis and design. Special emphasis is placed on evaluating the validity and reliability of commercially available tests and self-created test instruments. Prerequisites: COUN 543/843; COUN 584/884 or EDG 580/880; COUN 592/892. 3 credits.

COUN 588 / 888 PSYCHOPATHOLOGY
views how human and scientific aspects of normal/abnormal psychology converge in the world of clinical treatment. Students will gain an understanding of conceptual framework and alternative modes of treatment. Prerequisite: COUN 543/843; COUN 554/854; COUN 584/884: COUN 592/892. 3 credits.

COUN 592 / 892 PROFESSIONAL ETHICS IN THE HELPING PROFESSIONS
deals with philosophical issues affecting practice with special attention to professional ethics and the nature of human kind. Legal issues such as confidentiality, malpractice, school law, and the counselor as a witness will be discussed. Prerequisites: COUN 543/843; COUN 552/852 or COUN 550/850; COUN 584/884 or EDG 580/880. 3 credits.

COUN 593 INDIVIDUAL COUNSELING
provides the student with hands-on experience in individual counseling techniques as well as the opportunity to gain objective insight into the dynamics of one-to-one counseling, and the role of the counselor. The course requirements include practice of counseling techniques, small-group activities, audio or video-taped counseling sessions designed to promote self-awareness, skill development and development of intentional competencies. Online students must take this class in a face-to-face format. Prerequisites: COUN 543/843; COUN 552/852 or COUN 550/880; COUN 554/884; COUN 584/884 or EDG 550/880; COUN 592/892. 3 credits.

COUN 594 GROUP COUNSELING
discusses the purpose, types, functions and principles of group counseling. Students develop an understanding of how to engage in and evaluate small group processes and relationships. Group counseling techniques, group development, and group stages are addressed. Online students must take this class in a face-to-face format. Prerequisites: COUN 543/843; COUN 552/852 or COUN 550/880; COUN 554/884; COUN 584/884 or EDG 550/880; COUN 592/892; COUN 593/893. 3 credits.

COUN 598 / 898 PRACTICUM I (SCHOOL COUNSELING)
provides 300 hours of field experiences designed to acclimate and prepare the student to assume responsibilities of a school counselor. The students will complete a practicum experience within an approved school setting under the supervision of an on-site counselor and Concordia University counselor/supervisor. In addition students should enroll in and complete COUN 628/928-Portfolio 2 while enrolled in this course. Prerequisites: Completion of 30 credits within the graduate counseling program including: COUN 543/843; COUN 552/852 or COUN 550/880; COUN 554/884; COUN 564/864; COUN 584/884 or EDG 550/880; COUN 592/892; COUN 593/893; COUN 594/894. 3 credits.

COUN 599 / 899 PRACTICUM II (SCHOOL COUNSELING)
is a continuation of Practicum I. The student completes an additional 300 hours of field experience under supervision of both an on-site counselor and a supervisor/counselor from Concordia University. In addition, students should enroll in and complete COUN 628/928-Portfolio 3 while enrolled in this course. Prerequisite: COUN 598. 3 credits.

COUN 602 / 902 PRACTICUM (PROFESSIONAL COUNSELING)
is an introduction to the field experiences for students in the area of professional counseling. An orientation to the profession takes place during a 100 hour supervised field experience. The professional counselor will complete the practicum experience in an approved professional setting under the supervision of a licensed professional counselor and Concordia University counselor/supervisor. Prerequisites: COUN 543/843; COUN 552/852 or COUN 550/880; COUN 554/884; COUN 564/864; COUN 584/884 or EDG 550/880; COUN 588/888; COUN 592/892; COUN 593/893; COUN 594/894-. 1 credit.

COUN 603 / 903 INTERNSHIP I FOR PROFESSIONAL COUNSELORS
is a 300 hour field-based internship/practicum designed to introduce student practitioners to the form and content of their discipline. Exposure to the day-to-day realities of clinical practice, i.e., case file maintenance, record keeping, staffing sessions, consultations with colleagues and other health-care providers, are expected to aid in shaping professional expectations and behaviors while preparing students for the transition from graduate school to professional practice. Students are to develop and demonstrate professional levels of competency in the various areas of clinical practice recommended and described by the American Counseling Association and the National Board of Certified Counselors. Prerequisite: COUN 602/902-. 2 credits.

COUN 604 / 904 INTERNSHIP II FOR PROFESSIONAL COUNSELORS
is a 300 hour field-based internship/practicum experience designed to further develop the skills of the student practitioner. Continuation of the work started in COUN 603/903 in the development of professional levels of competency of clinical practice recommended and described by the American Counseling Association and the National Board of Certified Counselors is the desired outcome Prerequisite: COUN 603/903-. 3 credits.

COUN 620 / 920 CLASSROOM MANAGEMENT FOR COUNSELORS
examines the effective characteristics of successful secondary student instruction. The course emphasizes instructional design, content objectives, lesson and unit plan construction, instructional strategy selection, along with classroom management implications. 3 credits.

EDC 510 / 860 PROFESSIONAL FOUNDATIONS I
is the initial course of the program and examines prominent forces that have shaped formal and informal education in the Western experience. This course explores the historical, philosophical, theological, social, scientific, and technological contributions that have influenced the American educational system. From that foundation, students will be encouraged to explore contemporary issues in American education as they consider their own personal philosophy of teaching and their future role in the teaching profession. 2 credits, 4 weeks.

EDC 511 / 861 PROFESSIONAL FOUNDATIONS II
presents the dilemmas facing the classroom teacher as they enter and continue in the profession. School law, legal rights and teacher responsibilities are examined. Relationships with parents and the community are refined, focusing on the professional role of the teacher as a role model in and outside the classroom. 2 credits, 4 weeks.

EDC 512 / 862 CLINICALS
provide the teacher candidate with the necessary field experiences required by the Department of Public Instruction. Throughout the program, students complete a specific number of clinical hours in correlation with their coursework. A total of 70 hours are required in multiple elementary and middle school settings. Students are required to regularly reflect upon their fieldwork by turning in clinical reflections after each course.

EDC 513 HUMAN LEARNING AND DEVELOPMENT
explores theories of human development, learning, and motivation. The practical applications of these theories in child development, educational psychology and classroom management are explored. 4 credits, 8 weeks.

EDC 514 / 864 DIVERSITY IN THE CLASSROOM
is designed to give the learner the knowledge, tools and dispositions to effectively facilitate a diverse classroom. An emphasis in this course is on understanding how student learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family and community values. Students will explore their personal attitudes and values as they consider the possibilities and challenges of teaching diverse student populations with varied historical, social, political and cultural backgrounds. Culture, language and social class will be studied as students confront group stereotypes and link theory to classroom practice. A specific focus will be the Native American tribes of Wisconsin, satisfying PI 34.15(4c). This course also introduces the education student to a study of the major characteristics of all disabilities as defined by state and federal law in order to recognize their existence in children and youth. Students will study the process and legal requirements for Special Education services, including pre-referral intervention, screening, the referral process, M-teams, and IEP's. Students will also study characteristics of gifted children. 4 credits, 8 weeks.

EDC 515 / 867 LANGUAGE ARTS DEVELOPMENT AND STRATEGIES
offers pre-service teachers a comprehensive perspective on reading and writing acquisition, including language development, phonemic awareness and phonics methodology, strategies for classroom instruction, and accommodations for a wide range of readers. A balanced or integrated approach to literacy will be highlighted in the course. 4 credits, 8 weeks.

EDC 516 CURRICULUM AND METHODS OF LANGUAGE ARTS
This course is designed to introduce participants to the theories of, the framework for, and the skills and strategies to be used in the field of language arts. Strategic reading and writing will be the focus with speaking, listening, and literature integrated throughout. Differentiated instruction will be introduced with practical applications made to all grade levels. Participants will have the opportunity to explore, research, discuss, observe and apply strategies, resources, and processes involved with literacy learning. 4 credits.

EDC 517 / 868 PRACTICUM
provides the education student with a supervised pre-student teaching experience at the 4th or 5th grade level. (Alternately, if the education student is pursuing licensure in a minor certification area, their experience will take place in that content area at the middle school level.) As part of the regular clinical hours required by the Graduate Teacher Certification Program, practicum students will develop and teach a minimum of a 5-lesson unit in their area of licensure based on Wisconsin Model Academic Standards and the specific classroom's curriculum. Education students pursuing certification in ESL will be required to complete an additional practicum specific to ESL. 1 credit.

EDC 518 / 873 CURRICULUM AND METHODS OF SCIENCE
will provide an inquiry-based approach to teaching the disciplines of science and the environment. Topics of discussion will include the scientific method, laboratory protocol, science in everyday life and ways to integrate topics of science and the environment across the curriculum. 4 credits, 8 weeks.

EDC 519 / 871 CURRICULUM AND METHODS OF SOCIAL STUDIES
will explore the topics and pedagogy necessary to construct a comprehensive social studies curriculum. Emphasis will be placed on rigorous content aligned to the Wisconsin Model Academic Standards. A specific focus will be the Native American tribes of Wisconsin.
4 credits, 8 weeks.

EDC 520 / 872 CURRICULUM AND METHODS OF MATHEMATICS
will examine the requisite math topics and skills of the elementary and middle-level classroom, specifically as they have been constructed following the reformed mathematics movement. Attention will be given to multiple means of explanation for math concepts and the use of manipulatives. 4 credits, 8 weeks.

EDC 521 / 878 CURRICULUM AND METHODS IN PHYSICAL EDUCATION AND HEALTH
will provide an important basis for future teachers in curriculum design and developmental considerations in physical education and health classes. The course will stress the teaching of lifelong health and fitness skills, the sexual development of the school-age child and integration of body-kinesthetic learning throughout the curriculum. 1 credit.

EDC 522 TEACHING IN THE PRIMARY CLASSROOM
will be a forum in which to discuss the distinctive aspects of the primary-grade classroom. Special topics will include setting up a classroom, interpersonal relationships with students and parents, classroom management and discipline approaches that meet the developmental needs of primary learners and other unique features found in this cluster of grades. 1 credit.

EDC 523 TEACHING IN THE MIDDLE SCHOOL
will delve into the unique considerations of the middle-level classroom. Discussion will center upon the transescent learner, classroom management and discipline, the middle-school design, and the curricular approaches that are most impactful at this level. 1 credit.

EDC 525 COLLABORATION WITH THE FAMILY AND COMMUNITY
is a course which will focus on the broader function of the school within the community. The course highlights successful approaches to develop partnerships with community stakeholders, including the parents of students. Additionally, innovative partnership models will be explored. 1 credit.

EDC 526 CURRICULUM AND METHODS IN THE FINE ARTS
will acquaint the pre-service teacher with the fine arts for the classroom. The visual and performing arts, including dance, theatre, vocal, and instrumental music will all be considered. Special consideration will be given to the integration of the fine arts across the curriculum. 1 credit.

EDC 530 / 880 PORTFOLIO I
is completed during the assigned term and provides the education student with an opportunity to demonstrate growth in four of the teacher standards. Students will organize thoughtful artifacts and create narratives which represent their competency in the standards.

EDC 531 / 881 PORTFOLIO II
is conducted at the end of the formal coursework in the program and just prior to student teaching. Students share and present their portfolio demonstrating growth in all eleven standards based upon artifacts collected from life experiences as well as their teacher certification coursework.

EDC 532 / 882 PORTFOLIO III
is the final portfolio assessment and is conducted at the end of the student teaching semester. Students share and present their portfolio with new narratives and artifacts from the student teaching semester to demonstrate competency in all eleven teacher standards.

EDC 535 STUDENT TEACHING ELEMENTARY
is the final phase of the experiential component to the Graduate Teacher Certification Program. Prerequisite: Approval of Director and all coursework and clinical work completed satisfactorily. 3 credits, 10 weeks.

EDC 536 / 886 STUDENT TEACHING MIDDLE SCHOOL
is the final phase of the experiential component to the Graduate Teacher Certification Program. Prerequisite: Approval of Director and all coursework and clinical work completed satisfactorily. 3 credits, 10 weeks.

EDC 560 / 860 PROFESSIONAL FOUNDATIONS I
is the initial course of the program and examines prominent forces that have shaped formal and informal education in the Western experience. This course explores the historical, philosophical, theological, social, scientific, and technological contributions that have influenced the American educational system. From that foundation, students will be encouraged to explore contemporary issues in American education as they consider their own personal philosophy of teaching and their future role in the teaching profession.
2 credits, 4 weeks.

EDC 561 / 861 PROFESSIONAL FOUNDATIONS II
presents the dilemmas facing the classroom teacher as they enter and continue in the profession. School law, legal rights and teacher responsibilities are examined. Relationships with parents and the community are refined, focusing on the professional role of the teacher as a role model in and outside the classroom. 2 credits, 4 weeks.

EDC 562 / 862 CLINICALS
provide the teacher candidate with the necessary field experiences required by the Department of Public Instruction. Throughout the program, students complete a specific number of clinical hours in correlation with their coursework. A total of 70 hours are required in multiple middle and secondary school settings. Students are required to regularly reflect upon their fieldwork by turning in clinical reflections after each course.

EDC 563 / 863 EDUCATIONAL PSYCHOLOGY
explores theories of human development, learning and motivation. The practical applications of these theories in child development, educational psychology and classroom management are explored. 4 credits, 8 weeks.

EDC 564 / 864 DIVERSITY IN THE CLASSROOM
is designed to give the learner the knowledge, tools and dispositions to effectively facilitate a diverse classroom. An emphasis in this course is on understanding how student learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family and community values. Students will explore their personal attitudes and values as they consider the possibilities and challenges of teaching diverse student populations with varied historical, social, political and cultural backgrounds. Culture, language and social class will be studied as students confront group stereotypes and link theory to classroom practice. A specific focus will be the Native American tribes of Wisconsin, satisfying PI 34.15(4c). This course also introduces the education student to a study of the major characteristics of all disabilities as defined by state and federal law in order to recognize their existence in children and youth. Students will study the process and legal requirements for Special Education services, including pre-referral intervention, screening, the referral process, M-teams, and IEP's. Students will also study characteristics of gifted children. 4 credits, 8 weeks.

EDC 565 / 865 TEACHING IN THE MIDDLE SCHOOL
introduces middle school teaching strategies for use with the transescent student. Topics to be emphasized include an introduction and background to middle-level education, developmental concerns for transescent youth, discipline and management in the middle school classroom and methods in curriculum and instruction. 4 credits, 8 weeks.

EDC 566 / 866 ANALYSIS OF INSTRUCTION
examines the structure and organization of secondary schools, as well as characteristics of exemplary secondary school instruction. The course emphasizes standards-based lesson planning, a variety of instructional strategies and introduces the student to the assessment and evaluation process. 2 credits, 4 weeks.

EDC 567 / 867 LANGUAGE AND LITERACY
in the Content Areas provides an in-depth study of the relationship of reading, writing, speaking, listening, research, inquiry and media knowledge as it relates to the literacy demands in different content areas. Emphasis is on the practical application of reading theory to content, lesson planning and instruction. 4 credits, 8 weeks.

EDC 568 / 868 PRACTICUM
provides the education student with a supervised pre-student teaching experience at the middle school grade level. As part of the regular clinical hours required by the Graduate Teacher Certification Program, practicum students will develop and teach a minimum of a 5-lesson unit in their area of licensure based on Wisconsin Model Academic Standards and the specific classroom's curriculum. Education students pursuing certification in ESL will be required to complete an additional practicum specific to ESL. 1 credit

EDC 57_ / 87_ CURRICULUM & METHODS IN THE MAJOR/MINOR
provides the opportunity for students to explore their specific content area in depth as it relates to effective teaching, assessment strategies, classroom management and meeting the needs of diverse learners for the secondary level. Topics which will be emphasized include curriculum planning, effective instruction methodologies and assessment strategies. Students will be grouped for this class according to their individual license areas. 4 credits, 8 weeks.

EDC 580 / 880 PORTFOLIO I
is completed during the assigned term and provides the teacher education student with an opportunity to demonstrate growth in five of the teacher standards. Students will organize thoughtful artifacts and create narratives which represent their competency in the standards.

EDC 581 / 881 PORTFOLIO II
is conducted at the end of the formal coursework in the program and just prior to student teaching. Students share and present their portfolio demonstrating growth in all eleven standards based upon artifacts collected from life experiences as well as their teacher certification coursework.

EDC 582 / 882 PORTFOLIO III
is the final portfolio assessment and is conducted at the end of the student teaching semester. Students share and present their portfolio with new narratives and artifacts from the student teaching semester to demonstrate competency in all eleven teacher standards.

EDC 586 / 886 STUDENT TEACHING-MIDDLE SCHOOL
is the final phase of the experiential component to the Graduate Teacher Certification Program. Prerequisite: Approval of Director and all coursework and clinical work completed satisfactorily. 3 credits, 10 weeks.

EDC 587 / 887 STUDENT TEACHING-HIGH SCHOOL
is the final phase of the experiential component to the Graduate Teacher Certification Program. Prerequisite: Approval of Director and all coursework and clinical work completed satisfactorily. 3 credits, 10 weeks.

EDC 610 HUMAN LEARNING AND DEVELOPMENT
Human learning and development explores theories of human development, learning, and motivation in young children. The practical applications of these theories in child development, educational psychology and early childhood classroom management are explored. 4 credits.

EDC 611 LANGUAGE DEVELOPMENT AND EARLY LITERACY
Language Development and Early Literacy is a study of early language and literacy development and the application of developmental principals to the earliest stages of reading, writing, listening, and speaking in children ages 0 – 8. Includes analysis of literacy development and literacy routines: shared book experiences, authentic literature experiences, observations skills, organizing the literacy environment, stages of writing, and journal writing. The course will examine current research and curriculum practices. The Reading Foundations Test preparation will also be imbedded in the course content to better prepare students to be teachers of reading. Current trends to traditional methods will be introduced with application to pre-kindergarten through third grade classrooms. The students will explore the complex interaction and integration of the social, physical, emotional, cognitive, and spiritual development (SPECS) of children in order to address all areas effectively and meet the needs of all students and their families. 4 credits.

EDC 612 DEVELOPMENTAL READING
Developmental Reading examines the teaching of reading, through an in-depth look at the elements essential for reading success, emergent literacy and strategies and materials appropriate for literacy instruction in the early childhood classroom. 2 credits

EDC 613 BOOKS AND PICTURES
Books and Pictures for Young Children (Preschool-Primary) examines using picture books with children to develop verbal fluency, visual literacy and aesthetic awareness. The potential of picture books in the early childhood curriculum is studied, specific instructional strategies are suggested and illustration styles are studied. 4 credits.

EDC 614 CURRICULUM AND METHODS OF SCIENCE
Science for Early Childhood and Primary, provides the professional educator with the knowledge, skills, and dispositions necessary for engaging curiosity, developing scientific literacy, and embracing a sense of wonder in young children. This course will address how young children construct and represent scientific knowledge through problem solving, inquiry-based exploration, cooperative learning experiences, and integration with other curricular areas. Students will develop concepts about the essential components and skills of scientific investigation or theory building; and will use this information in developing, assessing, and modifying developmentally appropriate instructional strategies for diverse learners. Current research, trends, and curricular practices in early childhood science education will be explored. 4 credits.

EDC 615 CURRICULUM AND METHODS IN EARLY CHILDHOOD I
is a study of developmentally appropriate practices with an emphasis on the nature and functions of play. Curriculum design, goal development, and program planning will be examined. 4 credits.

EDC 617 NUMBER SENSE AND MATHEMATICS IN ECE
Number sense and math in early childhood, presents an integrated approach to mathematics content and methods appropriate for early childhood pre-service and in-service teachers. Emphasis is on constructing knowledge through problem-solving, communication, reasoning, connecting mathematical ideas, representation, and generalization. Students will develop their conceptual understanding of "number," and will examine the requisite math topics and skills of the early childhood classroom. Emphasis will be given to teaching methods which are developmentally appropriate for young children. Strategies to facilitate learning in this course will include, but are not limited to, lectures, assigned readings, virtual classroom observations, class discussions, planning and assessment opportunities, research and application experiences, as well as personal philosophy development. 4 credits.

EDC 618 PRE-K STUDENT TEACHING Pre-K student teaching provides one of three culminating clinical experiences for students who will receive a teaching license for early childhood. 2 credits.

EDC 619 KINDERGARTEN STUDENT TEACHING Kindergarten Student Teaching provides one of three culminating clinical experiences for students who will receive a teaching license for early childhood. 3 credits.

EDC 869 TECHNOLOGY FOR EDUCATORS
provides future educators with the opportunity to learn about the National Educational Technology Standards for students and teachers, as well as study and use various technologies to enhance student learning and engage in professional development. This course is focused on 21st century learning and web 2.0 technologies as they apply to the field of education. 3 credits, online.

EDC 916 CURRICULUM AND METHODS IN ECE II
This course introduces theoretical perspectives to help students examine practices beyond those based only on traditional, behavioral learning theory. Students consider and study multiple factors influencing teaching and learning in a play-centered curriculum (content, context and pedagogical issues including planning, assessment, instructional strategies, motivation, management, and creative use of time and materials.) This course provides the necessary background for developing and connecting Social Studies projects to the social curriculum. Students also develop a personal theory of classroom management as a synthesis activity to reflect on personal beliefs and understandings about teaching and learning in a responsive, caring classroom community. 2 credits

EDG 501 / 801 ISSUES IN AMERICAN EDUCATION
studies the role of the schools in American society, looks at the historical context of educational development, surveys the theories of important educators, and considers current educational issues. 3 credits.

EDG 507 / 807 CURRICULUM DEVELOPMENT
considers the factors that influence design, implementation, and evaluation of curriculum. Emphasis will be placed on major educational philosophies and their respective approaches to curriculum development. This course is required for the Curriculum and Instruction, Education Administration, and Reading programs and has no prerequisites. 3 credits.

EDG 509 / 809 INTEGRATING LEARNING SKILLS ACROSS THE CURRICULUM
focuses on the transfer of beginning reading skills to content areas and on higher level comprehension and study skills. 3 credits.

EDG 515 / 815 RESEARCH METHODS
examines the research tools available to design, implement and evaluate the formal study of the educational process in order to conduct research. The course includes the study of descriptive and experimental research methods, basic statistical methods as well as techniques of literature review and report writing, that is, the reporting of research. Students completing this course should have a draft of the first three chapters for either a thesis or graduate seminar project. 3 credits.

EDG 521 / 821 HUMAN LEARNING AND MOTIVATION
examines the nature of contrasting theories of learning. Emphasis will be placed on major contemporary learning theories and their respective approaches to motivation. The primary objective is to provide in-service graduate students, as well as other school personnel, with a comprehensive picture of current major educational learning theories and issues and to develop their implication for the teaching process. 3 credits.

EDG 528 / 828 INSTRUCTIONAL STRATEGIES FOR EFFECTIVE TEACHING
focuses on expanding one's personal repertoire of effective instructional strategies utilizing Howard Gardner's Theory of Multiple Intelligences (1983, 1999) as the philosophical foundation. This course will provide for practical application while still requiring a critical analysis of Gardner's worldview as well as one's own. The course design is constructivist, and largely grounded in the concept of experiential learning as defined by Johnson and Johnson (1975, 1994). 3 credits.

EDG 531 / 831 PRINCIPLES OF EDUCATIONAL ADMINISTRATION
is a foundations course in educational administration and organization. Major topics include principles, concepts and issues in administration, organizing for education and administering the school program. Case studies will be emphasized. 3 credits.

EDG 533 / 833 LEADERSHIP FOR CHANGE IN EDUCATION
explores the process of change in the world of education. The course provides an overview of the sources, processes, and outcomes of change and the implications for dealing with change. The role of governments, teacher and administrator preparation, and professional development and the future of educational change are also reviewed. 3 credits.

EDG 535 / 835 LEGAL AND ETHICAL ISSUES IN EDUCATIONAL ADMINISTRATION
addresses the authority and liability of school personnel operating in both private and public educational institutions. Court decisions affecting curriculum, instruction, administration, and student and teacher rights are emphasized. The law as it relates to education is presented within the context of the Christian moral and ethical behavior of students, teachers, and administrators. Prerequisite: EDG 531/831. 3 credits.

EDG 536 / 836 EDUCATIONAL GOVERNANCE AND ADMINISTRATION
studies the organizational structure and administrative relationships in school systems. The course presents an overview of the school system, emphasizing the legal, political and social forces affecting local school systems. 3 credits.

EDG 537 / 837 SUPERVISION OF INSTRUCTION
provides the student with orientation to the field of instructional supervision. The course focuses on the nature of instructional supervision with an emphasis on the human perspectives of supervisory behavior. 3 credits.

EDG 539 / 839 PRACTICUM IN EDUCATIONAL ADMINISTRATION
provides opportunities for aspiring or practicing administrators to relate educational administrative theory to the applied administrative profession at the elementary, middle or secondary level. Students are required to complete a practicum experience within the school setting under the supervision of the practicum instructor from Concordia University and a licensed administrator in the school district. The practicum experience is designed by the university instructor and the student in cooperation with the school administrator. 3 credits.

EDG 541 / 841 BUSINESS ADMINISTRATION OF SCHOOLS
provides a theoretical and practical background in school business administration for teachers, principals, and others pursuing careers in both the public and private schools in Wisconsin. The course develops a rationale for the function of school business administration and describes the concepts and practices that implement that function. 3 credits.

EDG 544 / 844 CURRENT TOPICS AND RESEARCH IN READING
examines current topics and issues in reading instruction through study of journals, periodicals, recent publications and qualitative research methods. Content varies as the reading literature is updated. However, this course may be taken only once toward a #316 certification. Prerequisites: Six credits of reading and permission of instructor. 3 credits.

EDG 552 / 852 IMPROVING THE TEACHING OF READING
concentrates on the methodologies in reading instruction and the role of the reading teacher in education. 3 credits.

EDG 553 / 853 READING ASSESSMENT AND INSTRUCTION
examines the design, development, implementation, and evaluation of kindergarten through grade 12 reading programs and their interrelationships with other language arts instruction and other curricular areas. Prerequisites: EDG 552; EDG 556; one other reading course; permission of instructor. 3 credits.

EDG 554 / 854 PRACTICUM IN READING
is the culmination of the reading curriculum for DPI #316 certification. Teachers work with elementary, middle and secondary level students with a variety of abilities in one-to-one and small group contexts. Prerequisites: EDG 552; EDG 553; one other reading course; permission of instructor. 3 credits.

EDG 556 / 856 LANGUAGE ARTS FOR TEACHING READING
studies the English language, including English phonology and how children's language develops from childhood through adolescence and examines interrelationships of speaking, listening, writing, and reading. 3 credits.

EDG 569 / 869 FAMILIES AND SCHOOLS TOGETHER
studies the family as it relates to contemporary legal and social issues facing our schools. The roles confronting parents, teachers, and students in a variety of school settings will be discussed and examined. Historical, theoretical, and philosophical frameworks of parent involvement in education will be studied in order to allow educators to consider ways of improving and building home/school partnerships to better meet the educational needs of all children. 3 credits.

EDG 576 / 876 LITERATURE FOR CHILDREN: K-12
presents a wide selection of primary readings for students from kindergarten through the twelfth grade, criteria for selecting texts, practical methods for engaging the students' interest in books, and tools for curriculum development and integration. The course emphasizes the historical background and foundations of the literature. 3 credits.

EDG 590 / 890 THESIS COMPLETION SEMINAR
provides an advisory structure for writing the master's thesis for the degree. The seminar is normally taken near the end of the coursework for the degree. The student defends the thesis at the end of the course. 3 credits.

EDG 595 / 895 GRADUATE CAPSTONE PROJECT
provides an opportunity to examine a range of problems in school administration, curriculum, planning, organizing and evaluating.
The seminar focuses on student projects and problems related his or her professional development. 3 credits.

EDG 596 / 896 INTERNSHIP IN EDUCATION – READING
provides opportunities for each aspiring reading specialist to relate reading and administrative theory to the applied professional understanding of the position of reading specialist. 3 credits.

EDG 627 / 927 PORTFOLIO I
is the first step in the required assessment process for the Masters in Education degree. Students complete the initial setup of their portfolio and develop rationales for each standard in their program. 0 credits.

EDG 628 / 928 PORTFOLIO II
is the second step in the required assessment process for the Masters in Education degree. Students insert one artifact for each standard into their portfolio. 0 credits.

EDG 629 / 929 PORTFOLIO III
is the third step in the required assessment process for the Masters in Education degree. Students insert at least two and no more than three additional artifacts for each standard into their portfolio. 0 credits.

EDG 632 / 932 EDUCATING STUDENTS AT RISK
This course intends to help identify students in a K-12 setting who are or have the potential to be at risk academically, behaviorally or socially. The course also intends to help develop attitudes, skills and techniques to be effective teachers of the at-risk student. Response to Intervention (RtI) will be discussed. The course will look at social, personal, cultural and community dynamics in relation to the education of students who are at risk. 3 credits.

EDG 633 / 933 ALTERNATIVE EDUCATION
This course studies the nature of the alternative education K-12 program in the public schools. The various delivery systems and the role of the teacher in each system will be addressed. Alternative education, as a part of a community process, will be discussed. Discussion will range from early intervention to "last chance" programs. 3 credit hours.

EDG 649 / 949 PROFESIONAL LEARNING COMMUNITIES
provides students with greater competency in developing skills connected to communication, problem solving, data analysis and assessment within groups, teams, and learning communities. The focus of the course is upon case studies and practices associated with PLCs. 3 credits.

EDG 677 / 816EL LITERACY: READING, WRITING, AND GRAMMAR STRATEGIES
provides students with opportunities to review, evaluate and adapt materials for use in teaching reading, writing and grammar to ESL learners. Students will gain facility in matching and adapting texts and materials to the needs of different kinds of ESL learners. 3 credits.

EDG 681 / 817 ACCOMODATING DIFFERENCES IN LITERACY LEARNERS
Teachers learn to prepare students in five broad areas that are instrumental in working with learners who have varying levels of language and literacy

delays: relevant criteria used for determining language and literacy delays in children; relationships between cognition, speech, and language; cultural and linguistic differences; instructional arrangements for diverse learning styles; and core components of effective literacy instruction. 3 credits.

EDG 682 / 819 CURRICULUM AND METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE

This course introduces the student to the methods, curriculum, and current practices in the teaching of English as a second language. 3 credits.

EDG 683 / 897 OBSERVATION, ANALYSIS, AND PRACTICUM IN ESL CLASSROOMS

This capstone course provides students with observation and analysis skills to apply to their own ESL teaching for this practicum experience, as well as with techniques for working with paraprofessionals in ESL/bilingual classrooms in schools. 3 credits.

EDG 695 / 897 PORTFOLIO: ESL

Capstone assessment for the ESL Minor that highlights a student's understanding of the WI teacher standards and ESL Knowledge. 0 credits.

EDG 700 / 900 CROSS CULTURAL COMMUNICATION FOR TEACHER OF LANGUAGE LEARNERS

Students will examine the cultural diversity that exists locally, nationally, and globally in order to develop a positive appreciation for the contributions of other cultures. Student will gain personal contact with members of other cultures and learn effective intercultural communication skills for our diverse world. 3 credits

EDC 706 / 906 BASIC ENGLISH LINGUISTICS FOR TEACHERS OF LANGUAGE LEARNERS

is an introduction to the elements of linguistics, including a study of the phonetic alphabet and morphology. 3 credits

EDG 745 / 845 THE PRINCIPALSHIP

focuses on the nature of instructional leadership and the role of the principal. The course will provide the student an orientation to the responsibilities and tasks of the principal. 3 credits.

EDG 782 / EDG 982 HISTORY, POLITICS, AND METHODOLOGY OF SECOND LANGUAGE ACQUISITION

is an introduction to the history and education policies of bilingual education. This course will provide a background in theories and best practices of bilingual education. Students will become familiar with the different types of bilingual education, while investigating effective teaching and learning methods in bilingual classrooms. Students will be provided with the opportunity to become familiar with first and second language acquisition and theory and develop philosophical beliefs of bilingual education. 3 credits

EDG 783 / EDG 983 OBSERVATION, ANALYSIS AND PRACTICUM IN BILINGUAL CLASSROOMS

This capstone course provides students with observation and analysis skills to apply to their own bilingual teaching in their practicum experience, as well as with techniques for working with paraprofessionals in bilingual classrooms in schools. Portfolio's will be created in this course to be used as a final assessment for the Bilingual Minor that highlights a student's understanding of the WI teacher standards and knowledge of Bilingual Education. 3 credits.

EDG 785 / EDG 985 PORTFOLIO: BILINGUAL

(0 credits, pass/fail) Capstone assessment for the Bilingual minor that highlights a student's understanding of the WI teacher standards and bilingual education knowledge. 0 credits.

Accelerated Learning Center Locations

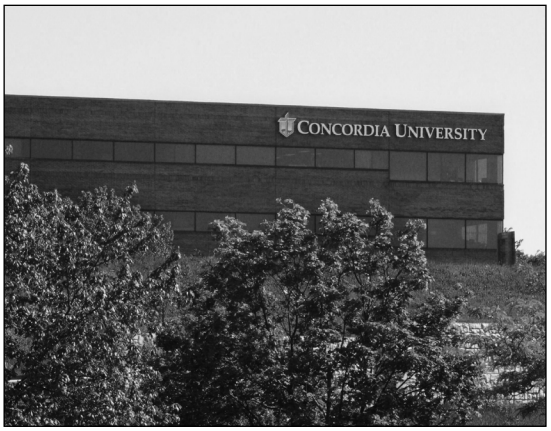
MICHIGAN

CONCORDIA UNIVERSITY – ANN ARBOR

Center Director: Caroline Harris
4090 Geddes Road
Ann Arbor, MI 48105
Phone: 734-995-7309

The Ann Arbor Accelerated Center is part of the main campus of Concordia University Ann Arbor located on Geddes Rd. Some programs are offered in partnership with Concordia University Wisconsin.

MISSOURI



CONCORDIA UNIVERSITY – ST. LOUIS CENTER

Center Director: Debra Ellerbrook
10733 Sunset Office Drive, Suite 425
Sunset Hills, MO 63127
314-984-8840 (FAX 314-984-0078)
Toll Free: 866-880-3289

The St. Louis Center is located in Sunset Hills, Missouri near the intersection of Highways 44 and Lindbergh Blvd. in the Southwest corner.

Accelerated Learning Center Locations

WISCONSIN

CONCORDIA UNIVERSITY – APPLETON CENTER

Center Director: Amanda Jacobson
4351 W. College Avenue
Suite 100
Appleton, WI 54914
920-968-0933 (FAX 920-968-0935)
Toll Free: 866-289-6212

The Appleton Center is located west of I-41 off exit 137. From College Avenue, turn south on Nicolet Road and then west onto Lawrence Street to access the parking lot.

CONCORDIA UNIVERSITY – BELOIT CENTER

Center Director: Donna Harold
2040 Sutler Avenue
Beloit, WI 53511
608-361-1830 (FAX 608-361-1831)
Toll Free: 866-216-0253

The Beloit Center is conveniently located just East of I-90/39 on Highway 81 (Sutler Avenue) in the Morgan Square Shopping Plaza.

CONCORDIA UNIVERSITY – GREEN BAY CENTER

Center Director: Ann Rice
Executive Center II
1150 Springhurst Drive, Suite 101
Green Bay, WI 54304
920-498-2551 (FAX 920-498-1077)
Toll Free: 888-425-3206

The Green Bay Center is located in Ashwaubenon, at 1150 Springhurst Drive, Suite 101, off of Hansen Road and Oneida Street, 2 blocks west of the Bayland Insurance.

Accelerated Learning Center Locations

CONCORDIA UNIVERSITY – KENOSHA CENTER

Center Director: Alston Godbolt
10222 74th Street
Kenosha, WI 53142
262-697-8260 (FAX 262-697-8264)
Toll Free: 866-289-6213

The Kenosha Center is located off US Highway 50 across the street from the Aurora Medical Center and just East of I-94.

CONCORDIA UNIVERSITY – MADISON CENTER

Center Director: Tina Root
2909 Landmark Place, Suite 101
Madison, WI 53713
608-277-7900 (FAX 608-277-7969)
Toll Free: 800-859-4872

Concordia's Madison Center is located on the southwest side of the Madison metropolitan area in the METASTAR building at 2909 Landmark Place, Suite 101, just off of the Beltline and Todd Drive.

CONCORDIA UNIVERSITY – MEQUON CENTER

Center Director: Erik Halling
12800 N. Lake Shore Drive
Mequon, WI 53097-2402
262-243-4399 (FAX 262-243-4438)
Toll Free: 888-969-4289

The Mequon Center is a part of the main campus of Concordia University Wisconsin. The campus is located on the shore of Lake Michigan just north of Milwaukee.

Accelerated Learning Center Locations

CONCORDIA UNIVERSITY – MILWAUKEE MIDTOWN CENTER

Center Director: Joelynett McKee
4151 North 56th Street, Milwaukee, WI 53216
414-444-0734 (FAX 414-444-1908)

The Milwaukee Midtown Center is centrally located in the new Midtown Mall on 56th Street just north of Capitol Drive.

CONCORDIA UNIVERSITY – MILLER PARK WAY CENTER

Center Director: Danya Sasada
1670 Miller Park Way
West Milwaukee, WI 53214
414-647-2523 (FAX 414-647-2545)

The Miller Park Way Center is on the corner of Mitchell Street and 43rd Street (Miller Park Way) in West Milwaukee.

CONCORDIA UNIVERSITY – WAUKESHA CENTER

Center Director: Joseph Malinauskas
N14 W23777 Stone Ridge Dr., Suite 290
Waukesha, WI 53188
262-522-0990 (FAX 262-522-0995)

The Waukesha Center is located off of I-94 and Hwy 164, just north of the expressway on Stone Ridge Drive (just past M&I Bank). We are located in the Grady, Hayes and Neary law building, which is the third building on the right side from the corner on Stone Ridge Drive.

Additional Locations for Graduate Education Cohorts

GREENDALE
Martin Luther High School
5201 South 76th Street
Greendale, WI 53129

MILWAUKEE
Milwaukee Lutheran High School
9700 West Grandtosa Drive
Milwaukee, WI 53222

ONALASKA
Onalaska High School
700 Hilltopper Place
Onalaska, WI 54650

WAUSAU
Northcentral Technical College
1000 W. Campus Drive
Wausau, WI 54401

Faculty

Abraham, Kevin
MBA Concordia University Wisconsin
Beloit, Management

Adams-McIntosh, Kathy
M.B.A., UW Oshkosh
Appleton/Green Bay – ACCT, Mgmt

Ahern, Laura
M.H.R.M., Keller Graduate School
Beloit, Human Resource Management

Ahlborn, Marvin
M.Div., Wisconsin Lutheran Seminary
Appleton, Green Bay, Liberal Arts

Akers, James
M.S., Southern Illinois University Carbondale
Beloit, Liberal Arts

Albright, Courtney
M.S., Cardinal Stritch University

Alig, Jennifer
M.A., Webster University
Mequon

Ames, Diane
M.S.N., University of Wisconsin-Oshkosh
Mequon

Anhalt, Daniel
M.S., University of Wisconsin - Milwaukee
Mequon, Human Resource Management

Argall, Nicole
M.A., University of Wisconsin - Oshkosh
Appleton, Green Bay, Liberal Arts

Arneson, Dean
M.S., Pharm D., Ph.D., University of Nebraska,
Mequon

Arnold, Victoria
M.A., Marquette University
Mequon, Management

Ashley, Steven D.
B.A., Michigan State University
M.S., Michigan State University
MLS, Eastern Michigan University
Ann Arbor – Criminal Justice,
Risk Management

Bahnson, Melissa
M.Ed., National Louis University
Kenosha, Business Management

Bahr, Ferdinand
D.Min., Trinity Ev. Divinity
M.Div., Concordia Seminary - Fort Wayne
Mequon, Miller Park Way, Management

Bahr, Paul
M.S. Ed., Canisius College
Baldwin, Timothy
Kenosha, Miller Park, Criminal Justice

Banks, Joel
M.B.A , University of Wisconsin - Milwaukee
Appleton, Management

Banks-Hall, Regina
B.B.A., Baker College
M.B.A., Baker College
Ann Arbor – Human Resources

Bankston, Gwendolyn
M.A., Upper Iowa University
Miller Park Way

Barnett, Diana
M.B.A., Concordia University Wisconsin
Miller Park Way, Management

Bast, Gail
M.B.A., Cardinal Stritch University
Mequon

Batton, Tiffany
M.B.A., Cardinal Stritch University
Miller Park Way

Bauer, William
M.A., Trinity Theological Seminary
Mequon, Midtown, Management

Baur, Jennifer
MA, Webster University
St. Louis, Business Management, MBA

Bays, Marlin
M.S.M., Indiana Wesleyan University
M.E.D., Butler University
St. Louis, Health Care, Management

Beamen, Daniel
M.Ed., University of Wisconsin - LaCrosse
Mequon

Bell, Dan
M.S. Dominican University
Kenosha, Human Resource Management

Bell, Marjorie
M.S., University of Wisconsin - Milwaukee
Ed.D., Cardinal Stritch University
Mequon, Liberal Arts

Bell, Michael
M.F.A., Ohio University
Beloit, Kenosha/RAMAC, Liberal Arts

Belz, Angela
M.S., Concordia University Wisconsin
Miller Park Way, Management

Berdnikova, Natalya
M.A., Tashkent State Conservatory
Mequon, Liberal Arts

Berg, Rev. John
M. Div., Concordia Theological Seminary
Mequon, Liberal Arts

Berke, Klaus
M.B.A., Keller Graduate School of
Management

Berry, Dana
M.S., Cardinal Stritch University
Kenosha, Human Resource Management

Beyer, Lisa
M.S., Concordia University
Mequon

Biemann, Lisa
M.S., University of Wisconsin - Milwaukee

Birchbauer, Louis
M.S., University of Wisconsin – Milwaukee
Ph.D., University of Wisconsin – Milwaukee

Bishop, Jane
M.A., University of Wisconsin – Oshkosh
Ph.D., Marquette University
Mequon

Blakewell, Roger
M.S.T., University of Wisconsin -
Stevens Point
Wausau, Liberal Arts

Blatt, Dixie
M.S.N., University of Missouri
St. Louis, Health Care

Blevins, Carla
M.A., Marquette University
Milwaukee Midtown Center,
Healthcare Administration

Bluel, Diane
M.S., Silver Lake College of the Holy Family
Green Bay, Management, Human Resource
Management

Bly, John
M.S., University of Wisconsin - Madison
Mequon

Bobo, Brian
M.B.A., Univ of Florida-Gainesville
Appleton/Green Bay – MBA

Boehm, David
M.S., Webster University
Kenosha, Criminal Justice

Boison, Karruthers
MS, Arizona State University, MS Royal
Institute of Technology
Kenosha, Business Management

Bolden, Nelson
M.S., University of Wisconsin - Milwaukee
Milwaukee Midtown Center

Borst, Elizabeth
M.B.A. Concordia University Wisconsin
Mequon

Brandenburg, Sue
M.S., University of Wisconsin - Madison
Ed. D., Edgewood College Beloit

Breaker, Todd
M.S., Marian University
Eau Claire, Health Care

Brey, Juliana
M.A. Marquette University – Milwaukee
Ann Arbor Campus, Mequon

Brinkman, Susanne
M.B.A., Concordia University Wisconsin
Appleton, Green Bay
Human Resource Management

Britt, Veronica
MS, Cardinal Stritch University
Kenosha, Health Care Management

Brooks, Angela
M.B.A., University of Wisconsin – Whitewater
Milwaukee Midtown Center,
Business Management

Brugger, Bettyann
M.A., Cardinal Stritch University
Ph.D., Cardinal Stritch University
Kenosha, Mequon, Unspecified Center

Brunson, Michael
M.B.A., Cardinal Stritch University
Miller Park Way, Waukesha

Bull, Bernard
M.A., Concordia University River Forest
M.L.S., University of Wisconsin - Milwaukee
Ed. D., Northern Illinois University
Mequon

Bunnow, Nannette
M.S., University of Wisconsin-Madison
Appleton

Bureau, George
M.B.A., Your College–Pennsylvania
Appleton/Green Bay – MBA, OLA

Burgos, Ruben
M.S., Springfield College
Miller Park Way, Criminal Justice

Buri, Carrie
Ed.D., Edgewood College - Madison
M.S.Ed., Concordia University - Wisconsin
Management

Burns, Mark
M.S., University of Wisconsin - Milwaukee
Milwaukee Midtown Center

Burrell, Jay
MBA, Loyola University Chicago
Kenosha, Business Management

Butler, Cynthia
M.S. Ed., University of Wisconsin - Platteville
Miller Park Way

Cai, Lixin
M.B.A., Concordia University Wisconsin
Mequon

Caldie, Thomas
M.S., Administrative Science
University of Wisconsin, Green Bay
Green Bay, Appleton, Management

Canapa, Sally
Ph.D., University of Wisconsin - Milwaukee
M.A., University of Wisconsin - Milwaukee
Mequon, Liberal Arts

Cargor, Eddie
B.S., Eastern Michigan University
M.B.A., University of Phoenix
Ph.D., University of Phoenix
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Cario, Cheryl
M.S. Ed., Queen's College
Mequon, Midtown, Liberal Arts

Cario, William
Ph.D., New York University
M.A., New York University
Midtown, Liberal Arts

Carlson, Jeffrey
M.P.A., University of Wisconsin - Oshkosh
Green Bay, Health Care Management

Carr, Michael
M.B.A., University of Wisconsin - Madison
Madison, Management

Carr, Tara
M.B.A. Education, Saginaw Valley
State Univ.
Appleton, Beloit, Management

Carroll, Wendy
CMA (AAMA) Concordia University
Mequon, Medical Assistant

Carter, Cheryl
M.S., Concordia University
Eau Claire, Management

Cash, Lori
M.S., Georgia State University
Appleton

Castonia, Audra
M.S., Mathematics Ed.–UW Oshkosh
Appleton/Green Bay – Mathematics

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M.S., Applied Economics–Milwaukee
Appleton/Green Bay – MBA, Statistics

Chapman, Brooke
M.S., Cardinal Stritch University
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Christel, Karen
M.S., Mgmt & Organizational Dev.-
Silver Lake Coll.
Appleton/Green Bay – OLA

Christians, Sara
M.S., Concordia University Wisconsin
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Christofferson, Jean
CMA (AAMA), B.S., Concordia University
Wisconsin, Mequon,
Medical Assistant

Cipriano, Thomas
M.S. Criminal Justice, Lewis University
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Cody, Christopher
M.S., Concordia University Wisconsin
Ed. D., Walden University

Coldren, Andrew
M.S.E. University of Wisconsin Whitewater
Beloit, General Studies

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MA. Webster University
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Cook, Jacqueline
M.S., University of Wisconsin - Milwaukee
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Corcoran, Michael
M.Ed. UW-Milwaukee, M.Ed. University of
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Kenosha, Miller Park, Math

Corona, Zelda
M.B.A., Concordia University Wisconsin
Miller Park Way, Health Care Management

Cortez, Nelida
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Costello, Matthew
M.A., American History-Marquette Univ.
Appleton/Green Bay – History

Cox, Joseph
M.Div., Concordia Seminary
St. Louis, Theology

Crowder, Janet
M.A., University of Missouri - St. Louis
Midtown, Liberal Arts

Cullen, Michael
M.A., University of California - Los Angeles
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Curtis, Timothy
M.S., Grand Canyon University
Beloit, Health Care Management

Dahl, Brenda J,
J.D., Marquette University
Kenosha, Criminal Justice

Daniels, Trina L.
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MDiv., Virginia Union University
Ph.D., Regent University
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Danzinger, Brian
Dr. of Philosophy in Business-
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Madison

Davidson, Mary
M.A., Mount Mary College
Mequon

Davis, Candice
MBA-University of South Florida
Madison – Liberal Arts

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M.S., Kearney State College
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Mequon, Midtown, Unspecified Location
Criminal Justice

Dietz, Michael
M. Ed., Loyla University of Chicago
Ph.D., University of Wisconsin - Madison
Mequon, Wausau, Unspecified Location

DiStefano, Salvatore
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MS. Ed., University of Wisconsin, Eau Claire
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Ed. D., Nova Southeastern University
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S.T.M., Wisconsin Lutheran Seminary
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Fancher, Theodore
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Mequon

Foti, John
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Beloit, Mathematics

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Franklin, Frederick
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Franklin, Helen
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Beloit, Health Care

French, William
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Beloit, Madison, Wausau
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Fuerbringer, Ann
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Mequon

Gardner, Travis
M.S., University of Wisconsin - Milwaukee
Kenosha, Mequon

Gebel, Robert
S.T.M., Concordia Seminary - St. Louis
Miller Park Way, Theology

Geniusz, Robert
M.S., University of Wisconsin - Milwaukee
M.F.A., University of Wisconsin - Milwaukee
Mequon, Midtown, Liberal Arts

George, Raymond
M.B.A., Cardinal Stritch University
Mequon, Midtown, Management

Gerds, Steven
M.B.A. Concordia University Wisconsin
Mequon

Gerl, Bryan
M.B.A., University of Wisconsin - Oshkosh
Appleton

Gerner, Steve
M.S., Concordia University Wisconsin
Ed. D., Nova Southeastern University
Mequon

GeRue, Gerry
M.B.A., Concordia University
Ph.D., Capella University
Beloit, Management

Gilbert, John
M.A.E., Truman State University
St. Louis, Liberal Arts

Glover, John Jr.
M. Div., Concordia Seminary - St. Louis
Midtown

Godbolt, Alston
MBA, Keller Graduate School of Management
Kenosha, Business Management

Godt, Michael
M.P.A., University of Illinois
St. Louis, Management, MBA

Goldstein, Charles
M.A. Education, University of Chicago
Beloit, Management

Gonzalez-Sanchez, Jorge
M.B.A., Harvard University Graduate School
Ann Arbor

Goodwin, Debra A.
MA, Webster University
Kenosha, Health Care Management

Gordon, Cristina
Ph.D., Capella University
Appleton

Goryl, Diane K.
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Waukesha, Liberal Arts

Gresley, Ruth
M.S.N., St. Louis University
Mequon

Groh, Gregory
M.S., University of Wisconsin-Milwaukee
Mequon

Grzeca, Michael
M.T.S., St. Norbert College, De Pere, WI
Appleton, Green Bay, Criminal Justice Mgmt.

Gunday, David
M.S., Loyla University
Kenosha

Gunem, Scott
J.D., Creighton University
Eau Claire

Guse, Sheryl
M.B.A. Concordia University Wisconsin
Miller Park Way, Waukesha

Gustina, Prisha
M.M.E., Silver Lake College
Beloit, Liberal Arts

Habeck, Darryl
M.B.A., Cardinal Stritch University
Mequon, Management

Haberman, Susan
M.A.T., Aurora University Illinois
Mequon

Hall, Erik
M.A., University of New Haven
St. Louis, Criminal Justice

Hall, Jocelyn
M.Ed., Alabama Agricultural and
Mechanical University
Mequon, Midtown, Unspecified Location

Halloran, Michael
M.A., Central Michigan University
Mequon

Halter, Donald
M.A., University of Illinois at Urbana
Mequon

Halula, Shea
M.S. Ed., Concordia University Wisconsin
Mequon

Hampton, Becky
M.S., Cardinal Stritch University
Miller Park Way

Handrich, Cynthia
M.S., Silver Lake College
Appleton, Green Bay
Human Resource Management

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Human Resource Management

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Mequon, Midtown, Miller Park Way
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St. Louis, Management, Criminal Justice
Human Resource Management

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Kenosha, Mequon, Unspecified Location

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Mequon

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Mequon, Midtown, Ann Arbor

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Appleton, Science Methods

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Beloit, Management

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Miller Park Way, Criminal Justice

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