

# Accelerated Learning Centers & Off Campus Offerings

2015  
2016



CONCORDIA  
UNIVERSITY  
W I S C O N S I N



CONCORDIA  
UNIVERSITY  
Ann Arbor, Michigan



# Concordia University 2015 - 2016 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 Wisconsin 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 CUW'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.

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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**.

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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**.

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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.

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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, 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](http://www.cuw.edu/apply).
2. 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 12 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](http://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 Student Status – 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. Provide official GED, high school, or college transcripts.
4. Submit an application and a \$50 non-refundable application fee.
5. Must be able to pass a background check.
6. Complete a physical prior to beginning Clinic and Lab classes.

#### 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 that they are aware that 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.

## 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) of 2.50. 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](http://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](mailto:dyf.midtown@cuw.edu)

**Concordia University Wisconsin  
Miller Park Way Center**  
Attn: Admission  
1670 Miller Park Way  
Milwaukee, WI 53214  
414.647.2523  
[dyf.millerparkway@cuw.edu](mailto:dyf.millerparkway@cuw.edu)

**Concordia University Wisconsin  
St. Louis Center**  
Attn: Admission  
10733 Sunset Office Drive Suite 425  
St. Louis, MO 63127  
314.984.8840  
[dyf.stlouis@cuw.edu](mailto:dyf.stlouis@cuw.edu)



## **BS COMPLETION FOR REGISTERED NURSES**

BSN 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](http://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 2.75 or higher.
3. A self-reflection essay answering questions; an outline will be provided.
4. One work related letter of recommendation.
5. Copies of current state nursing license and CPR card.
6. An online background check at a cost of \$55.00. Instructions will be provided upon application.

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 SOCIAL WORK PROGRAM**

Students must receive at least a "C" 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](http://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](http://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](http://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 Program Delivery

For the undergraduate Accelerated Learning programs Business Management, Criminal Justice, Health Care Management, Human Resource Management Degree and BSN Programs are offered and may be taken entirely online.

The MA program is an online blended program. Students are expected to come to a center/site once a week to complete the lab component of their coursework but all other coursework is completed online.

Graduate programs in MBA, OLA and Education are also available fully online.

For more program information concerning online please see [online.cuw.edu](http://online.cuw.edu) or for online guidelines/policies visit the CU portal under the program info tab and then online area.

## **REGISTRATION/COURSE GUIDELINES**

Once you register for an online course, you will have four weeks in which to order your textbooks and turn in your first assignment. If the first assignment is not turned in within the first four weeks, a non-refundable \$55 drop/withdrawal fee will be charged to your account and you will be given an administrative withdrawal for the course. Each course is designed to be completed in 6 weeks. You have up to 12 weeks from registration to finish the course. Please note the following timetable:

4 weeks after registration: You must have started class. An administrative withdrawal will be given if there is no record of the first assignment turned in and the \$55 drop/withdrawal fee will be assessed.

12 weeks after registration: A failing grade (F) will be assigned if course is not completed by this time. The student must request an extension from their instructor for special circumstances. Up to 3 weeks more can be granted.

## **Transfer Credits**

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.

## **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.

## **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.

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.

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.

## **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 CUW'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. <http://www.cuw.edu/Departments/international/studyabroad.html>

## **PORTFOLIO ASSESSMENT**

Portfolio Assessment experiential learning allows students to document college-level knowledge and competence acquired outside a classroom setting. Portfolio Development 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 the means to use for providing documentation. Portfolio credits apply only to the elective area, though 2 of the 21 credits may apply to the physical development core requirement. 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 the portfolio. A per credit fee is charged for portfolio credit requests.

Attendance at a Portfolio Development Workshop or completion of the Online Portfolio Workshop is required. These workshops guide the student through the process of determining what constitutes college level learning, the development of each petition for credit, and the documentation of the learning. Contact your advisor to schedule a Portfolio Development Workshop or to be registered for the Online Portfolio Workshop.

All official transcripts should be on file prior to submitting a portfolio to avoid duplication of credits. Students should submit portfolios by the first of each month to be reviewed by the Portfolio Committee. Portfolio petitions should be submitted for only the number of credits needed and should be for all credits the student seeks to have granted. The evaluation fee per credit, \$55, 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 credit petition, the charge is \$55; in the case of a revision, there is no charge. Portfolio credits should be submitted at least three months prior to the anticipated graduation date.

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

These programs serve students who want recognition for college level achievement acquired outside the conventional classroom. Students must 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. CLEP and DANTES credits are not accepted for Core credit, except in the areas of Physical Development and Mathematics and language with foreign language exam. Additional exams require prior approval from advisor.

## **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. 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

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 their Center Director **no later than 10 business days** from when students are notified of the academic dismissal. The Academic Dismissal Appeal Packet must include: Academic Dismissal Appeal Process Form (contact your Center Director for the proper form), a personal statement, and a success plan. The Center Director will submit the completed packet to the Academic Appeals Committee for review and an in-person meeting may be required. In matters of academic dismissal, the decision of the Academic Appeals Committee is final. The student will receive written notification of the decision, which will outline either specific conditions for reinstatement or provide steps to improve the possibility of reinstatement in the future. Regardless of the outcome of the appeal process, students will be allowed to complete the course which she or he is currently attending. **Submission of an appeal 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 six months following dismissal. During the readmission process, the student will need to demonstrate that the circumstances that lead to their dismissal have been removed (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.

### 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 student(s) 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 GRIEVANCE PROCEDURE

“If your brother sins against you, go and show him his fault, just between the two of you. If he listens to you, you have won your brother over. But if he will not listen, take one or two others along, so that every matter may be established by the testimony of two or three witnesses. If he refuses to listen to them, tell it to the church.” Matthew 18:15-17

Students, faculty, and administrators share the vision of creating a just environment which fosters maximum growth and development of the student. How to attain that goal may require dialogue when no clear guidelines or policies apply. Grievances will be handled so as to respect each of the parties' viewpoints and involve the participants as directly as possible in the solution. Following Matthew 18, first, discuss the matter directly with the person involved. If the parties cannot work out an agreement, they may decide to bring it to the Center Director. Below are the steps to be taken in resolving a grievance (as stated in the Faculty Handbook section 5.060 General Academic Grievances).

1. The student meets with the instructor to resolve the matter informally.
2. If not satisfied with the outcome, the student may file a written grievance with the Center Director within 10 working days after meeting directly with the instructor. (The next line of appeal for undergraduate students who are exclusively online learners is their academic advisor. Graduate students who are exclusively online learners should appeal to their Program Director. This grievance must be submitted in writing, email is permissible, within 10 working days after meeting with the instructor.) Upon receipt of the student's written grievance the Center Director will notify the instructor, who will then have 10 working days to submit a written explanation of the incident to the Official. Within 5 working days of receiving the instructor's written explanation, the Official will send a written response to the student and instructor.
3. If the student is still not satisfied, s/he may file a written complaint with the appropriate Dean within 10 working days of receiving the step two report. The Dean will render a decision and send a written response to the student, the instructor, and the Center Director or Department Chair within 10 working days of receiving the grievance.
4. Finally, the student may appeal a step three decision in writing to the Academic Grievance Committee (ACG) who will meet with the student within 10 working days of receiving the grievance and render an immediate decision. The AGC will submit a written report of their decision to the Academic Office, the appropriate Dean, the Center Director, the instructor, and the student.

## 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. Students who withdraw after the first week of class but before the second week will be charged 25% of the class tuition.

## FACE-TO-FACE REFUND POLICY

### 6-week classes

Prior to the first class session: 100%  
Between the first and second class sessions: 75%  
After the second class period: 0%

### 8-week and 10-week classes

Prior to the first class session: 100%  
Between the first and second class sessions: 67%  
Between the second and third class sessions: 33%  
After the third class period: 0%

## ONLINE REFUND POLICY

If a student wishes to withdraw from a class after the first assignment has been completed but before the second assignment is turned in, there will be a 50% refund of tuition. If the student wishes to withdraw from a class any time after the second assignment is turned in, there will be no refund of tuition.

## WITHDRAWAL FROM THE PROGRAM

If a student finds it necessary to withdraw completely from the program, he/she should inform the Center Director 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 re-enter under the policies and academic requirements in effect at that time.**

## **GRADUATION**

The policies and procedures for graduation are as follows:

- Students apply for graduation by filling out the online Request to Graduate Form. The form can be found at: <https://www.cuw.edu/Academics/requestgraduateforms.html>
- The center creates a graduation list for the ceremony. Students will not be placed on the graduation list unless they are within 3 credits of completion by the date of the ceremony. Students on this list will have their name in the graduation bulletin.
- Graduation lists need to be submitted to the Registrar, by the Center, one week before the last day to apply for graduation (this date is available on the graduation website).
- All students on the graduation list will be charged the \$55 graduation fee. This will happen on the last day to apply for graduation. This must be paid before the student's request for diploma can be processed.
- When graduation tickets are required, they will be mailed directly to students who indicate they are attending. This will happen approximately one month before the ceremony.
- Once a student has completed all classes, the Center will forward the online Request to Graduate Form to the Registrar. At that time, the Registrar will post the graduation date and start the diploma process once this is received. For the most current information: <https://www.cuw.edu/Academics/graduation.html>

## **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](http://www.cuw.edu/careers) to view a complete list of resources and services available.

## **Financial Aid**

### **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 CUW Portal (click on 'Student Services' tab, 'My Statement') and pay bills online.

Students anticipating to receive grants or loans must have completed the FAFSA application for these loans with the Financial Aid Office to begin class.

Questions should be directed to Concordia Financial Aid Office at: [finaid@cuw.edu](mailto:finaid@cuw.edu) or 800.243.4569.

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 prior to 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 per academic year to cover the cost of tuition, books, fee, transportation and living expenses
- Online students are eligible for the cost of tuition plus \$315 per course for textbooks
- 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](http://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 \$5,775.

**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 2015 - 2016 academic year is at a fixed rate of 4.29%. 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 2015 - 2016 academic year is at a fixed rate of 4.29%. Interest rates and origination fees are subject to change per acts of Congress.

**Eligibility for Financial Assistance for the 2015 - 2016 academic year:**

A student is considered independent for financial aid eligibility if any one of the following questions can be answered “yes”:

1. Were you born before January 1, 1991?
2. As of today, are you married? (Also answer “yes if you are separated but not divorced.)
3. At the beginning of the 2015 - 2016 school year, will you be working on a master’s or doctorate program (such as MA, MBA, MD, JD, PhD, EdD, graduate certificate, etc)?
4. Are you currently serving on active duty in the U.S. Armed Forces for purposes other than training?
5. Are you a veteran of the U.S. Armed Forces?
6. Do you have children who will receive more than half of their support from you between July 1, 2015 and June 30, 2016?
7. Do you have dependents (other than your children or spouse) who live with you and who receive more than half of their support from you, now and through June 30, 2016?
8. At any time since you turned age 13, were both your parents deceased, were you in foster care or were you a dependent or ward of the court?
9. Are you or were you an emancipated minor as determined by a court in your state of legal residence?
10. Are you or were you in legal guardianship as determined by a court in your state of legal residence?
11. At any time on or after July 1, 2015 did your high school or school district homeless liaison determine that you were an unaccompanied youth who was homeless?
12. At any time on or after July 1, 2015 did the director of an emergency shelter or transitional housing program funded by the U.S. Department of Housing and Urban Development determine that you were an unaccompanied youth who was homeless?
13. At any time on or after July 1, 2015, did the director of a runaway or homeless youth basic center or transitional living program determine that you were an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless?



Independent students may qualify for the following amounts of student loans:

		<b>Subsidized</b>	<b>Unsubsidized</b>
Credits earned 0-29	\$9,500 annually	\$3,500	\$6,000
Credits earned 30-59	\$10,500 annually	\$4,500	\$6,000
Credits earned 60 or more	\$12,500 annually	\$5,500	\$7,000

## **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](mailto:Eduardo.garza@cuw.edu) or the VA Certifying Official Barb Ellmaker at 262-243-4350 or email at [barb.ellmaker@cuw.edu](mailto: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](mailto:swlrc@cuw.edu).

### **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](http://www.smarthinking.com) to view the disciplines for which Smarthinking offers academic support.

Students may access the following Smarthinking tutoring options:

- 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.

### **ONLINE WRITING LAB (OWL)**

The OWL is maintained by trained Writing Center staff. Writing consultants offer constructive comments about student projects. The OWL staff reviews essays and focuses on higher order writing concerns such as argumentation, organization, evidence usage, and flow. Consultants can also assist with citation and grammar, however the OWL staff strives to give students holistic feedback on assignments beyond simply proofreading drafts. To submit an essay to the OWL, visit <https://www.cuw.edu/departments/lrc/owl/owlsubmission.cfm>.

### **IN-PERSON WRITING CONSULTATION**

Accelerated learning students are 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 to visit the Writing Center, please visit [tutortrac.cuw.edu](http://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 free help with most 100-200 level (and some 300-400 level) math courses at CUW. Tutoring takes place on a first-come first-served basis, in short 30-minute sessions meant to help students who are struggling with general math questions. For more information about the Math Drop-In Desk or to request a schedule, contact the LRC at 262-243-2623.

### **ACADEMIC SKILLS DEVELOPMENT**

The LRC at CUW 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](mailto:swlrc@cuw.edu).

### **DISABILITY SUPPORT SERVICES**

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 prohibit discrimination against individuals with disabilities. CUW is committed to students with disabilities and ensuring academic accessibility. The LRC assists students with obtaining and implementing reasonable accommodations in accordance with Section 504, the ADA, and relevant regulations and case law. Upon enrolling, students with disabilities should contact the Disability Support Services (DSS) Coordinator on the Mequon campus at (262) 243-4299 for further information regarding how to register with DSS.

## **Student Support Services**

The university provides a variety of services for students which include: Chaplain services, tutoring, career and counseling/testing. Tutorial and chaplain services are available to all students, free of charge, at all centers.

### **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.

### **DISABILITY SUPPORT SERVICES (DSS)**

CUW 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. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 prohibit discrimination against individuals with disabilities. If you are a student with a documented disability and need accommodations for any course, please provide the instructor with the appropriate letter for that course from the Director of the Learning Resource Center at the Mequon campus. Contact the Coordinator by calling (262) 243-4299.

## **Additional Accelerated Learning Center Information**

### **CODE OF STUDENT CONDUCT**

CUW 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)<<http://www.cuw.edu/consumerinformation>>. These policies describe the level of respect and discipline CUW 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.

### **CUW E-MAIL ACCOUNT & PORTAL ACCESS**

As a student at Concordia University Wisconsin, there are some important web systems you will need to access. The my.cuw.edu portal provides a secure, single sign-on to CUW'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 CUW 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](mailto: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](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 CUW 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.**

\*\*Textbooks are NOT provided for the following programs offered at Concordia's Accelerated Learning Centers: Nursing courses, the Teacher Certification program, the Medical Assistant certificate program, Social Work courses, and all Master's level courses.

## 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 INTEGRITY POLICY**

All students are expected to display honest, ethical behavior at all times and under all circumstances.

Academic dishonesty is defined as follows:

- 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: the forgery, alteration, or misuse of any University academic document, record, or instrument of identification.
- Academic Misconduct: intentionally or recklessly interfering with teaching, research, and/or other academic functions.

For more information on academic integrity, please see the Academic Policies section of the Student Handbook, which can be accessed at the following link: <https://www.cuw.edu/Departments/residencelife/assets/studentconductcode.pdf>

## **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 Wisconsin. 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 of 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 CUW’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 CUW 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 Wisconsin (CUW) fully subscribes to all Federal and State civil rights laws banning discrimination for private, church-affiliated institutions of higher education. CUW 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 CUW’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](http://www.cuw.edu/consumerinformation)

## CERTIFICATE PROGRAM

### **Major: Medical Assistant**

Concordia University Wisconsin'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 CUW 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 CUW Medical Assistant program incorporates Christian Values and Ethics that are important in the healthcare field.

The CUW Medical Assistant program is a Certificate program and has a daytime class track and an evening class track. Daytime classes are offered at our Miller Park Way Center (West Milwaukee) and our Beloit Center. Evening classes are offered at our Miller Park Way Center.

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, ETHICS AND 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

# Design Your Future Program

Associate degrees

## PROGRAM OBJECTIVES

Concordia University has prepared Associate degree programs for the individual seeking to prepare themselves with a solid academic foundation without the time or requirement for a four year degree 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 150 Introduction to Business Information Tech

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 Introduction to Corrections

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 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 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 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 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 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 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.

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
AL 161	Worldviews: History	3 credits
ED219	Number Sense in the Early Childhood Classroom/Practicum	4 credits
ED 218	Music Movement & The Arts	3 credits
ED247	Learning Experiences with Infants & Toddlers	3 credits
	Elective Course	3 credits
	Elective Course	3 credits
	<b>TOTAL CREDITS</b>	<b>64 credits</b>

# Bachelor Degree Programs

## THE STANDARD CORE CURRICULUM

### **Bible Content**

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

### **Christian Doctrine**

AL 210 Theology  
AL 210 Theology (EL)  
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 Communication (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\*

### **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  
AL 390 Globalization

### **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 388 Varieties of Belief (EL)\*  
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 390 Globalization  
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

AL 210 Theology  
AL 210 Theology (EL)  
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 the full-length semester 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 weeks 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.

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.

### 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

\*Core courses taken in the Major Sequence

### 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**



## 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.

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

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

\*\*Required for Associate Degree.

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

The Business Management major is available 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.

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

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

\*\*Required for Associate Degree.

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

The Health Care Management major is available 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.

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

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

\*\*Required for Associate Degree.

### ELECTIVE REQUIREMENTS: 45 CREDITS (ASSOCIATE: 4 CREDITS)

The Human Resource Management major is available 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 CUW 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 386 Renaissance and Reformation	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: The Heritage of Ancient Greece	3 credits	AL 390 Globalization	3 credits
AL 159* Heritage of Faith	3 credits	AL 391 Contemporary Studies	3 credits
AL 381 The World of Islam	3 credits	AL 285* Historical Methods	3 credits
AL 382 The Orient: History and Culture	3 credits	AL 103 Music	3 credits
AL 384 The Medieval World	3 credits	AL 158* Science	3 credits

\*Starred courses fulfill core requirements inside the major.

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

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

\*\* Required for Associate Degree.

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

The Management of Criminal Justice major is available 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 quick as 18 months, depending on how many credits are transferred in. Students may transfer in up to 90 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 CUW in order to satisfy residency requirements and graduate with a Baccalaureate Degree from CUW. Concordia University's Nursing Completion Program is accredited by the Commission on Collegiate Nursing Education.

### 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 CUW for residency)  
Ethics – 3 credits  
Humanities – 6 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 CUW) – 24 CREDITS

NURS 301 Dimensions of Professional Nursing - 3 credits  
NURS 331 Nursing in Historical Context - 3 credits  
NURS 336 Nursing Research for RNs - 3 credits  
NURS 342 Community Wellness - 6 credits  
NURS 442 Complex Nursing Systems - 6 credits  
NURS 492 Seminar in Contemporary Nursing - 3 credits

## **Major: Social Work**

The mission of the CUW 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 CUW 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**

- Identify as a professional social worker and conduct yourself accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgments.
- Engage diversity and difference in practice.
- Advance human rights and social and economic justice.
- Engage in research-informed practice and practice-informed research.
- Apply knowledge of human behavior and the social environment.
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Respond to contexts that shape practice.
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.



## 45 CREDIT MAJOR SEQUENCE (BACHELOR OF SCIENCE)

SW 100 Introduction to Social Work	3 Credits
SW 205 Introduction to Social 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	5 Credits
SW 427 Field Education II	5 Credits
SW 328 Field Seminar I	1 Credit
SW 428 Field Seminar II	1 Credit
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: 48 CREDITS

Writing (3 credits)	Mathematics (3 credits, must take Statistical Methods)
Bible Content (3 credits)	Creative Arts (3 credits)
Christian Doctrine (3 credits)	Language (3 credits)
Civilization and World Views: History (3 credits)	Physical Development (2 credits)
Civilization and World Views: Literature (3 credits)	Lab Science (4 credits, must take Anatomy and Physiology)
Communication (3 credits)	Social Science (3 credits)
Culture (3 credits)	Theology Elective (3 credits)
Citizenship (3 credits)	
Philosophical Foundations (3 credits, must take Student Success Strategies)	

## ELECTIVE REQUIREMENTS (33 REQUIRED)

## TOTAL CREDITS FOR BACHELOR OF SCIENCE 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 Wisconsin, 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, with upper division status, 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.

## 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 Wisconsin, 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 complete this major and wish to become certified as LCMS lay ministers should apply to the Lay Ministry Theological Education by Extension (TEE) Certification Program. They may get application forms from the Lay Ministry office at [ellen.leslie@cuw.edu](mailto:ellen.leslie@cuw.edu) or at 262-243-4343. Applicants must be of good moral character and must meet other qualifications specified by the program. They will also need to complete the remaining courses in the TEE program (see the CUW Undergraduate Academic Catalog). These courses are or will be available through extension sites, by online, or by correspondence courses.

### 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 210* Theology	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 388 Varieties of Belief OR	
Rel 410 World Religions	3 credits
Rel 312 Office of Professional Church Worker	3 credits

\*Core courses taken in the Major Sequence.

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

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

### ACCOUNTING MINOR: 18 CREDITS

ACCT 203 Financial Accounting  
ACCT 223 Managerial Accounting  
ACCT 310 Intermediate Accounting I  
ACCT 323 Cost Accounting  
ACCT 350 Income Tax I OR  
ACCT 311 Intermediate Accounting II OR A  
ACCT 330 Advanced Accounting

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

AL 169 Statistical Methods  
AL 272 Organizational Management Principles  
AL 346 Business Finance  
AL 347 Macroeconomics  
AL 359 Human Resource Management  
AL 365 Accounting  
AL 366 Marketing Management  
AL 367 Global Dimensions in 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

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

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

AL 169 Statistical Methods  
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 Accounting

### HUMAN RESOURCE MANAGEMENT CERTIFICATE OR MINOR: 18 CREDITS

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

AL272 Organizational Management Principles\*  
AL366 Marketing Management\* [pre-requisite for  
advanced courses]  
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

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 Accounting (prerequisite for AL325) OR  
AL472 Managing Change

### THEOLOGICAL STUDIES MINOR: 18 CREDITS

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

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

## 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 202 (or by permission of the instructor); sophomore standing. 3 credits.

### **ACCT 310 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: ACCT 201 and 202 or ACCT 203 (or by permission of the instructor); sophomore standing. 3 credits.

### **ACCT 311 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: 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: 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: 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: 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: C or higher 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: 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: 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 WORLD HISTORY**

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 / BUS 315EL STATISTICAL METHODS**

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 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 210 / 210EL THEOLOGY**

challenges the student to think theologically, yet concretely. Biblical, doctrinal, moral, and practical theology will be surveyed. This course will draw from various traditions, but a biblical foundation in the Christian tradition will be most prominent. Theological principles are applied to contemporary social and cultural issues. 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 265 / 265EL EMPLOYMENT AND LABOR RELATIONS**

develops an appreciation for the application of federal laws, regulations and legal precedence affecting the employment relationship. Students examine major labor and employment topics such as the National Labor Relations Act and the major federal discrimination laws impacting union and non-union environments. Prerequisite: AL 359 Human Resource Management. 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 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 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 / EL 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 / EL 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 / EL 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 / EL 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 / JPP 308EL 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 / FIN300 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 / ACCT 101EL 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 GLOBAL DIMENSIONS IN 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 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.

### **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 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 socio-emotional 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 first 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 of 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 Slidrocket and using the Internet to do research, send/receive email and explore other technology interests.

### **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

### **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.

**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 / 301EL DIMENSIONS IN PROFESSIONAL NURSING**

demonstrates the incorporation of Betty Neuman's conceptual framework within the nursing process. 3 credits.

**NURS 305 LEGAL/ETHICAL ASPECTS OF NURSING**

is a course in which the student will identify various ethical theories and define one's own value system. This course will then explore how the defined theoretical frameworks and value system support the nurse's legal responsibilities. The ethical/legal issues discussed will relate to the practice of nursing. 3 credits.

**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 331 / 331EL NURSING IN HISTORICAL CONTEXT**

is a course which introduces students to the concept that nursing today was formed by its history. Students will explore the development of the nursing profession, the impact of social and scientific changes on nursing, and nursing's impact on society. 3 credits.

**NURS 335 / 335EL NURSING RESEARCH (ALSO B.S.N. COMPLETION PROGRAM)**

introduces students to basic research principles and application of these principles to nursing practice. Prerequisites: MATH 205, NURS 301, NURS 311. 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 / 342EL COMMUNITY WELLNESS FOR RN'S** is an in-depth study of nursing responsibilities in assisting individuals, families and groups to meet stressors and retain, attain and maintain system stability with a community setting. Advanced clinical practice with clients in the community in a variety of settings and agencies is provided. 6 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 / 442EL COMPLEX NURSING SYSTEM FOR RN'S**

explores the principles of effective leadership/management skills in managing the health needs of individuals, groups and peers within the role of the professional nurse. 6 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 ISSUES FOR RN'S**

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.

**REL 100 THE BIBLE AS LITERATURE**

is an overview of the Bible intended to acquaint the student with its background, content and messages. This introductory course satisfies the core curriculum requirement for Bible content for students who are not in a church work program. 3 credits.

**REL 201 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 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 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 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]; or AL 210). 3 credits.

**REL 233 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]; or AL 210). 3 credits.

**REL 287 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]; or AL 210). 3 credits.

**REL 312 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]; or AL 210). 3 credits.

**REL 328 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]; or AL 210). 3 credits.

**REL 376 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]; or AL 210). 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]; or AL 210). 3 credits.

**REL 387 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]; or AL 210). 3 credits.

**REL 388EL VARIETIES OF BELIEF**

provides a framework for knowing about the teachings, practices, organization and historical development of world religions and various Christian communities. Emphasis is also placed upon the Christian living in relation to the peoples of other faiths especially in the North American context, with compassion, biblical confession, and a missional intention. Prerequisites: Bible Content (REL 100 [or 201 & 203]; or AL 159); Christian Doctrine (REL 110 [or 204]; or AL 210). No duplication with REL 410. 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]; or AL 210). No duplication with REL 388. 3 credits.

## MASTER'S DEGREE PROGRAMS

### 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 Wisconsin'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. 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.

### 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. The MBA program has six prerequisite courses. These prerequisite courses are not required prior to starting the program but must be taken prior to the corresponding MBA course. These prerequisites are Accounting, Finance, Management, Marketing, Economics, and Statistics.

MBA 500/800 Managerial Economics MBA 510/815 Applied Statistical Methods MBA 530/830 Corporate Finance MBA 540/840 Accounting: Financial Analysis for Decision Making	MBA 575/875 Business Ethics MBA 580/880 Leadership and Organizational Behavior MBA 610/910 Issues in Human Resources Management MBA 590/890 Strategic Management (Capstone-taken last)
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# 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.

### Management

Students may choose four courses within this concentration and one elective from another concentration.

MBA 527/827	Project Management
MIB 530/830	Global Production and Management
MBA 550/850	Strategic Marketing
MBA 554/854	Advertising Management
MBA 555/855	Small Business Management
MBA 556/856	Real Estate Management
MBA 557/857	Sustainable Business Practices
MBA 577/877	Loss Prevention
MIB 560/860	International Business
MBA 565/865	Supply Chain Management
MBA 570/870	Legal Aspects of Business
MBA 576/876	Fraud Management
MBA 622/922	Risk Management and Insurance
OLA512/812	Certified Management Certification

### Health Care Administration

MPA 535/835	Budgeting in Public Agencies, or
MPA 568/868	Public Human Resource Administration
MBA 620/920	Economics/Public Policy of Health Care
<b>OR</b>	
MBA 622/922	Risk Management and Insurance
MBA 623/923	Statutory Accounting
<b>OR</b>	
MBA 627/927	Corporate Risk Management: Theory and Application
MBA 845	Internship in Health Care Administration
MBA 624/924	Health, Life, and Social Insurance
MBA 685/985	Special Topics: Long Term Health Care, Ambulatory Care and Managed Care

### Human Resource Management

MBA 576/876	Fraud Management
MBA 600/900	Compensation and Benefits
MBA 605/905	Alternative Dispute Resolution
MBA 615/915	Labor and Employment Law
MBA 622/922	Risk Management and Insurance
MBA 624/924	Health Life and Social Insurance
MPA 568/868	Public Human Resource Administration

### Finance

MBA 576/876	Fraud Management
MBA 558/858	Real Estate Investment
MBA 570/870	Legal Aspects of Business
MBA 621/921	Financial Institution Management
MBA 622/922	Risk Management and Insurance
MBA 625/925	Securities Analysis
MBA 626/926	Portfolio Mathematics
MIB 540/840	International Finance

### Corporate Communication

MMC 520/820	Managerial Communication: Practices and Principles
MMC 525/825	Effective Business Writing in the Marketplace
MMC 540/840	Public Speaking: Professional Reports and Presentations
MMC 547/847	Adv. Interpersonal Communications & Interviewing
MMC 506/806	Group Dynamics and Leadership
MMC 586	Special Topics in Communications

### Marketing

MBA 511/811	Social Marketing Strategies
MBA 550/850	Strategic Marketing
MBA 552/852	Direct Marketing
MBA 553/853	Sales Management
MBA 554/854	Advertising Management
MBA 570/870	Legal Aspects of Business
MIB 555/855	International Marketing

### International Business

MIB 530/830	Global Productions-Operations
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

### Management Information Systems

MBA 520/820	Management Information Systems
MBA 521/821	Oracle Academy Database Design and Programming
MBA 522/822	Business Data Communications
MBA 523/823	Oracle Java Fundamentals and Programming
MBA 524/824	Systems Analysis and Design
MBA 526/826	Decision Support Systems
MBA 527/827	Project Management
MBA 528/828	Oracle Business Applications
MBA 529/829	Database Management

### 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
<b>OR</b>	
MBA 845	Internship
MPA 568/868	Public Human Resource Administration
MPA 569/869	Intergovernmental Relations



### **Risk Management**

MBA 570/870	Legal Aspects of Business
MBA 576/876	Fraud Management
MBA 622/922	Risk Management and Insurance
MBA 623/923	Statutory Accounting
MBA 627/927	Corporate Risk Management: Theory and Application
MBA 628/928	Corporate Risk Finance: From Concepts to Reality
MBA 577/877	Loss Prevention
MBA 623/923	Loss Prevention Statutory Accounting
MBA 624/924	Health, Life, Business Social Insurance
MBA 625/925	Securities Analysis

### **Sustainability Management & Analytics**

MBA 547/847	Industrial Ecology
MBA 548/848	LEED & Associate & Accredited Professional
MBA 549/849	Ecological Economics
MBA 571/871	Environmental Law
MBA 557/857	Sustainable Business Practices
MBA 546/846	Innovative Special Topics in Business & Industry
CHEM 561/861	Environmental Chemistry and Toxicology
MBA 845	Internship in Sustainability

### **Accounting**

Students that hold a bachelor degree in accounting will have the core course MBA540 waived.

MBA 525/825	Advanced Auditing
MIB 530/830	Global Production & Operations
MBA 576/876	Fraud Management
MBA 529/829	Database Management
MBA 532/832	Government/Not for Profit Accounting
MBA 524/824	Systems Analysis and Design
MBA 623/923	Statutory Accounting
MMC 540/840	Public Speaking: Professional Reports and Presentations

### **Sport and Entertainment Management**

MBA 641/941	Global Perspectives of Sport and Entertainment Management
MBA 642/942	Contemporary Principles of Hospitality and Event Management
MBA 643/943	Integrated Public Relations and Social Media Strategies
MBA 645/945	Sponsorship, Sales and Fundraising Strategies
MBA 646/946	Event Management and Activation
MBA 644/944	Marketing & Brand Activation

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.

## **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!

CUW'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. CUW'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

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**

### **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 510 / 815 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 SOCIAL 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 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 concepts and terminology. It is divided into two major modules. In the first module, Java fundamentals, 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 project's 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 545 / 845 INTERNSHIP**

provides the student with a practical application experience that cannot be duplicated in the classroom. Students must work in an approved business site for a minimum of 120 hours to practice skills discussed in other MBA classes. All sites are to be approved by the MBA program director. International students cannot substitute this class for a class given in a regular term. International students must have their I-20s signed by the school's designated school official before they begin this experience. 3 credits.

**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**

studies the principles and practices in planning, organizing, and controlling sales force. Selection, training, compensating, supervising and stimulating salespersons is emphasized. Prerequisite: MBA 550 Marketing Management. 3 credits.

**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 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 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 575 / 875 BUSINESS ETHICS**

studies contemporary business issues facing managers. Emphasis will be on developing theoretical skills for analyzing ethical issues and competing claims, and formulating sound well-grounded policies. Also covered will be development of an understanding of how society develops and changes ethical norms. 3 credits.

**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 580 / 880 LEADERSHIP AND ORGANIZATIONAL BEHAVIOR**

is designed to increase one's effectiveness and skill in analyzing and understanding organizations and their attendant processes. Behavioral science concepts and theories are studied. Individual, group, and structural behavior and concepts are presented. A special emphasis on leadership is provided. 3 credits.

**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, variable, 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, mediation 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**

is a study of the management and administrative 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 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**

Concepts and real world examples of risk financing evaluation and decisions. We will explore theory and application of various the analysis and quantification 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 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 815 STATISTICAL RESEARCH**

is designed to prepare graduate students to write scholarly research papers in their field of study. The four-unit course is designed for students who have limited or no background in research principles, statistics, and research methodology. The final project in the course is a 10-to-12-page research paper written by the student on a topic approved by the student's graduate department. 3 credits.

**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.

**MBA 930 ETHICS AND LEADERSHIP IN HEALTH CARE**

will examine and evaluate leadership theories and develop leadership skills and abilities as they relate to the field of health care. Emphasis will be placed on motivation and leadership concepts in various organizational situations. Prerequisite: MBA 580, Leadership and Organizational Behavior. 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 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.

**SEM 641 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.

**SEM 642 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.

**SEM 643 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.

**SEM 644 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.

## **Major: Education**

### **Teacher Certification Program – Elementary, Early Childhood and Secondary**

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) 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 CUW 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 CUW's Graduate Teacher Certification Program (TCP, ACE, OR GTCP program)
- A cumulative GPA of 3.0 or above in CUW 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 Practicum
EDC 517	Professional Foundations II
EDC 511	Clinicals
EDC 512	Pre K Student Teaching
EDC 618	Elementary Student Teaching
EDC 535	Kindergarten Student Teaching Portfolio I
EDC 619	Portfolio II
EDC 530	Portfolio III
EDC 531	
EDC 532	

### 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	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)

## 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

The School Counselor Program is approved by the Wisconsin Department of Public Instruction. The Professional Counselor Program is approved by the State of Wisconsin, Department of Regulation and Licensing. School Counselor (K-12) – WDPI License #54

\*\*Alternative Education coursework and licensing options are identified and explained within this section of the Graduate and Professional Studies Academic Catalog. Information on the Alternative Education Program follows the licensing requirements for school counselors.

### 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.

### 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)

#### 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 550/850 Social Psychology (3 credits - Elective)
- 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 Practicum for School Counselors I (3 credits - Required)
- COUN 599/899 Practicum for School Counselors II (3 credits - Required)
- COUN 627/927 Portfolio I (0 credits - Required)
- COUN 628/928 Portfolio II (0 credits - Required)
- COUN 629/929 Portfolio III (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 #54**

Practicum Requirements-The student seeking a Wisconsin Department of Public Instruction (DPI) counseling license will be required to complete a minimum of 600 hours of practicum experiences within school settings. These practicum experiences must be under the supervision of a counselor who holds certification as a school counselor through the DPI and a DPI licensed counselor from Concordia University. A practicum agreement between the student, Concordia University and the receiving school district are required for each practicum placement. The practicum affords the student the opportunity to work as a counselor in the school setting in individual counseling, group counseling, and group instruction, assessment and implementation of a school counseling program, faculty meetings, meetings with parents, and work with community organizations. Practicum hours and experiences must be obtained in elementary school, middle school and the high school settings. Applications for practicum must be made to the Director of the Counselor Education Program in advance (3 to 6 months prior is recommended) of starting a practicum and after a minimum of 30 credit hours of coursework has been completed within the graduate counseling program.

Portfolio Requirements- The student seeking a DPI counseling license must complete a Portfolio and demonstrate an understanding and ability to apply the Pupil Service Standards within counseling practice. The Portfolio is comprised of three sections. Portfolio 1 is completed while a student is enrolled in COUN 543/843-Counseling Theories and Issues. Portfolio 2 is completed while the student is enrolled in COUN 598/898-Practicum for School Counselors I. Portfolio 3 is completed while the student is enrolled in COUN 599/899-Practicum in School Counselors II.

Praxis II Exam Requirement- Students completing the school counseling program after August 31, 2010 must take and pass the Praxis II for School Guidance and Counseling prior to completion of COUN 599/899-Practicum in School Counselors II.

Alternative Education - Graduate counseling students with a teaching license are eligible for a license #952 by completing the alternative education coursework. The alternative education license is an add-on license for students' with a teaching license. Other interested graduate counseling students and students within the CUW graduate program are welcome and eligible to enroll in alternative education coursework.

- EDG 632/932 Educating Students at Risk (3 credits)
- EDG 633/933 Alternative Education (3 credits)
- EDG 627/910 Portfolio for Alternative Education

Coursework taken for alternative education licensing is not part of required coursework for the Master of Science in Education-Counseling degree.

## 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 consists of twenty-four (24) semester hours of required courses, and nine (9) semester hours of elective credits related to the teacher interest areas. The total Master's degree requires thirty-three (33) semester hours.

### Student Learning Outcomes

- Program completers draw on their knowledge of how students learn and develop in order to understand their students and guide curricular and instructional decisions.
- Program completers draw on their knowledge of subject matter to establish goals and to facilitate student learning within and across the curriculum.
- Program completers demonstrate proficient knowledge and skills to establish a caring, inclusive, stimulating, and safe school community where students can take intellectual risks practice democracy, and work collaboratively and independently.
- Program completers are knowledgeable about and, where available, use current technologies and select, adapt and create engaging resources to promote student learning.
- Program completers create elegant and powerful approaches to instructional challenges and rely on their extensive pedagogical knowledge to make curricular decisions, select instructional strategies, develop instructional plans and formulate assessment plans.
- Program completers demonstrate proficient knowledge and skills to require students to confront, explore, and understand important and challenging concepts, topics, and issues and to improve skills in purposeful ways.
- Program completers understand the strengths and weaknesses of different assessment methods, demonstrate proficient knowledge and skills to employ multiple methods of assessment, base their instruction on ongoing assessment, and encourage students to monitor and reflect on their own learning.
- Program completers demonstrate proficient knowledge and skills to regularly analyze, evaluate, reflect on, and strengthen the effectiveness and quality of their practice.
- Program completers demonstrate proficient knowledge and skills to work to involve families in their children's education, help the community understand the role of the curriculum in today's world, and, to the extent possible, involve the community in support of instruction.
- Program completers demonstrate proficient knowledge and skills to work with colleagues to improve schools and to advance knowledge and practice in their field.

There are two tracks available in this concentration:

1. Masters Degree for Elementary, Middle or High School Teacher.
2. Masters Degree with Teacher Certification (please see Teacher Certification section of catalog)

### 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 587/887 Assessment for Learning	3 credits
EDG 632/932 Educating Students at Risk	3 credits
EDG 633/933 Alternative Education	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	Integrating Learning Across the Curriculum	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 556/856	Language Arts and Teaching Reading	3 credits
EDG 562	Faith Development of Young Children	3 credits
EDG 570	Cooperative Learning in the Classroom	3 credits
EDG 574	Art in Elementary and Early Childhood Education	3 credits
EDG 576/876	Literature for Children K-12	3 credits
EDG 649/949	Professional Learning Communities	3 credits
EDT 514/814	Educational Ministry in the Digital World	3 credits
EDT 589/889	Applying Technology in the Content Areas	3 credits
EDT 607/907	Multimedia for the Classroom	3 credits
EDT 608/908	Critical Issues in Educational Technology	3 credits
EDT 639/939	School Leadership in Technology	3 credits
EDT 657/957	Building Online Learning Communities	3 credits
EDT 670/970	Integrating Technology in the Classroom	3 credits
COUN 543/843	Counseling: Theories & Issues	3 credits
COUN 569/869	Families and Schools Together	3 credits
COUN 584/884	Human Development	3 credits

Other courses may be taken as part of your program with the advisor/director's approval.

## 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, and public relations. 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 (#51) is limited to elementary and high school building principals. Applicants are encouraged to check with the Wisconsin Department of Public Instruction (DPI) for further details about additional requirements to be eligible for the principal's license in Wisconsin. Applicants desiring a principal's license for another state should consult with their state's licensing requirements.

### Student Learning Outcomes

- Proficient understanding of and demonstrate competence in the teacher standards.
- Proficient knowledge and skills that shows they can lead by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
- Proficient knowledge and skills to manage by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
- Proficient knowledge and skills to ensure management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
- Proficient knowledge and skills that model collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Proficient knowledge and skills to act with integrity, fairness, and in an ethical manner.
- Proficient knowledge and skills to understand, respond to, and interact with the larger political, social, economic, legal, and cultural context that affects schooling.
- Proficient knowledge and skills to model Christian servant leadership through consistent, moral and ethical behaviors and, by example, inspires others to do likewise in their personal, professional and community life.

There are two options available in this concentration –

1. School Principal – License #51. This program is for a Wisconsin certified teacher already holding a Masters Degree.
2. Masters Degree with a #51 License. This program is for someone who does not yet hold a Masters Degree.

**SCHOOL PRINCIPAL – LICENSE #51  
(27 CREDITS REQUIRED)**

EDG 531/831	Principles of Educational Administration (Foundation Course – take first)	3 credits
EDG 627/921	Portfolio I (Taken with EDG 531/831)	0 credits
EDG 507/807	Curriculum Development	3 credits
EDG 533/833	Leadership for Change in Education	3 credits
EDG 535/835	Legal and Ethical Issues in Administration	3 credits
EDG 536/836	Educational Governance and Administration	3 credits
EDG 537/837	Supervision of Instruction	3 credits
EDG 541/841	School Business Administration	3 credits
EDG 628/922	Portfolio II (Taken Prior to EDG 539/839)	0 credits
EDG 745/845	The Principalship	3 credits
EDG 539/839	Practicum in Educational Administration (Take last)	3 credits
EDG 629/923	Portfolio III (Taken after last course.)	0 credits

**MASTER OF SCIENCE IN EDUCATION – EDUCATIONAL ADMINISTRATION WITH A #51 LICENSE  
(33 CREDITS REQUIRED)**

EDG 531/831	Principles of Educational Administration (Foundation Course – take first)	3 credits
EDG 627/921	Portfolio I (Taken with EDG 531/831)	0 credits
EDG 507/807	Curriculum Development	3 credits
EDG 515/815	Educational Research Methods	3 credits
EDG 533/833	Leadership for Change in Education	3 credits
EDG 535/835	Legal and Ethical Issues in Administration	3 credits
EDG 536/836	Educational Governance and Administration	3 credits
EDG 537/837	Supervision of Instruction	3 credits
EDG 541/841	School Business Administration	3 credits
EDG 745/845	The Principalship	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 628/922	Portfolio II (Taken prior to EDG 539/839)	0 credits
EDG 539/839	Practicum in Educational Administration (Take Last)	3 credits
EDG 629/923	Portfolio III (Taken after last course)	0 credits

## Masters of Science in Education – Literacy

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 #316) and as a Reading Specialist (Wisconsin Department of Public Instruction Certification #17). Reading Specialist certification requires a master's degree, which includes Reading Teacher certification. Reading Teacher certification requires 18 credits.

### Student Learning Outcomes

- The student has an understanding of and demonstrates competence in the teacher standards under s. PI 34.02.
- The student has knowledge of the foundation of reading and writing processes and instruction.
- The student uses a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
- The student uses a variety of assessment tools and practices to plan and evaluate effective reading instruction.
- The student creates a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
- The student views professional development as a career-long effort and responsibility.
- The student leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
- The student manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
- The student ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
- The student models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- The student acts with integrity, fairness, and in an ethical manner.
- The student understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.
- That the educational professional models Christian servant leadership through consistent, moral and ethical behaviors and, by example, inspires others to do likewise in their personal, professional and community life.

There are two options available in this concentration:

1. Reading Teacher Certification – License #316  
(#316 Certification after 18 credits)
2. Reading Specialist Certification – License #17 (30 credits)  
(#17 Certification includes Master's + 3 credits)

### REQUIRED COURSES

EDG 552/852	Improvement in the Teaching of Reading	3 credits
EDG 509/809	Integrating Learning and Reading Skills Across the Curriculum	3 credits
EDG 556/856	Language Arts for the Teaching of Reading	3 credits
EDG 553/853	Reading Assessment and Instruction	3 credits
EDG 554/854	Practicum in Reading	3 credits
EDG 576/876	Literature for Children K-12	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 316 Reading Teacher Certification)

EDG 507/807	Curriculum Development	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	Topics & Research in Reading (Note: Prerequisite to EDG 544/844 (minimum of 18 credits))	3 credits
EDG 595/895	Graduate Capstone Project (minimum of 27 credits and permission of instructor)	3 credits

#### Thesis Option:

EDG 544/844	Topics & Research in Reading (minimum of 18 credits)	3 credits
EDG 590/890	Thesis Completion Seminar (minimum of 27 credits)	3 credits

#### Reading Specialist Certification - 3 credits beyond the Master's degree

EDG 596/896	Internship in Reading	3 credits
EDG 629/929	Portfolio III	0 credits

#### Electives in Reading

(Other courses may be taken with the permission of the Director of Graduate Reading.)



## EDUCATION PROGRAM COURSE DESCRIPTIONS

### **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 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. COUN 543/843. 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. Prerequisites: COUN 543/843; COUN 584/884 or EDG 580/880; COUN 592/892; COUN 587/887- 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. Prerequisites: COUN 543/843; COUN 584/884 or EDG 580/880; COUN 592/892; COUN 552/882 or COUN 550/880; COUN 554/884; COUN 593/893; COUN 594/894. 3 credits.

### **COUN 582 / 882 TRAUMA COUNSELING**

gives students an opportunity to learn how to work with survivors of trauma. The student will enhance skills to help trauma survivors and families who have experienced trauma. Topics will include: post-traumatic stress disorder, trauma in families, trauma in children and compassion fatigue. Prerequisites: COUN 543/843; COUN 584/884 or EDG 580/880; COUN 592/892; COUN 552/882 or COUN 550/880; COUN 554/884. 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. Prerequisite: COUN 543/843. 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 / 893 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 / 894 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. 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 PROFESSIONAL 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: Sandra Harris  
4090 Geddes Road  
Ann Arbor, MI 48105  
Phone: 734-995-7300

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.



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### CONCORDIA UNIVERSITY – DEARBORN CENTER

Center Director: Saul Davis  
22720 Michigan Ave.  
Suite 150  
Dearborn, MI 48124  
Phone: 313-429-8994

The Dearborn Center is located in West Downtown Dearborn between South Military and Outer Drive. Programs are offered in partnership with Concordia University Wisconsin.



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### CONCORDIA UNIVERSITY – FRANKENMUTH

Center Director: Mary Galsterer  
516 S Main St  
Frankenmuth, MI 48734  
Phone: 989-262-8686 (FAX: 989-262-8689)

The Frankenmuth Center is located in downtown Frankenmuth on Main Street, at the top of the hill, near Tuscola Rd in the back of the Zehnder's and Associates building. Programs are offered in partnership with Concordia University Wisconsin.





## Accelerated Learning Center Locations

### 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.



### WISCONSIN

#### CONCORDIA UNIVERSITY – APPLETON CENTER

Center Director: Tara Carr  
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 US Highway 41 off exit 137. From College Avenue, turn south on Nicolet Road and then west onto Lawrence Street to across 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.



## Accelerated Learning Center Locations

### 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 Wellington Restaurant.



### 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: Paige Firgens  
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: Angela Belz  
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: Douglas Wales  
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

### ONALASKA

Onalaska High School  
700 Hilltopper Place  
Onalaska, WI 54650

### MILWAUKEE

Milwaukee Lutheran High School  
9700 West Grandtosa Drive  
Milwaukee, WI 53222

### WAUSAU

Northcentral Technical College  
1000 W. Campus Drive  
Wausau, WI 54401

## Faculty

Abraham, Kevin  
MBA Concordia University Wisconsin  
Beloit, Management

Achten, Adam  
M.B.A., University of Wisconsin - Oshkosh  
Appleton/Green Bay, MBA

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

Aldous, Gregory  
M.S., University of Wisconsin - Madison  
Madison, Liberal Arts

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

Arendt, Brian  
Ph.D., Georgetown University  
M.A., State University of New York  
St. Louis, Liberal Arts

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

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

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  
Madison, Mequon

Becker, Shawn  
M.A., University of Northern Iowa  
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

Bellerud, Dan  
M.B.A., Amber University  
Appleton, Green Bay, Management

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

Besch, Michael  
Ph.D., M.A., Marquette University  
M.B.A., Keller Graduate School of  
Management, Mequon,  
Miller Park Way, 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

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

Borkenhagen, A. Phillip  
M.S., Indiana Wesleyan University  
Madison

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

Buck, William  
M.B.A., Lincoln University  
St. Louis, M.B.A.

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

Burgos, Ruben  
M.S., Springfield College  
Miller Park Way, Criminal Justice

Buri, Carrie  
Ed.D., Edgewood College - Madison  
M.S.Ed., Concordia University - Wisconsin  
Madison, 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

Buttke, George  
M.S., Southern Methodist University  
Appleton, Green Bay, Management

Cai, Lixin  
M.B.A., Concordia University Wisconsin  
Mequon

Caldie, Thomas  
M.S., Administrative Science  
University of Wisconsin, Green Bay  
Green Bay, Appleton, Management

Campbell-Hunter, Shunette  
J.D. University Wisconsin - Madison  
Madison, Criminal Justice

Canapa, Sally  
Ph.D., University of Wisconsin - Milwaukee  
M.A., University of Wisconsin - Milwaukee  
Mequon, Liberal Arts

Capello, Matt  
MBA, Lindenwood University  
St. Louis, MBA

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

Christians, Sara  
M.S., Concordia University Wisconsin  
Mequon

Christofferson, Jean  
CMA (AAMA), B.S., Concordia University  
Wisconsin, Mequon,  
Medical Assistant

Cipriano, Thomas  
M.S. Criminal Justice, Lewis University  
Madison, Criminal Justice

Clark, Jeridon  
M.S., Cardinal Stritch University  
Mequon

Cody, Christopher  
M.S., Concordia University Wisconsin  
Ed. D., Walden University

Coldren, Andrew  
M.S.E. University of Wisconsin Whitewater  
Beloit, General Studies

Coleman, Tracey  
MA. Webster University  
St. Louis, HR, OLA, MBA

Cook, Jacqueline  
M.S., University of Wisconsin - Milwaukee  
Milwaukee Midtown  
Human Resource Management

Corcoran, Michael  
M.Ed. UW-Milwaukee, M.Ed. University of  
IL at Springfield  
Kenosha, Miller Park, Math

Corona, Zelda  
M.B.A., Concordia University Wisconsin  
Miller Park Way, Health Care Management

Cortez, Nelida  
J.D., University of Wisconsin - Madison  
Miller Park Way, Waukesha

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  
Mequon

Curtis, Timothy  
M.S., Grand Canyon University  
Beloit, Health Care Management

Dahl, Brenda J,  
J.D., Marquette University  
Kenosha, Criminal Justice

Daul, David  
J.D., University of Denver  
Green Bay, Criminal Justice

Daute, Jean  
M.S., University of Wisconsin - Whitewater  
Madison

Davidson, Mary  
M.A., Mount Mary College  
Mequon

Davis, Gary  
M.S.W., University of Wisconsin - Milwaukee  
Mequon

Dawson, Linda  
M.S., Kearney State College  
Appleton, Green Bay, Management,  
Liberal Arts

DeGrave, Patrick  
M.S., Cardinal Stritch University  
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  
Ed. D., Edgewood College  
Mequon, Wausau

Dolan, Shaun  
M.S. University of Wisconsin - Milwaukee  
Appleton, Art Methods

Douglas, Sandra  
J.D., William Mitchell College of Law  
Mequon, Management

Dressler, Jay  
MS.Ed., University of Wisconsin, Eau Claire  
Eau Claire, Health Care, Business,  
Criminal Justice

Duchow, Martin  
M.A., Western Michigan University  
Ed. D., Nova Southeastern University  
Mequon

Dunst, Terrence  
J.D., University of St. Thomas  
Eau Claire, Criminal Justice, Business

Duran, Mikki  
M.S. University of Wisconsin - LaCrosse  
Appleton, PE/Health Methods

Dyslin, Maria  
M.S., University of Wisconsin - Madison  
Madison

Dyson, John  
M.S.N., Alverno College  
Mequon, Unspecified Location

Eckert, Alison  
M.S., University of Wisconsin - Milwaukee  
Eau Claire

Edwards, Rev. Eric  
M. Div. St. Louis University  
Waukesha, Religious studies

Eggebrecht, David  
Ph.D., Marquette University  
M.A., Marquette University  
Mequon, Miller Park Way, Liberal Arts

Ehley, Kim  
M.S., Concordia University Wisconsin  
Mequon

Ehlke, Roland  
M.Div., Wisconsin Lutheran Seminary  
S.T.M., Wisconsin Lutheran Seminary  
Ph.D., University of Wisconsin - Milwaukee  
M.A., University of Wisconsin - Milwaukee  
Mequon, Midtown, Miller Park Way,  
Kenosha, Liberal Arts

Eichelberger, James  
M.P.A., Indiana University  
Mequon

Ellerbrook, Debra  
M.M., Webster University  
St. Louis, Management

Elliehausen, Valley  
M.B.A. Concordia University Wisconsin  
Mequon

Emmrich, David  
M.A., St. Cloud University  
S.T.M., Concordia University Seminary  
M.Div., Concordia University Seminary  
Madison, Liberal Arts

Evans, Elizabeth  
Ph.D., University of Wisconsin - Milwaukee  
Mequon, Miller Park Way,  
Management, Liberal Arts

Fahje, Howard  
M.A., Cardinal Stritch University  
Miller Park Way, Waukesha

Fancher, Theodore  
M.S., Marian University  
Miller Park Way

Faulkner, Rev. David  
M.Div., Concordia Seminary - St. Louis  
Wausau, Theology, Liberal Arts

Feiker, Amanda  
M.S., Concordia University Wisconsin  
Kenosha, Mequon, Unspecified Location

Fictum, Amy  
M.A., Lewis University  
Appleton

Firgens, Paige  
M.B.A., Texas Christian University  
Appleton, Management,  
Human Resource Management

Fischer, Barbara  
M.B.A., University of Wisconsin - Milwaukee  
Ph. D., Leadership,  
Cardinal Stritch University  
Kenosha, Mequon

Fischer, Kim  
M.S., Cardinal Stritch University  
Wausau, Unspecified Location

Flaherty, Michael  
M.S., University of Wisconsin - Milwaukee  
Mequon

Fleck, Andrew  
M.S., Silver Lake College  
M.A., Fielding Graduate University  
Appleton, Green Bay, Business

Foti, John  
M.S., University of Illinois  
Beloit, Mathematics

Franckowiak, Debra J.  
M.B.A., University of Phoenix  
Kenosha, Health Care Management

Francois, Roger  
M.A. Education Technology, Marian Univ.  
Green Bay, Liberal Arts

Franklin, Frederick  
M.S., Cardinal Stritch University  
Mequon, Midtown, Management

Franklin, Helen  
M.S.N., Regis University  
Beloit, Health Care

French, William  
M.B.A., Southern Illinois University  
Beloit, Madison, Wausau  
Health Care, Business

Fuerbringer, Ann  
M.S. Ed., University of Wisconsin - Oshkosh  
Mequon

Gagan, Mary  
M.O.B., Silver Lake College  
Appleton, Green Bay,  
Human Resource Management

Gang, Joyce  
Ph.D., Washington University  
M.S.W., Washington University  
M.Ed., Washington University  
St. Louis, Management,  
Human Resource Management

Gardner, Travis  
M.S., University of Wisconsin - Milwaukee  
Kenosha, Mequon

Gartner, Richard  
M.S., Northern Illinois University  
Madison

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

Gieseke, Richard  
M.A., Concordia – River Forest  
St. Louis, Liberal Arts

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

Gomez, Rafael  
M.A., St. Mary's University  
Madison

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.  
M.A., Marquette University  
Mequon, Midtown, Miller Park Way,  
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

Hangsleben, John  
M.P.A., Southern Illinois University  
St. Louis, Management,  
Human Resource Management

Hanlon, Daniel  
M.S., University of Wisconsin - Milwaukee  
Mequon, Midtown, Miller Park Way  
Criminal Justice

Hansen, Eric  
MA, University of IL at Urbana-Champaign,  
M.Ed. American College of Education  
Kenosha, Art

Hanson, Daryl  
M.A., Ball State University  
Ph.D., Ball State University  
Kenosha

Hardesty, Janice  
Ph.D., University Wisconsin - Madison  
Appleton, Education

Hardy, David  
M.S., Lindenwood University  
St. Louis, Management, Criminal Justice  
Human Resource Management

Harms, Paula  
M.A., University of South Dakota  
Ed. D., Capella University  
Eau Claire

Harold, Donna  
M.B.A., Concordia University Wisconsin  
Beloit, Management

Harold, Emeterio  
MBA Concordia University Wisconsin  
Beloit, Management and Health Care

Harper, David  
M.A., Marian College  
Appleton, Green Bay

Harris, Kenneth  
M.B.A., Concordia University - Wisconsin  
Mequon, Midtown, Criminal Justice

Haselow-Dulin, Maryanne  
M.S., University of Wisconsin - Madison  
Beloit, Madison, Liberal Arts

Hartman, Katie  
M.A. University of Chicago  
Beloit, Madison, Liberal Arts

Haslett, Denna  
J.A., Concordia University Wisconsin  
Mequon

Hatch, Kelly  
M.S., University of Wisconsin - Madison  
Madison

Hatch, Veronica  
M.B.A., University of Wisconsin - Whitewater  
Midtown, Miller Park Way

He, Peng  
M.B.A., Ph. D., Liaoning University of the  
People's Republic of China  
Mequon, Midtown

Hellwege, John  
Ph.D., A.B.D., S.T.M., M.Div.,  
Concordia Seminary  
St. Louis, Theology

Helmer, Tina  
M.S., University of Wisconsin - Stout  
Appleton, Green Bay

Hendrickson, Marion  
M.S., University of Illinois  
M.Div., Concordia Seminary - St. Louis  
Madison, Liberal Arts

Henne, Rev. Bruce  
Th.M., Trinity Evangelical Div. School  
Kenosha, Miller Park Way, Liberal Arts

Hennen, Valerie  
MA, Mandato State University  
Kenosha, English

Hensel, Linda  
M.E., Ph. D., Cardinal Stritch University  
Mequon

Hepner, Michael  
Ph.D. Lindenwood University  
St. Louis, CJ

Hering, Jamie  
MA, Roosevelt University, Chicago, IL  
Kenosha, English

Herrmann, Wendy  
M.A., Lakeland College  
Madison

Hershberger, Thomas  
M.B.A., University of Wisconsin - Madison  
Beloit, Madison

Hite-Ross, Marilyn  
J.D., Indiana University School of Law  
Beloit, Criminal Justice

Hodge, LaTasha  
M.S., University of Wisconsin - Milwaukee  
M.S., Concordia University Wisconsin

Hoffman, Edgar  
M.B.A., University of Pittsburgh  
Mequon, Miller Park Way

Holbrook, Julie  
M.S., University Wisconsin - EauClaire  
Appleton

Holley, Cecilia  
M.S. Ed., University of Wisconsin - Oshkosh  
Kenosha, Mequon, Unspecified Location

Holloway, Wyllyam  
M.A., The University of Chicago  
Mequon

Holtan, Sarah  
M.S., Concordia University Wisconsin  
Mequon, Management

Holton, Deborah  
M.A., Alverno College  
Miller Park Way, Liberal Arts

Hopfensperger, Patrick  
M.S., University of Wisconsin - Milwaukee  
Mequon

Hopfensperger, Richard  
M.S., University of Wisconsin - Oshkosh  
Appleton, Green Bay, Management

Hopman, Paul  
M.S., University of Wisconsin - Milwaukee  
Appleton, Green Bay, Management

Hudson, Ricky  
M.S., Cardinal Stritch University  
Madison

Hughes, Dale  
J.D., University Wisconsin -  
Madison Law School  
Madison, Criminal Justice

Humphreys, Candi  
M.S.N., University of Wisconsin - Oshkosh  
D.N.P., Concordia University Wisconsin  
Mequon

Hunt, Carl  
M.S., University of Wisconsin - Milwaukee  
Midtown

Hurley, Steven R.  
M.S., Cardinal Stritch University  
Kenosha, Criminal Justice,  
Business Management

Hyland, Amy  
M.Ed., National-Louis University  
M.A., Aurora University  
Kenosha, Mequon

Hyland, Thomas  
M.A., Concordia University Chicago  
Kenosha

Ikanih, Christian  
Ph.D., Trinity College of the Bible and  
Trinity Theological Seminary  
Midtown

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MS, UW - Whitewater  
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Mequon, Midtown, Ann Arbor

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Appleton, Science Methods

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Mequon, Ann Arbor

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Unspecified Location

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Appleton, Mequon

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Human Resource Management

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Human Resource Management, MBA

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Appleton, Language Arts Methods

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Appleton, Professional Foundations

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Mequon, Waukesha

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Kenosha/RAMAC, Core

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Mequon, Health Care Management

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Unspecified Location

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