

# Accelerated Learning Centers & Off Campus Offerings





# Concordia University Wisconsin

## 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.

## ESSENTIAL LEARNING OBJECTIVES

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 OBJECTIVES

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**

STATEM

# 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. Generally students will be required to have a 2.00 GPA.
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 \$40 non-refundable application fee.
5. 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.

## DESIGN YOUR FUTURE

The Concordia University “Design Your Future” (DYF) program is a two-year bachelor’s bridge program for Milwaukee area high school graduates between the ages of 18 – 23 who seek a better life through a faith-based higher education.

The Design Your Future program is administered at the Concordia University – Midtown Center, located in the Midtown shopping campus on 56th Street, just north of Capitol Drive.

This unique two-year program started in the fall of 2007, and is a perfect fit for Milwaukee area high school graduates

## 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 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.

\*Students should contact the program Admission Counselor for information on where documents should be mailed for graduate programs.

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 unconditionally 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

Business Management, Criminal Justice, Health Care Management and the Human Resource Management Degree Programs are offered and may be taken entirely online.

Degree requirements are met by completing the online course content. The student will work one on one with their instructor, submitting all assignments online. Many exams are taken fully online and other courses may require the exam to be proctored at a test site convenient to the student.

All students that wish to take an online course, or their entire program online, will need to complete an online orientation. This orientation will walk you through the expectations of online learning, how to work in an online environment and test your computer for all the needed programs in order to be successful in this format.

Tuition/Textbooks Tuition for online courses is the same as on campus courses. Once your registration has been processed, you will receive an email with instructor information, and instructions on how to access your course in ANGEL and how to order your texts online.

## **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 \$50 drop/withdrawal fee will be charged to your account and you will be given an administrative withdrawal for the course. Each course is 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: Must have started class. An administrative withdrawal will be given if there is no record of the first assignment turned in and the \$50 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 4 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 Wisconsin. 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 accepted in transfer from regionally accredited colleges and universities.



## 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)

## Academic Requirements

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

### 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 of 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. 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.

INCOMP30 185.c -0. bChO

## 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 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. 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

Students who withdraw before the first class session, but within 48 hours before the class, will be assessed a \$50 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. If a student drops a module after the second session, he or she will receive a "F" or a "W/F." There will be no refund for those withdrawing after the second class session.

## 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.

## 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.

## GRADUATION

The policies and procedures for graduation are as follows:

- s 3 STUDENTS MUST REQUEST GRADUATION FORMS BY THE DEADLINE FOR THE FORMS FOUND AT <https://www.cuw.edu/Academics/requestgraduateforms.html>
- s 4 STUDENTS MUST BE ON THE GRADUATION LIST BY THE DATE OF THE CEREMONY. STUDENTS ON THIS LIST WILL HAVE THEIR NAME IN THE GRADUATION BULLETIN.
- s 5 GRADUATION FORMS MUST BE SUBMITTED TO THE REGISTRAR BY THE DATE OF THE CEREMONY TO APPEAR AT GRADUATION (THIS DATE IS AVAILABLE ON THE GRADUATION WEBSITE).
- s 6 STUDENTS MUST BE CHARGED GRADUATION FEES BY THE DATE OF THE CEREMONY TO APPLY FOR GRADUATION.

**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 \$5,750.

**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 2014 - 2015 academic year is at a fixed rate of 3.86%. 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 2013 - 2014 academic year is at a fixed rate of 3.86%. Interest rates and origination fees are subject to change per acts of Congress.

Eligibility for Financial Assistance for the 2014 - 2015 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 2013 - 2014 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, 2014 and June 30, 2015?
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, 2015?
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, 2013 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, 2013 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, 2013, 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:

		Subsidized	Unsubsidized
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**– Veteran students can check on their eligibility for benefits by calling the Veterans Affairs Office in St. Louis at 888-442-4551. Students may research useful information concerning veteran benefits on the Concordia University website at [www.cuw.edu/Departments/veterans](http://www.cuw.edu/Departments/veterans). Students attending campuses outside of Wisconsin should contact their Center Directors for more information. All other students may contact Barb Ellmaker, VA Certifying Official. Barb Ellmaker is located at the Mequon Center and can be reached at 262-243-4350.

**EMPLE**

# **Student Academic Support Services**

ACADEMIC SKILLS

## **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)**





## 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.

# Legal Notices

## THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT

Consistent with the Family Educational Rights and Privacy Act (FERPA) of 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:

- s STUDENT NAME
- s ADDRESS
- s TELEPHONE NUMBER
- s DATE OF BIRTH
- s PHOTO
- s CLASSES AND INDEPENDENT STUDY SCHEDULES
- s PREVIOUS INSTITUTIONS ATTENDED
- s MAJOR FIELD OF STUDY
- s AWARDS
- s HONORS
- s DEGREE
- s DEGREE REQUIREMENTS
- s DEGREE CREDIT
- s DEGREE OF

s PH AND OF it % D

## 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!

There are three skill areas of training: Clinical Procedures, Laboratory Procedures, and Administrative Procedures. There are several other medical related courses and a liberal arts component, which will enhance your education. There are 45 credits in the CUW Medical Assistant program. There is a five week practicum experience where the student works full-time in a Medical Office. Successful completion of the practicum experience is required for graduation from the program.

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

Graduates of the CUW Medical Assistant program are eligible to take the American Association of Medical Assistants National Certification Exam to become Certified Medical Assistants.

The CUW Medical Assistant program is a Certificate program and has a daytime class track and also an evening class track. The evening classes, at our Mequon campus, begin each January and run through the following January. The daytime classes, at our Miller Park Way Center, begin each August and run through the following September. Both programs can be completed in 13 months.

Course work includes:

- % Laboratory Procedures I & II
- % Clinical Procedures I & II
- % Administrative Procedures I & II
- % Anatomy and Physiology I & II
- % Pharmacology
- % Medical Law and Ethics
- % Interpersonal Communication
- % Psychology
- % CPR
- % Practicum
- % The Bible as Literature

Upon successful completion of the Medical Assistant Program, you are awarded 45 semester hours of college credit.

MEDICAL A

## ASSOCIATE DEGREE PROGRAMS

(Offered through Concordia University's "Design Your Future" program.)

### 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.

### 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 - 63 credits

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 - 63 credits

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 - 63 credits

Year 1 Semester 1

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

Year 1 Semester 2

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

Year 2 Semester 1

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

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

All courses are 3 crs

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 - 69 credits

Year 1 Semester 1

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

Year 1 Semester 2

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

Year 2 Semester 1

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

Year 2 Semester 2

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

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



## THE ADVANCED TRANSFER CORE



**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)

## **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





## 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 204* College Writing	3 credits
AL 378 Africa: History and Culture	3 credits
AL 379 Classical Antiquity: The Heritage of Ancient Greece	3 credits
AL 159* Heritage of Faith	3 credits
AL 381 The World of Islam	3 credits
AL 382 The Orient: History and Culture	3 credits
AL 384 The Medieval World	3 credits
AL 386 Renaissance and Reformation	3 credits
AL 387* The Age of Enlightenment	3 credits
AL 389 The Romantic Age	3 credits
AL 390 Globalization	3 credits
AL 391 Contemporary Studies	3 credits
AL 285* Historical Methods	3 credits
AL 103 Music	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: Nursing (BS – Nursing completion program for registered nurses)**

Registered nurses who have graduated from an ADN or Diploma nursing program will find Concordia's BS N Completion Program a flexible means of furthering their nursing education. Coursework consists of accelerated learning modules 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  
NURS 331: Nursing in Historical Context (required as part of Nursing core)  
Additional 3-credit humanities course  
Cross Cultural – 3 credits  
Social Science – 6 credits  
Natural Science -- at least 3 credits  
Communications – 3 credits\*  
Mathematics (statistics) – 3 credits\*  
\*Credit for this course can be earned by passing the  
NLN Basic Science Achievement Test or CLEP Exam



## 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)**	Creat0<</Aredits)**
Culture (3 credits)** þÿ 5 i5 czËÿö •	Creat0<</Ar



## BACHELORS DEGREE COURSE DESCRIPTIONS

### ACCT 201 / 201 EL ACCOUNTING PRINCIPLES I

Emphasis is placed on the process of identifying, measuring, recording, and communicating the economic events of an organization. Areas of coverage include ethics; the accounting cycle (manual and computerized); financial statements presentation & analysis; merchandising; internal controls; cash; receivables; and long-lived assets. 3 credits.

### ACCT 202 / 202 EL ACCOUNTING PRINCIPLES II

is a continuation of ACCT 201 (Accounting Principles I). Topics of corporate operations are covered including capital stock and dividend

**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 / 107 EL 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 W W**

**AL 204 / 204 EL 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, visuali(T)-11(I)-10(N)-12(G))TJ EMC ( )T

**AL 267 / 267 EL 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. Prerequisite: AL359 Human Resources Management. 3 credits.

**AL 269 / 269 EL 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 / 270 EL 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 / 271 EL 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 / 272 EL 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**

### AL 306 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

**AL 334 / 334 EL 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 / 338 EL 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 357 / 357 EL JUVENILE JUSTICE**

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 / 359 EL 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 / 366 EL 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.

A

**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.

A

coMionmumn th120 hrse ] the aprldkple thsetan sPrerequisite: BiColes on on f allourse w ] the apmaj-20(. 33 cr)3(edits.))TJ /T1\_1 1 Tf  
each 327 felt from and exerted upo4M35(7)21(2 /o4M35(7)21(2edits.))TJ /T1\_1 1 Tf 0.011 2c 0.019 8w /5.332</ActualText<FEFF0041:

**JPP 308 / 308 EL 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 / 100 EL 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 FOUNDATIONA L 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 / 301 EL 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 who 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 FOUNDATIONA L 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 FA MILY 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 FA MILY 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 FA MILY 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 / 331 EL 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 / 335 NURSIN**

**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

#### **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 / 383 EL 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 388 EL 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 AL 159); Christian Doctrine (REL 110 [or 204]; or AL 210). No duplication with REL 388. 3 credits.



## **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 concen





# Master of 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! The OLA Program requires 39 semester hours of credit comprising 13 courses. Students select 2 courses from one of the concentration choices in addition to the work/research/internship in the OLA584 and OLA585 classes also being focused in that concentration area; therefore a total of 4 classes/12 credits out of 13 classes/39 credits being in the concentration.

OLA503	Theories of Leadership
OLA509	Leading Change in Organizations
OLA515	Organizational Communication and Negotiations
OLA521	Selecting and Implementing Information Systems
OLA535	Human Resource Management
OLA542	Ethical Dimensions in Leadership
OLA555	Financial Analysis and Budgeting
OLA563	Leadership in International Organizations
OLA570	Leadership Competencies Practicum
OLA584	Capstone Project Research (1 day residency/prospectus)
OLA585	Oral Defense of Capstone Project

OLA Concentrations: Choose at least two (2) classes from one of the below concentrations. Note: the two classes must be within the same concentration category. \*SEM students see page 4. \*Higher Ed students see page 5.

## 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

## 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
MPA 568/868	Public Personnel Administration

## Health Care Administration

MPA 535/835	Budgeting in Public Agencies, or
MPA 568/868	Public Administration Personnel
MBA 620/920	Economics/Public Policy of Health Care
MBA 622/922	Risk Management and Insurance
MBA 623/923	Statutory Accounting
MBA 685/985	Special Topics: Long Term Health Care, Ambulatory Care and Managed Care

## International Business

MIB 530/830	Global Productions-Operations
MIB 555/855	International Marketing
MIB 560/860	International Business

## Management Information Systems

MBA 520/820	Management Information Systems
MBA 521/821	Information Systems Theory and Practice
MBA 522/822	Business Data Communications
MBA 524/824	Systems Analysis and Design
MBA 526/826	Decision Support Systems
MBA 527/827	Project Management
MBA 528/828	Information Systems Management
MBA 529/829	Database Management

## 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
MIB 555/855	International Marketing

Management

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 565/865	Supply Chain Management
MBA 576/876	Fraud Management
MBA 622/922	Risk Management and Insurance

Environmental Studies

BIO 567/867	Ecology of the Tropics
MBA 557/857	Sustainable Business Practices
MBA 571/871	Environmental Law

Public Administration

MBA 527/827	Project Management
MLS 530/830	Administrative Law/Process
MPA 535/835	Budgeting in Public Agencies
MPA 540/840	Public Program Evaluation
MPA 568/868	Public Personnel 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 624/924	Health, Life, Business Social Insurance
MBA 625/925	Securities Analysis

**MORE SPECIFIC OLA TRACKS:**

OLA - Sport and Entertainment Management

OLA503	Theories of Leadership
OLA509	Team Building and Leading Change in Organizations
MBA 622/922	Risk Management and Insurance
OLA521	Selecting and Implementing Information Systems
OLA535	Strategic Human Resource Management
OLA542	Ethical Dimensions of Leadership
OLA555	Financial Analysis for Administrators
SEM5XX	ELECTIVE
SEM5XX	ELECTIVE
SEM5XX	ELECTIVE
OLA570	Leadership Competencies Practicum
OLA584	Research – in the area of sport and entertainment management
OLA585	Oral Defense of Research (Internship/Lit Review/Thesis) – in the area of sport and entertainment management.

Sport and Entertainment Management Electives (select 3)

MBA 641/941	Global Perspectives of Sport & Entertainment Management
MBA 642/942	Contemporary Principles of Hospitality & Event Management
MBA 643/943	



**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 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 551 / 851 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 Finance meunee36alle0 8 5n!3 Twc9-1(5)15(2 ther MBn Maru0(E)jeeVITextxt<F.E.F00423DC 10.805805407.805 0 Td [(A)-14

**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**



#### **OLA 509 / 509 TEAM BUILDING AND LEADING CHANGE IN ORGANIZATIONS**

The purpose of this course is to equip team leaders with the tools to create and maximize participation, collaboration, and effectiveness in order to build team identity, commitment, and trust. There are no external ends.

#### **OLA 515 / 815 ORGANIZATIONAL COMMUNICATION AND NEGOTIATIONS**

This course focuses on theories of organizational communication and current issues in ethical, interpersonal, cross cultural and competitive communication situations.

#### **OLA 521 / 821 SELECTING AND IMPLEMENTING 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.

#### **OLA 535 / 835 STRATEGIC HUMAN RESOURCES MANAGEMENT**

Students will learn to think strategically and conceptually about managing an organization's human assets. The focus is on what the HR function can offer the organization, its leaders, and employees.

#### **OLA 542 / 842 ETHICAL DIMENSIONS OF LEADERSHIP**

This course prepares students to understand and apply what is required to strengthen Christian ethics in organizational cultures.

#### **OLA 555 / 855 FINANCIAL ANALYSIS FOR ADMINISTRATORS**

This course introduces information and tools essential to understanding corporate financial management.

#### **OLA 563 / 863 LEADERSHIP IN INTERNATIONAL ORGANIZATIONS**

This course examines the cross-cultural complexities, challenges and opportunities of leadership at the national and international levels.

#### **OLA 584 / 884 RESEARCH**

This class concentrates on defining a research problem and preparing a prospectus. Students will learn how to focus a topic and submit a prospectus including a time line.

#### **OLA 585 / 885 ORAL DEFENSE OF RESEARCH**

Students select one of three options:

- Internship: Students will serve as an intern in a place that provides leadership learning. Students and mentors will devise pragmatic application in a workplace. Students will work with an advisor and committee, if necessary.
- Literature Review: Students write an extended literature review on some aspect (often identified as a problem) of organizational leadership and administration. Possible areas include communication, ethics, and leadership. Students will work with an advisor.
- Thesis: Students write a research thesis on some aspect (often identified as a problem) of organizational leadership and administration. Possible areas include administration, communication, and leadership.

#### **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 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 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) 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

s ' 4 # 0 % A N D # 0 C O H O B R E T S O N C E A C H E A R H E W I T H



**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

**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	

## **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
- % Curriculum and Instruction
- % Education Administration
- % Reading

## **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



# 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	

## 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

**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.



## EDUCATION PROGRAM COURSE DESCRIPTIONS

### COMM 560 / 860 CROSS CULTURAL COMMUNICATION

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. Students will gain personal contact with members of other cultures and learn effective intercultural communication skills for our diverse world. Prerequisite: Only for SOE students. 3 credits.

### COUN 543 / 843 COUNSELING: THEORIES AND ISSUES

provides both the historical and current perspectives of various theories of counseling, as well as introducing the student to the profession of counseling. The graduate counseling program requirements are introduced including portfolio requirements for school counseling candidates, APA writing style, and legal and ethical guidelines for counseling. 3 credits.

### COUN 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 SERVICES  
provides an overview of the consultation process and includes approaches and principles of consultation, program change, and organizational development will be consultants within the organization and within the community. Prerequisites: COUN 543/843; COUN 592/892; COUN 552/882 or COUN 550/880; COUN 554/884; COUN 593/893; COUN 594/894. 3 credits.

COUN

**COUN 598 / 898 P RACTICUM 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

#### 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

**EDC 562 CLINICALS**

provide the teacher candidate with the necessary field experiences required by the Department of Public Instruction. Throughout the



**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 to 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 EDUCATION** 3s

# Accelerated Learning Center Locations

## MICHIGAN

### CONCORDIA UNIVERSITY – ANN ARBOR

Center Director: Kelsi Anderson  
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.



### CONCORDIA UNIVERSITY – DEARBORN CENTER

Center Director: Saul Davis  
22720 Michigan Ave.  
Suite 150  
Dearborn, MI 48124  
Phone: 734-474-2086

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



### CONCORDIA UNIVERSITY – FRANKENMUTH

Center Director: Gena Harken  
516 S Main St  
Frankenmuth, MI 48734  
Phone: 313-429-8994 (FAX: 313-429-8999)

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.

## Accelerated Learning Center Locations

### 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.



### 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: Marsha Thomas  
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.

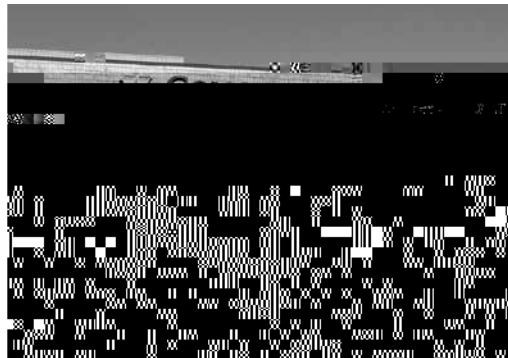


## Accelerated Learning Center Locations

### CONCORDIA UNIVERSITY – WAUKESHA CENTER

Center Director: Douglas Wales  
N14W23777 Stone Ridge Dr., Suite 290  
Waukesha, WI 53188  
262-522-0990 (FAX 262-522-0995)

The Waukesha Center is located off of I-94 and Hwy 164, just north of the expressway on Stone Ridge Drive (just past M&I Bank). We are located in the Grady, Hayes and Neary law building, which is the third building on the right side from the corner on Stone Ridge Drive.



## Additional Locations for Graduate Education Cohorts

### GREENDALE

Martin Luther High School  
5201 South 76th Street  
Greendale, WI 53129

### MILWAUKEE

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

### ONALASKA

Onalaska High School  
700 Hilltopper Place  
Onalaska, WI 54650

### WAUSAU

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

## Faculty

Abraham, Kevin  
MBA Concordia University Wisconsin  
Beloit, Management

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

Allen, Rev. Phillip  
J.D., Northern Illinois University  
Beloit, Management, Criminal Justice

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

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

Balster, Terrill  
M.A., Central Michigan University  
Kenosha

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, 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

Bennett, Charles Randolph  
M. Ed., Loyola University of Chicago  
Ed.D., Northern Illinois University  
Kenosha, Liberal Arts

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

Bolden, Nelson  
M.S., University of Wisconsin - Milwaukee  
Milwaukee Midtown Center

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

Borst, David  
M.B.A., Marquette University  
Ed.D., Argosy University  
Mequon, Midtown, Management

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

Brooks, Angela  
M.B.A., University of Wisconsin – Whitewater  
Milwaukee Midtown Center,  
Business Management

Brown, Rosalind Guida  
M.S., Cardinal Stritch University  
Kenosha, 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

Burdette, Rebecca  
M.S., Concordia University - Wisconsin  
Kenosha, Liberal Arts

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

Mark Burns  
M.S., University of Wisconsin - Milwaukee  
Milwaukee Midtown Center

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

Christoun, Lara  
M.S., Concordia University Wisconsin  
Kenosha, Graduate Education

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

Coger, Richard  
Ph.D., Ohio State University  
M.A., Ball State University  
St. Louis, Liberal Arts

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

Connor, Michael  
M.S., University of Wisconsin-Milwaukee  
Kenosha

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

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

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

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

Dawadziak, Joseph  
M.A., Aurora University  
Kenosha

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

Eide, Wayne  
M.B.A., Concordia University Wisconsin  
Kenosha, Management

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

Fell, Larry  
Ph.D., Marquette University  
Kenosha

Fictum, Amy  
M.A., Lewis University  
Appleton

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

Firlus, Ann  
M.E.P.D., University of Wisconsin -  
Whitewater  
Beloit, Liberal Arts

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

Gerlach, Frederick M.  
Ph.D., Columbia University  
M.I.A., Columbia University  
Kenosha, Liberal Arts

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

Giorno, Debra  
M. Ed., National-Louis University  
Kenosha

Glover, John Jr.  
M. Div., Concordia Seminary - St. Louis  
Midtown

Godt, Michael  
M.P.A., University of Illinois  
St. Louis, Management, MBA

Mqckbcago TD [(M.B.A., Concor)1(dia University)]TJ 0 -1.08  
Madison

Gonzalez-Sanch2.17Jorge  
M.B.A., H1.0862(var)1(d[(M.B.A., CoGraduate School)]TJ 0  
M.B.A. Concordia University Wisconsin  
Miller Park Way, Waukesha

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

Jones, Shannon D.  
Ph.D., Cardinal Stritch  
M.P.A., Concordia University Wisconsin  
Milwaukee Midtown Center, Kenosha,  
Mequon, Miller Parnosha,





Muhammad-Collins, JaDawn  
Ph.D., Cardinal Stritch University  
M.A., Concordia University - Wisconsin  
Milwaukee Midtown Center, Liberal Arts

Mulloy, Sini  
M.B.A DePaul University - Chicago  
Mequon

Murphy, Ann  
M.S., University of Wisconsin - Milwaukee  
Mequon, Midtown, Miller Park Way,  
Liberal Arts

Murray, Gail  
M.A.E., Silver Lake College of the  
Holy Family - Beloit

Murtha, Robert  
MBA University of Nebraska - Kearney  
Beloit, Management

Myers, John  
M.B.A., Loyola University  
St. Louis, MBA

Myers, Larry  
M.Div., Concordia Seminary St. Louis  
Miller Park Way

Myers, Terri  
M.T., Webster University  
St. Louis, Liberal Arts

Myhre, Lissa  
M.S., University of Wisconsin - Madison  
Madison

Natelle, Barbara  
M.S., St. Joseph College  
Appleton, Green Bay, Special Education

Neal, Jane  
M.S., University of North Texas  
Wausau

Neel, David  
M.B.A., University of Virginia  
Mequon

Nelson, Kimberly  
M.S., Edgewood College - Madison, WI  
Madison, Liberal Arts

Nevens, Cathy  
M.A., Viterbo University

Newcomer, Georgia  
M.A., University of Phoenix  
Beloit, Management

Nicolini, Kristine  
M.A. Communications, Marquette University  
Appleton, Management

Nowak, Robert J.  
M.Ed., Grand Canyon University  
Mequon, Management

Oberdeck, John  
M.S., University of Wisconsin - Milwaukee  
M.Div., Concordia Seminary - St. Louis  
Mequon, Liberal Arts

O'Brien, Jennifer  
M.Ed., Loyola University Chicago

O'Hare, John  
C.F.A. Marquette University - Milwaukee  
Mequon

Okendu, Theodore  
M.B.A., University of Edo-Ekiti Nigeria  
Fort Wayne, Management

Olewinski, Kathleen  
CMA (AAMA), M.S., Cardinal Stritch Univ.  
Miller Park Way, Medical Assistant

Olson, Erik  
M.S.E, Concordia University Wisconsin  
Appleton, Professional Foundations

Oplatka, Elizabeth Ann  
M.S., Northwestern University  
Kenosha, Liberal Arts, Management

Ott, Carol  
M.S.N., Marquette University  
M.S., University of Wisconsin-Milwaukee  
Mequon

Otte, Robert  
J.D., Hamline University of Law  
Wausau, Criminal Justice, Management

Otte Allen, Suzanne  
M.Ed., Cardinal Stritch University  
Madison

Overly, Mettja  
M.S., University of Wisconsin - Green Bay  
Green Bay, Human Resource Management

Paavola, Daniel  
Th.M., Princeton Theological Seminary  
M.Div., Concordia Theological - Fort Wayne  
Mequon, Liberal Arts

Pagel, Marjorie  
M.S., University of Wisconsin - Milwaukee  
Midtown, Miller Park Way, Liberal Arts

Patterson, Bridgid  
M.B.A., Concordia University Wisconsin  
Madison, Mequon

Patterson, Starlette  
M.S., University of Wisconsin - Milwaukee  
Midtown

Paul, Gary  
D.Min, Concordia Seminary - Fort Wayne  
M.Div., Concordia Seminary - Fort Wayne  
Eau Claire, Liberal Arts

Paulsen, Michele  
M.S., University of Wisconsin - Oshkosh  
Appleton, Management

Pautz John  
M.S., University Wisconsin - Milwaukee  
Appleton, Madison, Mequon,  
Graduate Education

Peckerman-Stein, Terri  
M.S., University of Wisconsin - Madison  
Mequon

Pederson, Jeffery  
M.P.A., University of Nebraska  
Eau Claire, Criminal Justice, Business

Peiffer, Robert  
M.B.A., Concordia University Wisconsin  
Mequon

Peperkorn, Kathryn  
M.S., Ball State University  
Kenosha, Liberal Arts

Peregoy, Timothy  
M.S., University of Wisconsin - Milwaukee  
Madison, Criminal Justice

Perlewitz, Barbara  
M.S., Concordia University Wisconsin  
Mequon

Peters, Jennifer  
B.S.E., University of Wisconsin - Whitewater  
Mequon, Miller Park Way Medical Assistant

Peterson, Anita  
M.B.A., University of Wisconsin - Milwaukee  
Milwaukee Midtown Center,  
Business Management

Peterson, Gary  
Green Bay, Kenosha, Mequon, Unspecified  
Location

Peterson, Grace  
M.S.N., University of Wisconsin - Oshkosh  
Ph.D., Marquette University  
Kenosha, Mequon

Peterson, Mark  
M.A., Southern Illinois University  
Beloit, Management

Peterson, Roy  
Ph.D., Trinity - Deerfield, IL  
Mequon, Miller Park Way, Theology

Petzold, Andrew  
M.B.A., Marquette University  
Mequon

Pfeuffer, Elizabeth  
J.D., University of Virginia  
Midtown

Piccione, Joseph  
M.S., Cardinal Stritch University  
Mequon

Pingel, James  
M.A., Marquette University  
Mequon, Liberal Arts

Piotrowski, Jane  
M.S.Ed., University of Wisconsin - Eau Claire  
Eau Claire, Business, Liberal Arts

Piziak, Dee  
M.S., University of Wisconsin - Milwaukee  
Mequon, Miller Park Way, Waukesha

Pockat, Steven  
M.Div., Concordia Theological Seminary -  
Fort Wayne, IN  
Appleton, Liberal Arts

Poissant, Cheryll  
M.A. - Applied Industrial/  
Organizational Psych Chicago School  
of Professional Psychology  
Appleton/Green Bay, Health Care  
Management

Pollitt, Jennifer  
M.P.A., Indiana University  
Appleton

Pomeroy, Kenna  
M.S.W., University of Illinois at Chicago  
Kenosha, Mequon

Pope, Sarah  
M.A., Marian University  
Appleton, Social Studies, Diversity

Porath, Suzanne  
M.S., University of Wisconsin - Oshkosh  
Madison

Pratt, Wayne  
M.S., Northwood University  
Kenosha, Management

Prince, Devenuette  
M.B.A., Cardinal Stritch University  
Miller Park Way

Pritzl, Thomas M.A., Marian University Appleton, Mequon	Rydberg, June M.S., Marquette University Mequon	Schmid, Karla M.Ed., University of Hawaii at Manoa Appleton
Pulaski, Chester Ed. D., Loyola University College Kenosha	Saccomando, Julie M.A., Cardinal Stritch University Mequon	Schmidt, Amy M.S., University of Wisconsin - Milwaukee Mequon, Management
Purifoy, Joyce M.B.A., Lakeland College Midtown	Saeger, Karla M.A., Silver Lake College Mequon, Management	Schmidt, Michelle M.B.A. Concordia University Wisconsin Mequon, Midtown, Miller Park Way, Ann Arbor
Quinn, Rev. Daniel S.T.M., Concordia University M.Div., Concordia Seminary Kenosha/RAMAC, Liberal Arts	Saladar, Daryl M.E., National Louis Beloit, Liberal Arts	Schnake, Richard M.A., Concordia Seminary Ph. D., Marquette University Pharm D., University of Iowa Mequon
Rahman, Jane M.A., University of Wisconsin - Madison M.S., University of Wisconsin - Milwaukee Mequon	Saladar, Tracy M.S., Marquette University Beloit, Health Care	Schnick, Thomas Ph.D., University of Wisconsin - Madison Beloit, Madison
Raisleger, Wayne M.B.A., Illinois Wesleyan University Kenosha, Management	Salah, Nader MBA Fontbonne St. Louis, Business, MBA	Schult, Donald M.S., Concordia University of Wisconsin Wausau
Rakowski, Gerald J.D., The John Marshall Law School Mequon	Saleeby, John J.D., Washington University St. Louis	Schulte, Karen Ph.D., University of Wisconsin - Madison Madison
Raube, Gregory M.B.A., Public Administration, University of Wisconsin - Oshkosh Madison, Criminal Justice	Salkowski, Susan M.S., University of Wisconsin - Milwaukee Mequon, Midtown, Miller Park Way, Liberal Arts	Searles, Sarah A. M.B.A., Concordia University - Wisconsin Kenosha, Miller Park Way Management of Health Care
Reinier, John M.B.A., San Diego State University Green Bay, Business, Management	Sandman, Sara M.S., Concordia University Wisconsin	Shaw, Leronica M.B.A. Concordia University Wisconsin Miller Park Way, Mequon. Medical Assistant
Robbins, Karl M.A., Marquette University Miller Park Way, Criminal Justice	Savatski, Jane M.S.E., University of Wisconsin - Madison Appleton, Graduate Education	Sherman, Anne Marie M.S., University of Wisconsin - Milwaukee Mequon
Roberson, Russell M.B.A., Marquette University M.S., West Coast University Ph.D., Argosy University Kenosha, Business Management	Sayas, Jonathan J.D., Valparaiso University Mequon	Sissom, Mark M.E., University of Missouri M.A., Northeast Missouri State University St. Louis, Liberal Arts
Roberts, Marisa M.A. Ed., Marian College of Fond du Lac Mequon	Scalzo, Anthony M.S. Ed., University at Albany, New York Kenosha, Mequon	Smallwood, Sean M.Div., Concordia Seminary Kenosha, Theology
Romelus, Judith M.A., Marquette University Miller Park Way, Liberal Arts	Schalow, Christine Ph.D., University of Arkansas Wausau, Business Management	Smith, Kimberly M.A., Marist College Midtown
Ronsman, Randall M.B.A., Concordia University - Green Bay Green Bay, MBA	Schalow, David Ph.D., University of Arkansas M.B.A., University of Wisconsin - Madison Wausau, Management, MBA	Smojver, Evelyn M.S., Cardinal Stritch University Mequon
Rosanske, Karen M.S., Cardinal Stritch University Mequon, Human Resource Management	Scharrer, Jonathan J.D., Marquette University Miller Park Way	Snow, Darian M.S., University of Wisconsin - Whitewater Beloit, Management
Routier, Wanda Ed. D., Nova Southeastern University Mequon	Schauer, Kelly M.S., University of Wisconsin - Milwaukee Kenosha, Criminal Justice	Solfest, Patricia M.S., University of Wisconsin - Eau Claire Eau Claire
Ruggles, Ryan M.A. Ed., Marian College Madison	Scheppa, Timothy M.S. University of Wisconsin - Milwaukee Mequon, Midtown	Sosnay, William M.A., Marquette University J.D., Marquette University Mequon
Russ, Guy M.B.A., Marquette University Wausau, Management, MBA	Scherer, Ryan M.B.A., Concordia University - Green Bay Appleton, Green Bay, MBA	Spangler, Rev. John D.T.S., Bethany Theological Seminary Beloit, Theology
Russo, Mary M.B.A., Concordia University Wisconsin Mequon, Miller Park Way, Management	Schilder, Amy B.A., B.S., University of Minnesota Mequon, Medical Assistant	Sparks, Diane M.A., Northern Michigan University - Marquette, MI Green Bay, Management
Ruxton, Carole M.Ed., National Louis University Kenosha/RAMAC, Management	Schill, Benjamin M.B.A., University of Wisconsin - Oshkosh Appleton/Green Bay, Management	Spelman-Chervenka, Kirsten M.A.Ed., Marian University Green Bay, Math
	Schinker, Steven J.D., Thomas Cooley Law School LL.M., Pace University School of Law Wausau, Management	





# MICHIGAN

É " ÊÊUÊÊ , " , ÊÊUÊÊ

1 /

# MISSOURI

- / ÊÊ " 118 - 511 10018

# WISCONSIN WISCONSIN

\* \* / " ÊÊUÊÊ ÊÊUÊÊ • BELLEVILLE GREEN BAY

MADISON • MEQUON

WAXWING WAUKESHA