



ACCOMPLISH LEARNING CENTERS

CONCORDIA
UNIVERSITY
OF WISCONSIN
P.O. Box 1875, Milwaukee, WI 53233-1875
www.concordia.edu

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

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.

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

We have faith in the redemptive work of Jesus Christ

We speak truth and display integrity in all our relationships.

We expect excellence in all our endeavors to supp9 (04cellen9B CU22)19.8 (s Comsion SJTJ /T1_1 1 Tf 0..002 1c 0.026 1c 11 0 0



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

However, the program is very much tailored to the needs and unique capabilities of the mature adult learner. For instance, classes are offered at locations near students' homes or work. Classes are offered in an accelerated evening



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

Admission Decisions

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

1. The student is fully admitted to the program.
2. The student is admitted as a conditional student, whose admission and/or continuation in the program is contingent upon meeting certain conditions that are stipulated in the acceptance letter the student receives.
3. The student is admitted as a Special 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.

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.

BSN completion for registered nurses

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

Admission Requirements

1. An online application completed at www.CUW.edu/apply
2. Official transcripts from all post-secondary institutions attended. These must be sent directly to the Concordia University Center or online contact at which you are enrolling. Students must have a minimum cumulative GPA of 2.75 or higher.
3. A self-reflection essay answering questions; an outline will be provided.
4. One work related letter of recommendation from a BSN prepared nurse or supervisor.
5. Copies of current state nursing license.
6. An online background check at a cost of \$60.00. Instructions will be provided upon application.

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

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

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

A completed application includes:

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

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

Admission Requirements

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

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

Admission Decisions

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

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

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. You will need a minimum ACT score of 15 and a high school grade point average (GPA) ranging between 2.0 and 2.49.



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

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

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

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

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

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

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

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

- Never Attended Class: A student who has not attended class (i.e. submitted work in the LMS) as of 11:59pm CST on the 28th day (for self-paced), or 8th day (for collaborative), will be administratively withdrawn from the course. A \$55 non-refundable fee will be charged to the student's account for failure to begin.
- Submitting Work Outside LMS: A student submitting work outside of the LMS (i.e. work emailed to instructor; work submitted in an alternate system such as WILEY, LiveText, etc.) is not considered to be in attendance.
- Attending but Becomes Absent: A student who has attended class but becomes absent per the definitions below, with no contact to the instructor, response to 7 (y), (r)2.oaualText<FEFF00090009>>> BDC -3.053 -1.158 Td [(o eCur

Full Semester (16 Week) Courses

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

Twelve week Courses

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

Ten week Courses

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

Eight week Courses

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

Six week Courses

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

Four week Courses

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

Prior Learning credits, if awarded, apply only to the elective area, though 2 of the 21 possible 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 PLA, unless 2 are used for physical development. A per credit evaluation fee is charged for Prior Learning Assessment portfolio submissions. This evaluation fee is not returned if credits are not awarded. Credits awarded through Prior Learning Assessment are not likely to be transferrable to another school.

All official transcripts for any credits to be transferred to Concordia should be on file prior to submitting a Prior Learning Assessment portfolio to avoid duplication of credits. Submissions may not duplicate any coursework completed at Concordia. Students should submit portfolios by the first of each month to be reviewed by the Prior Learning Assessment Committee. Petitions should be submitted for only the number of credits needed. The evaluation fee per credit, \$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 petition, the charge is \$55; in the case of a revision, there is no charge.

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

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

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

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.

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

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

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

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

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

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

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

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

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

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

The policies and procedures for graduation are as follows:

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

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

– 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 \$5,815.

– 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 2016 - 2017 academic year is at a fixed rate of 3.76%. Interest fees and origination fees are subject to change per acts of Congress.

– 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 2016 - 2017 academic year is at a fixed rate of 3.76%. Interest rates and origination fees are subject to change per acts of Congress.

Eligibility for Financial Assistance for the 2016 - 2017 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, 1993?
2. As of today, are you married? (Also answer "yes if you are separated but not divorced.)
3. At the beginning of the 2016 - 2017 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, 2016 and June 30, 2017?
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, 2017?
8. At any time since you turned age 13, were both your parents deceased, were you in foster care or were you a dependent or ward of the court?
9. Are you or were you an emancipated minor as determined by a court in your state of legal residence?
10. Are you or were you in legal guardianship as determined by a court in your state of legal residence?
11. At any time on or after July 1, 2015 did your high school or school district homeless liaison determine that you were an unaccompanied youth who was homeless?
12. At any time on or after July 1, 2015 did the director of an emergency shelter or transitional housing program funded by the U.S. Department of Housing and Urban Development determine that you were an unaccompanied youth who was homeless?
13. At any time on or after July 1, 2015, did the director of a runaway or homeless youth basic center or transitional living program determine that you were an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless?



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

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

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

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

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

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

Accelerated learning students are welcome to visit the Writing Center for in-person consultations. There are two locations on the Mequon campus, one in the Learning Resource Center (LU200), and one in Rincker Memortut, person consultasw



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.

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.

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

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

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

Instructors teaching at the Accelerated Learning Centers have work experience in the area of their competency and a minimum of a Master's degree. They meet Concordia's expectations for instruction in an accelerated learning environment. Some instructors are employed full-time at Concordia while others are employed full-time either at other academic institutions or in the business world. Part-time faculty is hired to teach at Concordia because of the



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.

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

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

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

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

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

teaches students how to comfortably navigate an electronic medical record by reading/examining patient charts and entering information into charts. 1 credit

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

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

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

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

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

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

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

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



Associate degrees

Concordia University has prepared Associate degree programs for the individual seeking to prepare themselves with a solid academic foundation without the time or requirement for a four year degree in business, criminal justice & public policy, liberal arts or early childhood education.

Prerequisite skill courses to be taken:

AL109 Basics for Math

ENG102 Elements of English Grammar

LA105 Higher Education: A New Experience



The Associate degree in Business is designed to create a strong foundation for effective and responsible leadership roles



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

Core Curriculum

Year 1 Semester 1

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

Year 2 Semester 1

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

Year 1 Semester 2

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

Year 2 Semester 2

ART
COMM 460 Cross-Cultural Communication
HIST 103 World Views: History
Language (choice)



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

Our program offers you the opportunity to:

- Work closely with young children in a variety of field experiences.
- Receive a strong liberal arts education in a Christian setting.



Humanities/The Arts

AL 102 Art
AL 103 Music
AL 103 Music (EL)
AL 105 Literature
AL 136 Literary Vision (EL)
AL 161 World History
AL 161 World History (EL)
AL 201 English Language
AL 201 English Language (EL)
AL 206 American Cinema (EL)
AL 208 Art of Western World (EL)
AL 284 Civil War (EL)
AL 285 Historical Methods
AL 356 Critical Thinking/Creativity
AL 356 Critical Thinking/Creativity (EL)
AL 379 Classical Antiquity: The Heritage of Ancient Greece
AL 384 Medieval History & Literature
AL 386 Renaissance & Reformation
AL 389 The Romantic Age
AL 390 Globalization
AL 391 Contemporary Studies

Mathematics & Communication

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

Science

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

Social Science

AL 235 Voices in Democracy (EL)
AL 270 Intercultural Communication
AL 270 Intercultural Communication (EL)
AL 271 Social Psychology in the Workplace
AL 271 Social Psychology in the Workplace (EL)
AL 286 Faces of Culture (EL)
AL 310 Constitutional Law
AL 310 Constitutional Law (EL)

AL 322 Criminology
JPP 103 Criminology (EL)
AL 340 Health Care Ethics
AL 340 Health Care Ethics (EL)
AL 342 Eldercare
AL 342 Eldercare (EL)
AL 347 Macroeconomics
AL 347 Macroeconomics (EL)
AL 377 Americas (EL)
AL 378 Africa: History and Culture
AL 381 The World of Islam
AL 382 The Orient: History & Culture
AL 387 The Age of Enlightenment
AL 424 Abnormal Psychology (EL)
ECON 200 General Economics (EL)

Bible Content

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

Christian Doctrine

REL 204 Biblical Theology

Transfer Core Requirements:

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

Total Transfer Core Requirement: 30 Credits

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

(EL) = Online







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

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

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

Program Outcome 1: Spiritual Development

AL 107	Student Success Strategies	3 credits	AL 386	Renaissance and Reformation	3 credits
AL 204*	College Writing	3 credits	AL 387*	The Age of Enlightenment	3 credits
AL 378	Africa: History and Culture	3 credits	AL 389	The Romantic Age	3 credits
AL 379	Classical Antiquity: The Heritage of Ancient Greece	3 credits	AL 390	Globalization	3 credits
AL 159*	Heritage of Faith	3 credits	AL 391	Contemporary Studies	3 credits
AL 381	The World of Islam	3 credits	AL 285*	Historical Methods	3 credits
AL 382	The Orient: History and Culture	3 credits	AL 103	Music	3 credits
AL 384	The Medieval World	3 credits	AL 158*	Science	3 credits

*Starred courses fulfill core requirements inside the major.



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

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

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

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

*Starred courses fulfill core requirements inside the major.

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

** Required for Associate Degree.

The Management of Criminal Justice major is available online.



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

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

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

(Must be taken from CU) – 24 CREDITS

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

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



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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

The goals of the CU Social Work Program are to:

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



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 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 CU Undergraduate Academic Catalog). These courses are or will be available through extension sites, by online, or by correspondence courses.

AL 107	Student Success Strategies	3 credits	
AL 204*	College Writing	3 credits	
AL 379*	Classical Antiquity: The Heritage of Ancient Greece	3 credits	
AL 159*	Heritage of Faith	3 credits	
REL 201	The Old Testament	3 credits	
REL 203	The New Testament	3 credits	
REL 383	The Gospel of Luke	3 credits	
AL 395	Life of Christ	3 credits	
REL	The New Testament	3 credits	The Old Testament om Eag5 (E)13.1 (G)1.1



Now you can add new job skills, enhance your career, broaden your education, or meet elective requirements by pursuing one of Concordia's certificate programs or adding a minor to your degree program. The certificates can be taken as a part of a degree program or can be taken independently by anyone wishing to enrich their learning. The certificates may be taken either for college credit or not for credit and may be offered in the Concordia classroom, online or at corporate sites. Courses taken not for credit may later be awarded college credit if the additional tuition is paid. For details, please call one of our admissions officers. Requirements vary based on major and transfer credits.

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

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AL 265 Employment and Labor Relations
 AL 266 Staffing
 AL 267 Compensation and Benefits
 AL 269 Workplace Health and Safety
 AL 300 Training and Employee Development
 AL 472 Managing Change

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AL 169 Statistical Methods
 AL 272 Organizational Management Principles
 AL 346 Business Finance
 AL 347 Macroeconomics
 AL 359 Human Resource Management
 AL 365 Accounting
 AL 366 Marketing Management
 AL 367 Global Dimensions in Business
 AL 371 Business Policy
 *Health Care Management Majors would also need
 AL 371 Business Policy

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AL272 Organizational Management Principles*
 AL366 Marketing Management* [pre-requisite for
 advanced courses]
 AL308 Advanced Marketing Management

And three of the following:
 AL224 Public Relations
 AL304 Retail Management
 AL305 Promotions and Advertising
 AL306 E-Commerce
 AL307 Marketing Research
 AL309 International Marketing

* If these courses welic ReH7y(gJ 0 -1.0y)taken104v.nd Adver* If these cou
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AL 169 Statistical Methods
 AL 312 Procedural Criminal Law
 AL 318 Management of Law Enforcement Agencies
 AL 320 Public Finance and Budgeting
 AL 322 Criminology
 AL 328 Corrections in America
 AL 357 Juvenile Justice

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

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AL 169 Statistical Methods
 AL 331 Management Principles in Health Care
 AL 334 Health Care Planning & Evaluation
 AL 338 Financial Issues in Health Care
 AL 340 Health Care Ethics
 AL 341 Health Care Marketing
 AL 342 Eldercare
 AL 359 Human Resource Management
 AL 365 Accounting

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

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

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

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

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

is the study of accounting principles; theory and research for the purpose of recording and reporting business information. Topics include SEC

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.

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

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

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

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

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

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

introduces the basic methods of using the most commonly used computer business management, and interactive tools. Students will become aware of the main applications programs available, including writing memos using Word, crunching numbers with Excel, presentations with PowerPoint and using the internet to do research, send/receive email and explore other technology interests. 3 credits.

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

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

AL 159 / 1516E

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

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.

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.

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

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

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

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

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

will acquaint the student with the various research skills and methods used in this discipline. Both quantitative and qualitative research strategies will be discussed, as well as issues in measurement, research design, and hypothesis formation. 3 credits.

provides a foundation to introduce students to the strategic areas and fundamental skills for nonprofit sector success in a managerial role. Students will gain a general understanding of nonprofit practices and organizational development (means and strategies). 10 () TJ T* o managemess. 3

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

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.

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.

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.

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.

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.

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

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

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

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

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

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

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

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

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

Prerequisites: DMS 351. 1 credit.

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

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

Prerequisites: DMS 351. 1 credit.

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

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

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

Prerequisites: DMS 452. 3 credits.

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

Prerequisites: DMS 374. 6 credits.

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

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

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

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

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.

is an in-depth study of nursing responsibilities in assisting individuals, families and groups to meet stressors and retain, attain and maintain system stability with a community setting. Advanced clinical practice with clients in the community in a variety of settings and agencies is provided. Prerequisite: NURS 336. 3 credits

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

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

introduces the student to health care among differing cultural groups. Prerequisites: Junior or Senior standing. 3 credits.

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

introduces the nursing student to basic rhythms of the heart. Junior or Senior level elective. 1 credit.

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

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

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

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

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

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

explores the principles of effective leadership/management skills in managing the health needs of individuals and groups. Prerequisites: NURS 400, NURS 401. Taken concurrently with NURS 410 and NURS 441. 3 credits.

afford students the opportunity to apply the principles of effective leadership/management skills in the clinical setting. Prerequisites: NURS 400, NURS 401. Taken concurrently with NURS 410, NURS 440. 2.5 credits.

explores the principles of effective leadership/management skills in managing the health needs of individuals, groups and peers within the role of the professional nurse. 3 credits

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

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

is a faculty advised seminar in which the student presents an in-depth, independent study of current topics, forces and/or issues affecting contemporary nursing practice. The student will also be exposed to communication skills in public speaking. Offered once a year, this is the last course the BfRmONTEMPmiNleking. rce ing

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

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

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

is taken concurrently with SW 427, Field Education II. A seminar format will provide a continuing for

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.

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.

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.

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.

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.

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.

surveys living, non-Christian religions in terms of worship, beliefs, values, history, and their relationship to Christianity. Comparative religions elective. Prerequisites: Bible Content (REL 100 [or 201 & 203]; or AL159); Christian Doctrine (REL 110 [or 204]; or AL 210). No duplication with REL 388. 3 credits.



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

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

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

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

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

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

Articulate a response to ethical situations which recognizes responsibility beyond the law from a Christian perspective

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

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

MBA 500/800 Managerial Economics MBA 510/810 Applied Statistical Methods MBA 530/830 Corporate Finance MBA 540/840 Accounting: Financial Analysis for Decision Making	MBA 503/803 Ethics and Organizational Leadership MBA 569/869 Management Science and Analytics MBA 610/910 Issues in Human Resources Management MBA 590/890 Strategic Management (Capstone-taken last)
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Prerequisites: The MBA program has six prerequisite content areas. These prerequisite are not required prior to starting the program but must be completed prior to taking the corresponding MBA course. Students will be evaluate as to whether they will need to fulfill any prerequisites. Most students have these fulfilled as part of their undergraduate studies. These content areas are Accounting, Finance, Management, Marketing, Economics, and Statistics. Students may fulfill these prerequisite content areas by taking traditional or non-traditional 3 credit courses, by CLEP or DSST examination, or have them waiver based on professional experience. All prerequisite content areas can be fulfilled by taking a single course MBA 513 Business Foundations for Administrative Professions (3 cr).

**Concentration (15 credits)**

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

MBA Internship

All students are encouraged to experience an internship for three credits, MBA 845 Internships (3crs). Internship credits will apply to the concentration area and count as one of the required five concentration courses. Please contact your advisor or the MBA program director for more information about internships.

Short-term Study Abroad

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

Course Substitution

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

Accounting

Students that hold a bachelors degree in accounting can request to have the core course MBA540 waived.

525 Advanced Auditing
MIB530/830 Global Production & Operations
576/876 Fraud Management
529/829 Database Management
532 832 Government/Not for Profit Accounting
MMC 540/840 Public Speaking, Professional Reports & Presentations
524/824 Systems Analysis and Design
623/923 Statutory Accounting
541 Mergers and Acquisitions
845 Internship in Accounting

Communications and Public Relations

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

Finance

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

Health Care Administration

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

Human Resource Management

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

Innovation and Entrepreneurship Concentration*

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

International Business

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

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

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

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

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

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

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

*(required for students completing the Innovation and Entrepreneurship concentration)

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

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

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

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

Explores the concepts and real world examples of risk financing evaluation and decisions. This course covers theory and application of various aspects of risk and the analysis and quantification of the cost of risk. The course will also explore the details of different risk financing techniques and the use of multiple techniques to finance different layers of losses from the same sources. 3 credit hours.

provides an introductory insight into medical ethics. It allows the student to explore different beliefs and theories that are necessary to make informed decisions. 3 credits.

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

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

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		EDC 525	Collaboration with Family and Community
		EDC 617	Number Sense and Mathematics in Early Childhood Education
EDC 510	Professional Foundations I (2 credits)	EDC 517	Practicum
EDC 511	Professional Foundations II (2 credits)	EDC 511	Professional Foundations II
EDC 513	Human Learning and Development (4 credits)	EDC 512	Clinicals
EDC 514	Diversity in the Classroom (4 credits)	EDC 618	Pre K Student Teaching
EDC 515	Language Arts Development & Strategies (4 credits)	EDC 535	Elementary Student Teaching
EDC 516	Curr & Methods of Language Arts (4 credits)	EDC 619	Kindergarten Student Teaching
EDC 517	Practicum (1 credit)	EDC 530	Portfolio I
EDC 518	Curr & Methods of Science (4 credits)	EDC 531	Portfolio II
EDC 519	Curr & Methods of Social Studies (4 credits)	EDC 532	Portfolio III
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		
EDC 510	Professional Foundations I		
EDC 610	Human Learning and Development		
EDC 514	Diversity in the Classroom		
EDC 869	Technology for Educators		
EDC 611	Language Development and Early Literacy		
EDC 613	Books and Pictures		
EDC 526	Curriculum and Methods of Fine Arts		
EDC 614	Curriculum and Methods of Science		
EDC 521	Curriculum and Methods of PE and Health		
EDC 615	Curriculum and Methods in Early Childhood I		
EDC 916	Curriculum and Methods in Early Childhood II		

EDG 700/900	Cross Cultural Communication for Teachers of Language Learners (3 credits)	EDG 587/887	Assessment for Learning
ENG 540/840	Basic Linguistics for Teachers of Language Learners (3 credits)	EDG 632/932	Educating Students at Risk
EDG 677/816	Ell Literacy: Reading, Writing, And Grammar Strategies (3 credits)	EDG 633/933	Alternative Education
EDG 681/817	Accomodating Differences In Literacy Learners (3 credits)	EDG 515/815	Education Research
EDG 682/819	Curriculum And Methods Of Teaching English As A Second Language (3 credits)	EDG 595/895	Graduate Capstone Project
EDG 683/871	Observation, Analysis, and Practicum in ESL Classrooms (3 credits)	EDG 528/828	Strategies for Effective Learning
EDG 695/897	Portfolio: ESL (0 credits)	EDG 552/852	Improvement in the Teaching of Reading
		EDG 576/876	K-12 Children's Literature
		EDG 531/831	Principles of Education Administration
		EDG 533/833	Leadership for Change
		EDG 507/807	Curriculum Development
		EDG 552/852	Improvement in the Teaching of Reading
		EDG 531/831	Principles of Education Administration
		EDG 649	Professional Learning Communities
		COUN 569/869	Schools, Families, & Communities
		EDG 521/821	Human Learning & Motivation
		COUN 543/843	Counseling Theories & Issues
		EDC 812	Math in the Middle School (Math Majors)
		EDC 832	Teaching Writing (English Majors)
		EDG 653/953	Principles of Career & Technical Education (Business Majors only)
		EDG 652/952	Organization & Administration of Cooperative Programs (Business Majors only)
In addition to the above ESL minor courses the following courses will need to be taken to obtain the Bilingual Minor license.			
EDG 782/EDG 982	History, Politics, and Methodology of Second Language Acquisition (3 credits)		
EDG 783/EDG 983	Observation, Analysis and Practicum in Bilingual Classrooms (3 credits)		
EDG 785/EDG 985	Portfolio: Bilingual (0 credits, pass/fail)		

MAE

Master of Science in Education classes are offered in the evenings to fit the schedules of teachers and other working adults. The programs operate using a cohort system: a small group of students is accepted into the program, and each cohort works through the courses together. Students are automatically registered for classes, as the cohort proceeds. Each class usually meets one night a week and runs for eight weeks, although some courses do deviate from this schedule.

Counseling
Teaching and Learning
Education Administration
Literacy

MSCS

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.

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

Career and Lifestyle Development

COUN 561/861 Career Counseling Foundations (3 credits)

Appraisal

COUN 587/887 Tests and Measurements for Counselors (3 credits - Required)

COUN 588/888 Psychopathology (3 credits - Elective)

Research and Program Evaluation

COUN 586/886 Design, Implementation, and Evaluation of Counseling Programs (3 credits)

Professional Orientation

COUN 554/854 Theories of Personality (3 credits - Required)

COUN 592/892 Professional Ethics in the Helping Profession (3 credits - Required)

Supervised Practicum and Portfolio

COUN 598/898 Practicum for School Counselors I (3 credits - Required)

COUN 599/899 Practicum for School Counselors II (3 credits - Required)

COUN 627/927 Portfolio I (0 credits - Required)

COUN 628/928 Portfolio II (0 credits - Required)

COUN 629/929 Portfolio III (0 credits - Required)

Lesson Planning/Classroom Management (Non-Teachers in School Counseling)

COUN 620/920 Management for Counselors (3 credits)

Practicum Requirements-The student seeking a Wisconsin Department of Public Instruction (DPI) counseling license will be required to complete a minimum of 600 hours of practicum experiences within school settings. These



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)

EDG 507/807 Curriculum Development and Design	3 credits
EDG 521/821 Human Learning and Motivation	3 credits
EDG 528/828 Strategies for Effective Teaching	3 credits
EDG 587/887 Assessment for Learning	3 credits
EDG 632/932 Educating Students at Risk	3 credits
EDG 633/933 Alternative Education	3 credits
EDG 515/815 Education Research Methods	3 credits
EDG 590/890 Thesis Completion Seminar (EDG 515 is a prerequisite)	3 credits

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.

Administrative Concentration

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.

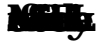
Student Learning Outcomes

Proficient understanding of and demonstrate content knowledge

There are two options available in this concentration –

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

EDG 531/831 Principles of Educational Administration (Foundation Course – take first) 3 credits
EDG 627/921



This concentration is designed to prepare specialists in reading. The program will enable the student to qualify for a Wisconsin licensure as a Reading Teacher (Wisconsin Department of Public Instruction Certification #316) and as a Reading Specialist (Wisconsin Department of Public Instruction Certification #17). Reading Specialist certification requires a master's degree, which includes Reading Teacher certification. Reading Teacher certification requires 18 credits.

Student Learning Outcomes

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

There are two options available in this concentration:

1. Reading Teacher Certification – License #316
(#316 Certification after 18 credits)
2. Reading Specialist Cer30t credits)

EDG 552/852 Improvement in the Teaching of Reading
EDG 509/809

3 credits

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.

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.

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.

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.

is designed to provide an overview of the consultation process and insight into the various roles that consultants may play. Theoretical approaches and principles of consultation, planned change, and organizational development will be discussed as well as counselors as consultants within the organization and within the community. Prerequisites: COUN 543/843; COUN 584/884 or EDG 580/880; COUN 592/892; COUN 552/882 or COUN 550/880; COUN 554/884; COUN 593/893; COUN 594/894. 3 credits.

gives students an opportunity to learn how to work with survivors of trauma. The student will enhance skills to help trauma survivors and families who have experienced trauma. Topics will include: post-traumatic stress disorder, trauma in families, trauma in children and compassion fatigue. Prerequisites: COUN 543/843; COUN 584/884 or EDG 580/880; COUN 592/892; COUN 552/882 or COUN 550/880; COUN 554/884. 3 credits.

offers students an opportunity to explore issues in the stages of human development over the life span. Various issues related to human development in the biological, cognitive, psychosocial, and spiritual spheres will be discussed. Further, students will also become more familiar with the major psychological theories pertaining to human development. Prerequisite: COUN 543/843. 3 credits.

explores the planning, establishing, administering, and evaluating of counseling/consultation programs. The student will engage in his/her own design, implementation and evaluation of a program within his/her own special area of interest. Prerequisites: 30 credit hours completed within the counseling program. 3 credits.

provides the student with an understanding of test analysis and design. Special emphasis is placed on evaluating the validity and reliability of commercially available tests and self-created test instruments. Prerequisites: COUN 543/843; COUN 584/884 or EDG 580/880; COUN 592/892. 3 credits.

views how human and scientific aspects of normal/abnormal psychology converge in the world of clinical treatment. Students will gain an understanding of conceptual framework and alternative modes of treatment. Prerequisite: COUN 543/843; COUN 554/854; COUN 584/884; COUN 592/892. 3 credits.

deals with philosophical issues affecting practice with special attention to professional ethics and the nature of human kind. Legal issues such as confidentiality, malpractice, school law, and the counselor as a witness will be discussed. Prerequisites: COUN 543/843; COUN 552/852 or COUN 550/850; COUN 584/884 or EDG 580/880. 3 credits.

provides the student with hands-on experience in individual counseling techniques as well as the opportunity to gain objective insight into

is a continuation of Practicum I. The student completes an additional 300 hours of field experience under supervision of both an on-site counselor and a supervisor/counselor from Concordia University. In addition, students should enroll in and complete COUN 628/928-Portfolio 3 while enrolled in this course. Prerequisite: COUN 598. 3 credits.

is an introduction to the field experiences for students in the area of professional counseling. An orientation to the profession takes place during a 100 hour supervised field experience. The professional counselor will complete the practicum experience in an approved professional setting under the supervision of a licensed professional counselor and Concordia University counselor/supervisor. Prerequisites: COUN 543/843; COUN 552/852 or COUN 550/880; COUN 554/884; COUN 564/864; COUN 584/884 or EDG 550/880; COUN 588/888; COUN 592/892; COUN 593/893; COUN 594/894-. 1 credit.

is a 300 hour field-based internship/practicum designed to introduce student practitioners to the form and content of their discipline. Exposure to the day-to-day realities of clinical practice, i.e., case file maintenance, record keeping, staffing sessions, consultations with colleagues and other health-care providers, are expected to aid in shaping professional expectations and behaviors while preparing students for the transition from graduate school to professional practice. Students are to develop and demonstrate professional levels of competencyline.

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.

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.

will examine the requisite math topics and skills of the elementary and middle-level classroom, specifically as they have been constructed following the reformed mathematics movement. Attention will be given to multiple means of explanation for math concepts and the use of manipulatives. 4 credits, 8 weeks.

will provide an important basis for future teachers in curriculum design and developmental considerations in physical education and health classes. The course will stress the teaching of lifelong health and fitness skills, the sexual development of the school-age child and integration of body-kinesthetic learning throughout the curriculum. 1 credit.

will be a forum in which to discuss the distinctive aspects of the primary-grade classroom. Special topics will include setting up a classroom, interpersonal relationships with students and parents, classroom management and discipline approaches that meet the developmental needs of primary learners and other unique features found in this cluster of grades. 1 credit.

will delve into the unique considerations of the middle-level classroom. Discussion will center upon the transescent learner, classroom management and discipline, the middle-school design, and the curricular approaches that are most impactful at this level. 1 credit.

is a course which will focus on the broader function of the school within the community. The course highlights successful approaches to develop partnerships with community stakeholders, including the parents of students. Additionally, innovative partnership models will be explored. 1 credit.

will acquaint the pre-service teacher with the fine arts for the classroom. The visual and performing arts, including dance, theatre, vocal, and instrumental music will all be considered. Special consideration will be given to the integration of the fine arts across the curriculum. 1 credit.

is completed during the assigned term and provides the education student with an opportunity to demonstrate growth in four of the teacher standards. Students will organize thoughtful artifacts and create narratives which represent their competency in the standards.

is conducted at the end of the formal coursework in the program and just prior to student teaching. Students share and present their portfolio demonstrating growth in all eleven standards based upon artifacts collected from life experiences as well as their teacher certification coursework.

is the final portfolio assessment and is conducted at the end of the student teaching semester. Students share and present their portfolio with new narratives and artifacts from the student teaching semester to demonstrate competency in all eleven teacher standards.

is designed to give the learner the knowledge, tools and dispositions to effectively facilitate a diverse classroom. An emphasis in this course is on understanding how student learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family and community values. Students will explore their personal attitudes and values as they consider the possibilities and challenges of teaching diverse student populations with varied historical, social, political and cultural backgrounds. Culture, language and social class will be studied as students confront group stereotypes and link theory to classroom practice. A specific focus will be the Native American tribes of Wisconsin, satisfying PI 34.15(4c). This course also introduces the education student to a study of the major characteristics of all disabilities as defined by state and federal law in order to recognize their existence in children and youth. Students will study the process and legal requirements for Special Education services, including pre-referral intervention, screening, the referral process, M-teams, and IEP's. Students will also study characteristics of gifted children. 4 credits, 8 weeks.

introduces middle school teaching strategies for use with the transescent student. Topics to be emphasized include an introduction and background to middle-level education, developmental concerns for transescent youth, discipline and management in the middle school classroom and methods in curriculum and instruction. 4 credits, 8 weeks.

examines the structure and organization of secondary schools, as well as characteristics of exemplary secondary school instruction. The course emphasizes standards-based lesson planning, a variety of instructional strategies and introduces the student to the assessment and evaluation process. 2 credits, 4 weeks.

in the Content Areas provides an in-depth study of the relationship of reading, writing, speaking, listening, research, inquiry and media knowledge as it relates to the literacy demands in different content areas. Emphasis is on the practical application of reading theory to content, lesson planning and instruction. 4 credits, 8 weeks.

provides the education student with a supervised pre-student teaching experience at the middle school grade level. As part of the regular clinical hours required by the Graduate Teacher Certification Program, practicum students will develop and teach a minimum of a 5-lesson unit in their area of licensure based on Wisconsin Model Academic Standards and the specific classroom's curriculum. Education students pursuing certification in ESL will be required to complete an additional practicum specific to ESL. 1 credit

provides the opportunity for students to explore their specific content area in depth as it relates to effective teaching, assessment strategies, classroom management and meeting the needs of diverse learners for the secondary level. Topics which will be emphasized include curriculum planning, effective instruction methodologies and assessment strategies. Students will be grouped for this class according to their individual license areas. 4 credits, 8 weeks.

is completed during the assigned term and provides the teacher education student with an opportunity to demonstrate growth in five of the teacher standards. Students will organize thoughtful artifacts and create narratives which represent their competency in the standards.

is conducted at the end of the formal coursework in the program and just prior to student teaching. Students share and present their portfolio demonstrating growth in all eleven standards based upon artifacts collected from life experiences as well as their teacher certification coursework.

is the final portfolio assessment and is conducted at the end of the student teaching semester. Students share and present their portfolio with new narratives and artifacts from the student teaching semester to demonstrate competency in all eleven teacher standards.

is the final phase of the experiential component to the Graduate Teacher Certification Program. Prerequisite: Approval of Director and all coursework and clinical work completed satisfactorily. 3 credits, 10 weeks.

is the final phase of the experiential component to the Graduate Teacher Certification Program. Prerequisite: Approval of Director and all coursework and clinical work completed satisfactorily. 3 credits, 10 weeks.

Human learning and development explores theories of human development, learning, and motivation in young children. The practical applications of these theories in child development, educational psychology and early childhood classroom management are explored. 4 credits.

Language Development and Early Literacy is a study of early language and literacy development and the application of developmental principals to the earliest stages of reading, writing, listening, and speaking in children ages 0 – 8. Includes analysis of literacy development and literacy routines: shared book experiences, authentic literature experiences, observations skills, organizing the literacy environment, stages of writing, and journal writing. The course will examine current research and curriculum practices. The Reading Foundations Test preparation will also be imbedded in the course content to better prepare students to be teachers of reading. Current trends to traditional methods will be introduced with application to pre-kindergarten through third grade classrooms. The students will explore the complex interaction and inte8 Ln3h(en ages l65rc,e oof crc,ee Tw anda)3 (ough T*8 LiteracE)-11.2 (n ag7eiting, IL)18 (O)tages 63ate T (gSPECS)n ag Stulum Cs

addresses the authority and liability of school personnel operating in both private and public educational institutions. Court decisions affecting curriculum, instruction, administration, and student and teacher rights are emphasized. The law as it relates to education is presented within the context of the Christian moral and ethical behavior of students, teachers, and administrators.
Prerequisite: EDG 531/831. 3 credits.

studies the organizational structure and administrative relationships in school systems. The course presents an overview of the school system, emphasizing the legal, political and social forces affecting local school systems. 3 credits.

provides the student with orientation to the field of instructional supervision. The course focuses on the nature of instructional supervision with an emphasis on the human perspectives of supervisory behavior. 3 credits.

provides opportunities for aspiring or practicing administrators to relate educational administrative theory to the applied administrative profession at the elementary, middle or secondary level. Students are required to complete a practicum experience within the school setting under the supervision of the practicum instructor from Concordia University and a licensed administrator in the school district. The practicum experience is designed by the university instructor and the student in cooperation with the school administrator. 3 credits.

provides a theoretical and practical background in school business administration for teachers, principals, and others pursuing careers in both the public and private schools in Wisconsin. The course develops a rationale for the function of school business administration and describes the concepts and practices that implement that function. 3 credits.

examines current topics and issues in reading instruction through study of journals, periodicals, recent publications and qualitative research methods. Content varies as the reading literature is updated. However, this course may be taken only once toward a #316 certification.
Prerequisites: Six credits of reading and permission of instructor. 3 credits.

concentrates on the methodologies in reading instruction and the role of the reading teacher in education. 3 credits.

examines the design, development, implementation, and evaluation of kindergarten through grade 12 reading programs and their interrelationships with other language arts instruction and other curricular areas. Prerequisites: EDG 552; EDG 556; one other reading course; permission of instructor. 3 credits.

is the culmination of the reading curriculum for DPI #316 certification. Teachers work with elementary, middle and secondary level students with a variety of abilities in one-to-one and small group contexts. Prerequisites: EDG 552; EDG 553; one other reading course; permission of instructor. 3 credits.

studies the English language, including English phonology and how children's language develops from childhood through adolescence and examines interrelationships of speaking, listening, writing, and reading. 3 credits.

studies the family as it relates to contemporary legal and social issues facing our schools. The roles confronting parents, teachers, and students in a variety of school settings will be discussed and examined. Historical, theoretical, and philosophical frameworks of parent involvement in education will be studied in order to allow educators to consider ways of improving and building home/school partnerships to better meet the educational needs of all children. 3 credits.

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.

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.

provides an opportunity to examine a range of problems in school administration, curriculum, planning, organizing and evaluating. The seminar focuses on student projects and problems related his or her professional development. 3 credits.

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.

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.

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.

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.

This course intends to help identify students in a K-12 setting who are or have the potential to be at risk academically, behaviorally or socially. The course also intends to help develop attitudes, skills and techniques to be effective teachers of the at-risk student. Response to Intervention (RtI) will be discussed. The course will look at social, personal, cultural and community dynamics in relation to the education of students who are at risk. 3 credits.

This course studies the nature of the alternative education K-12 program in the public schools. The various delivery systems and the role of the teacher in each system will be addressed. Alternative education, as a part of a community process, will be discussed. Discussion will range from early intervention to "last chance" programs. 3 credit hours.

provides students with greater competency in developing skills connected to communication, problem solving, data analysis and assessment within groups, teams, and learning communities. The focus of the course is upon case studies and practices associated with PLCs. 3 credits.

provides students with opportunities to review, evaluate and adapt materials for use in teaching reading, writing and grammar to ESL learners. Students will gain facility in matching and adapting texts and materials to the needs of different kinds of ESL learners. 3 credits.

Teachers learn to prepare students in five broad areas that are instrumental in working with learners who have varying levels of language and literacy delays: relevant criteria used for determining language and literacy delays in children; relationships between cognition, speech, and language; cultural and linguistic differences; instructional arrangements for diverse learning styles; and core components of effective literacy instruction. 3 credits.

This course introduces the student to the methods, curriculum, and current practices in the teaching of English as a second language. 3 credits.

This capstone course provides students with observation and analysis skills to apply to their own ESL teaching for this practicum experience, as well as with techniques for working with paraprofessionals in ESL/bilingual classrooms in schools. 3 credits.

Capstone assessment for the ESL Minor that highlights a student's understanding of the WI teacher standards and ESL Knowledge. 0 credits.

Students will examine the cultural diversity that exists locally, nationally, and globally in order to develop a positive appreciation for the contributions of other cultures. Student will gain personal contact with members of other cultures and learn effective intercultural communication skills for our diverse world. 3 credits

is an introduction to the elements of linguistics, including a study of the phonetic alphabet and morphology. 3 credits

focuses on the nature of instructional leadership and the role of the principal. The course will provide the student an orientation to the responsibilities and tasks of the principal. 3 credits.

is an introduction to the history and education policies of bilingual education. This course will provide a background in theories and best practices of bilingual education. Students will become familiar with the different types of bilingual education, while investigating effective teaching and learning methods in bilingual classrooms. Students will be provided with the opportunity to become familiar with first and second language acquisition and theory and develop philosophical beliefs of bilingual education. 3 credits

This capstone course provides students with observation and analysis skills to apply to their own bilingual teaching in their practicum experience, as well as with techniques for working with paraprofessionals in bilingual classrooms in schools. Portfolio's will be created in this course to be used as a final assessment for the Bilingual Minor that highlights a student's understanding of the WI teacher standards and knowledge of Bilingual Education. 3 credits.

(0 credits, pass/fail) Capstone assessment for the Bilingual minor that highlights a student's understanding of the WI teacher standards and bilingual education knowledge. 0 credits.



Center Director: Caroline Harris
4090 Geddes Road
Ann Arbor, MI 48105
Phone: 734-995-7309

The Ann Arbor Accelerated Center is part of the main campus of Concordia University Ann Arbor located on Geddes Rd. Some programs are offered in partnership with Concordia University Wisconsin.



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.





Center Director: Amanda Jacobson
4351 W. College Avenue
Suite 100
Appleton, WI 54914
920-968-0933 (FAX 920-968-0935)
Toll Free: 866-289-6212

Center Director: Ann Rice
Executive Center II
1150 Springhurst Drive, Suite 101
Green Bay, WI 54304
920-498-2551 (FAX 920-498-1077)
Toll Free: 888-425-3206

The Green Bay Center is located in Ashwaubenon, at 1150 Springhurst Drive, Suite 101, off of Hansen Road and Oneida Street, 2 blocks west of the Bayland Insurance.



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.

Center Director: Danya Sasada
1670 Miller Park Way
West Milwaukee, WI 53214
414-647-2523 (FAX 414-647-2545)

The Miller Park Way Center is on the corner of Mitchell Street and 43rd Street (Miller Park Way) in West Milwaukee.

Center Director: Joseph Malinauskas
N14 W23777 Stone Ridge Dr., Suite 290
Waukesha, WI 53188
262-522-0990 (FAX 262-522-0995)

The Waukesha Center is located off of I-94 and Hwy 164, just north of the expressway on Stone Ridge Drive (just past



Bankston, Gwendolyn
M.A., Upper Iowa University
Miller Park Way

Abraham, Kevin
MBA Concordia University Wisconsin
Beloit, Management

Adams-McIntosh, Kathy
M.B.A., UW Oshkosh
Appleton/Green Bay – ACCT, Mgmt

Ahern, Laura
M.H.R.M., Keller Graduate School
Beloit, Human Resource Management

Ahlborn, Marvin
M.Div., Wisconsin Lutheran Seminary
Appleton, Green Bay, Liberal Arts

Akers, James
M.S., Southern Illinois University
Carbondale
Beloit, Liberal Arts

Albright, Courtney
M.S., Cardinal Stritch University

Alig, Jennifer
M.A., Webster University
Mequon

Ames, Diane
M.S.N., University of Wisconsin-Oshkosh
Mequon

Anhalt, Daniel
M.S., University of Wisconsin - Milwaukee
Mequon, Human Resource Management

Argall, Nicole
M.A., University of Wisconsin - Oshkosh
Appleton, Green Bay, Liberal Arts

Arneson, Dean
M.S., Pharm D., Ph.D., University of
Nebraska, Mequon

Arnold, Victoria
M.A., Marquette University
Mequon, Management

Ashley, Steven D.
B.A., Michigan State University
M.S., Michigan State University
MLS, Eastern Michigan University
Ann Arbor – Criminal Justice,
Risk Management

Bahnson, Melissa
M.Ed., National Louis University
Kenosha, Business Management

Bahr, Ferdinand
D.Min., Trinity Ev. Divinity
M.Div., Concordia Seminary - Fort Wayne
Mequon, Miller Park Way, Management

Bahr, Paul
M.S. Ed., Canisius College

Baldwin, Timothy
Kenosha, Miller Park, Criminal Justice

Banks, Joel
M.B.A., University of Wisconsin - Milwaukee
Appleton, Management

Banks-Hall, Regina
B.B.A., Baker College
M.B.A., Baker College
Ann Arbor – Human Resources

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

Guse, Sheryl

M.B.A. Concordia University Wisconsin
Miller Park Way, Waukesha

Gustina, Prisha

M.M.E., Silver Lake College
Beloit, Liberal Arts

Habeck, Darryl

M.B.A., Cardinal Stritch University
Mequon, Management

Haberman, Susan

M.A.T., Aurora University Illinois
Mequon

Hall, Erik

M.A., University of New Haven
St. Louis, Criminal Justice

Hall, Jocelyn

M.Ed., Alabama Agricultural and
Mechanical University
Mequon, Midtown, Unspecified Location

Halloran, Michael

M.A., Central Michigan University
Mequon

Halter, Donald

M.A., University of Illinois at Urbana
Mequon

Halula, Shea

M.S. Ed., Concordia University Wisconsin
Mequon

Hampton, Becky

M.S., Cardinal Stritch University
Miller Park Way

Handrich, Cynthia

M.S., Silver Lake College
Appleton, Green Bay
Human Resource Management

Hangsleben, John

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

Hanlon, Daniel

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

Hansen, Eric

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

Hanson, Daryl

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

Hardesty, Janice

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

Hardy, David

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

Harms, Paula

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

Harold, Donna

M.B.A., Concordia University Wisconsin
M.S. Org. Leadership
Beloit, Management

Harold, Emeterio

MBA Concordia University Wisconsin
Beloit, Management and Health Care

Harper, David

M.A., Marian College
Appleton, Green Bay

Harris, Kenneth

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

Haselow-Dulin, Maryanne

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

Hartman, Katie

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

Haslett, Denna

J.A., Concordia University Wisconsin
Mequon

Hatch, Veronica

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

He, Peng

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

Helmer, Tina

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

Henderson, Colleen

MBA, CFA; MBA – University of Chicago;
Milwaukee Metro; Business

Hendrickson, Marion

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

Henne, Rev. Bruce

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

Hennen, Valerie

MA, Mandato State University
Kenosha, English

Hensel, Lindty

M.Bi.Div.Tq (n)- (o)0.5 18 (e3 (B) (n)-18.6 (d)-37.2(t)-49.7 (y))TJ 0.0064-28.3 (n)-33.8 (g))TJ /T1_2 1 Tf 0 T

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Jacobsen, Joseph

M.S., Milwaukee School of Engineering
M.B.A., Concordia University Wisconsin
Mequon, Midtown, Ann Arbor

Jahns, Sandra

M.B.A., University of Wisconsin -
Whitewater
Midtown

Janssen, Mark

M.S. University Wisconsin – River Falls

Larson, Deborah

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

Lasee, David

J.D., University of Wisconsin - Madison
Green Bay, Criminal Justice

Lau, Jason

M.S. Ed., University of Wisconsin -
Whitewater
Ph.D., University of Wisconsin - Madison
Appleton

Lausier, Tina

MBA, Keller Graduate School of
Management, CPA
Kenosha, Mequon, Business Management

Lawani, Uyi

M.B.A., East Carolina University
Mequon

Leitzke, Kimberly

M.Ed., University of Wisconsin - La Crosse
Unspecified Location

Leuck, John

M.S., University of Wisconsin - Parkside
Kenosha, Liberal Arts

Lewander, Lars

M.B.A., Concordia University Wisconsin
Mequon

Lewis, Rev. Mark

M.Div., Concordia Seminary -
Fort Wayne, IN
Wausau, Theology

L'Heureux, Kathyrine

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

Li, Alexander

M.S., University of Wisconsin - Milwaukee
Madison

Liederbach, Vanessa

Ph.D., Cardinal Stritch University
Midtown, Miller Park Way

Liermann, Pastor Brian

Masters of Divinity, Concordia Seminary
Saint Louis, MO
Kenosha, Miller Park, Theology

Lieven, Thomas

M.B.A., Michigan State University
Mequon, Management

Lindberg, Laura

M.E., Marian College
Appleton, Graduate Education

Londo, Darlene

M.S. University Wisconsin Whitewater
Appleton, Business Ed Methods

Long, Thomas

M.B.A., Cardinal Stritch University
Appleton, Green Bay, Criminal Justice

Lopez, Carlos

MS, Cardinal Stritch University, Graduate
School of Police Staff and Command,
Northwestern University
Kenosha, Criminal Justice

Lopez, Javier

M.S., Cardinal Stritch University
Mequon, Midtown, Miller Park Way,
Waukesha, Management

Lorenzoni, Teresa

M.A., University of Minnesota
Appleton, Green Bay
Human Resource Management

Lovell, Ryan

IMAcc University of Wisconsin Madison
Waukesha, Management

Lueders-Bolwerk, Carol

M.S.N., Marquette
Ph. D., University of Wisconsin - Milwaukee
Green Bay, Mequon

Lupton, Christine

M.S., Western Illinois University
Madison, Management

MacDonald, Pamela

M.S., University of Wisconsin - Oshkosh
Appleton

Mack-Landrum, Gyldnis

M.S., University of Wisconsin - Whitewarr8- Oan8 (e)-12.6snormet
M.S., University of Wiscor8- O5(, M-25.1 (i)5.97(S)-u-28 (.3 k39 0 -1.1U)22.4 (k)1_1 ()-4 ()JTJ /-91.9 (r)-2K0
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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

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 in Education-UW Oshkosh
Madison, Liberal Arts

Pozdol, Rick
M.S. Aurora University
M.B.A. Concordia University
Beloit, Management

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

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

Pritzl, Thomas
M.A., Marian University
Appleton, Mequon

Purifoy, Joyce
M.B.A., Lakeland College
Midtown

Pytel, Lindsay

Quill, Michael
M.B.A. DePaul University
Beloit, Management

Quince, Charles
MBA – Marketing UW Whitewater
MS Corporate Communications
UW Whitewater
Beloit, Management

Rahmas

Schilder, Amy

B.A., B.S., University of Minnesota
Mequon, Medical Assistant

Schill, Benjamin

M.B.A., University of Wisconsin - Oshkosh
Appleton/Green Bay, Management

Schinker, Steven

J.D., Thomas Cooley Law School
LL.M., Pace University School of Law
Wausau, Management

Schlenvogt, Pamela

MBA, Cardinal Stritch University
Miller Park Way

Schmid, Karla

M.Ed., University of Hawaii at Manoa
Appleton

Schmidt, Amy

M.S., University of Wisconsin - Milwaukee
Mequon, Management

Schmidt, Matthew

M.S., Statistics-Iowa State Univ.
Appleton/Green Bay – MBA

Schmidt, Michelle

M.B.A. Concordia University Wisconsin
Mequon, Midtown, Miller Park Way,
Ann Arbor

Schnake, Richard

M.A. s Cera s 1 (o)-0.8 (w)-33.5 (a S)-15 (t)-4,8.1 (a)-v4 (n) 0.00, Mawnsi (S) 190.003 (a) 10 (a) 2niv.
Appleton/Gr1/

Taylor, Natalie
M.S., Cardinal Stritch University
Miller Park Way

Taylor, Steven
M.S., Concordia University Wisconsin
Mequon, Midtown, Miller Park Way,
Waukesha

Tempesta, Jonathan
M.S., Cardinal Stritch University
Mequon, Kenosha

Terrasi, Salvatore
M.M., Northwestern University
Mequon, Miller Park Way,
Liberal Arts

Tetting, Debra
Ph.D., Capella University
M.S. Psychology, Capella University
Wausau, Management, MBA

Thao, Seng
M.Ed., University of Wisconsin - Oshkosh
Mequon, Liberal Arts

Thews, Daniel
M.Div., Concordia Seminary - St. Louis
Appleton, Green Bay, Liberal Arts

Thomas, John
M.B.A., Cardinal Stritch University
Mequon, Milwaukee Midtown Center,
Business Management

Tilton, Brent
M.B.A., Cardinal Stritch University
Eau Claire, Business Management

Todd, Jeffrey
M.S. Counseling Psychology,
George Williams College
Wausau, Health Care Management,
Management

Toenjes, Alan
M.Div., S.T.M., Concordia Seminary -
St. Louis
Green Bay, Liberal Arts

Tolliver, Loretta
M.B.A. Concordia University
St. Louis

Tomaszewski, Allen
M.A., Cardinal Stritch University
Mequon, Unspecified Location

Toonen, Linda
M.A., University of Wisconsin - Whitewater
Green Bay, Liberal Arts

Tosic, Deborah
M.A., Cardinal Stritch University
Beloit, Unspecified Location

Totoraitis, Joseph
M.A.T., Oakland University
M.Ed., Cardinal Stritch University
Mequon

Totsky, David
M. Div., Concordia Theological Seminary
S.T.M., Concordia Theological Seminary
Ph. D., Concordia Theological Seminary
Midtown

Townsend, Barbara
M.S., University of Wisconsin - Whitewater
Mequon, Unspecified Location

Treffert, Paul
M.B.A., Metropolitan State University
Mequon, Midtown

Tremarello, Richard
M.M.E., Arkansas State University
M.M., San Francisco Conservatory of Music
Mequon, Midtown, Miller Park Way,
Liberal Arts

Trucco, Jennifer
M.B.A., Cardinal Stritch University
Wausau, Management,
Human Resource Management

Truttschel, William
M.S., Career and Technical Education,
University of Wisconsin - Stout
Wausau, Management, MBA

Tuffey, Tracy
M.S.W., University of Wisconsin - Milwaukee
Mequon, Liberal Arts and
Human Resource Management

Tumarkin, Oleg
M.B.A., Concordia University Wisconsin
Miller Park Way, Midtown, Business

Turriff, Shannon
M.A., University of Southern Mississippi
Appleton

Tuttle, Joan
M.S., Concordia University Wisconsin
Mequon, Unspecified Location

Uden, Michael
M.S., Concordia University Wisconsin
Ph.D., University of Wisconsin - Madison
Mequon, Unspecified Location

Ulferts, John
M.A., University of Colorado
Beloit, Liberal Arts

Van Acker, Jason
M.B.A., DeVry University
Mequon

Van Dyke, Katherine
M.Ed., Concordia University Wisconsin
Wausau, Business Management

Van Ess, Thomas
M.S., Silver Lake College
Madll-15.8 (n)]31.3 (-15.9 (v7.6 3-)-18 (e)8.2 (d).4 (s)f(v7..9 (t2S (s)f(.8 [(M)-27l)-53.9 (y W)t)-4(n)]TJM)-

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**CONCORDIA
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12800 N. Lake Drive
Milwaukee, WI 53227
T: (202) 245-3750 F: (202) 245-4255

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4070 Geddes Road
Ann Arbor, MI 48106
T: (734) 975-0255 F: (734) 975-4505

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