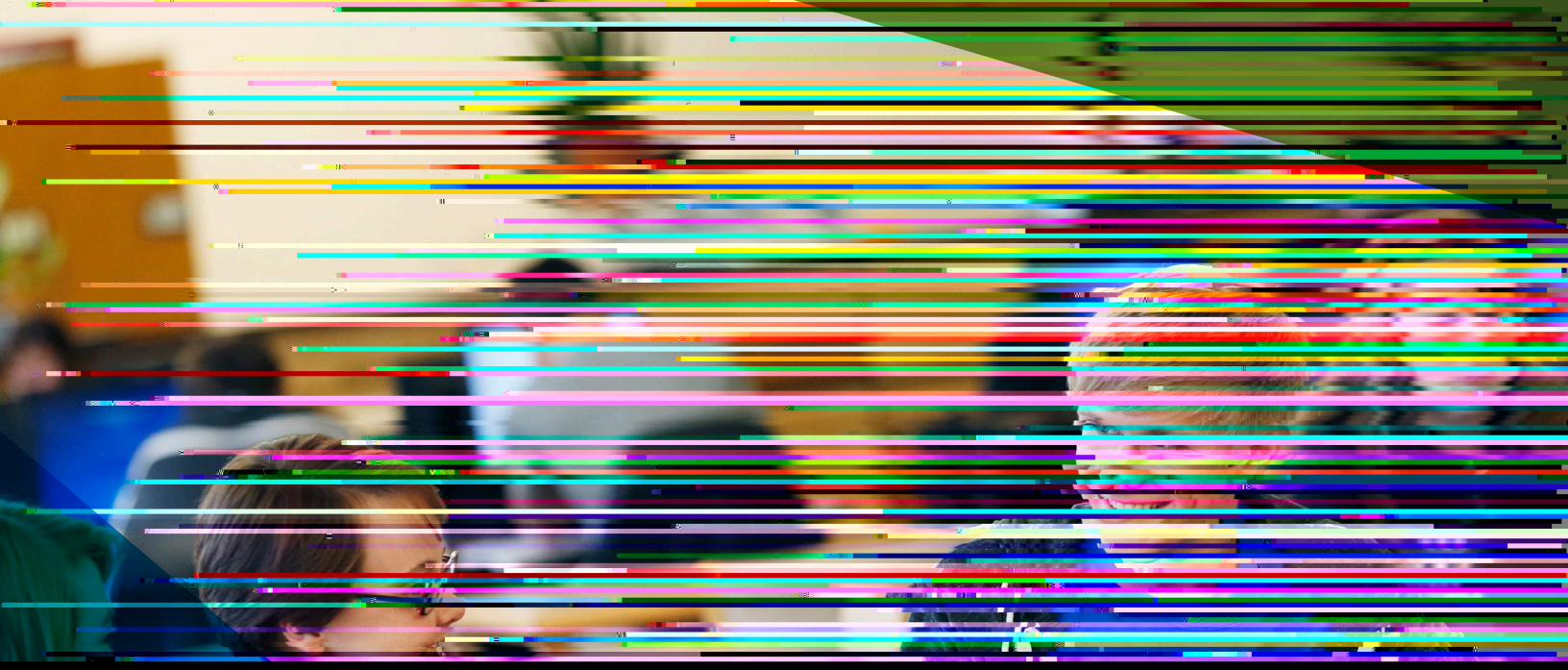

2017-2018

UNDER GRADUATE

ACADEMIC CATALOG

Concordia University is one of ten colleges or universities in the Concordia University System, which is owned and operated by The Lutheran Church - Missouri Synod.

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

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

PRESIDENT . . . . . Patrick Ferry
EXECUTIVE VICE PRESIDENT AND CHIEF OPERATING OFFICER . . . . . Allen Prochnow
SENIOR VICE PRESIDENT OF ACADEMICS . . . . . William Cario
SENIOR VICE PRESIDENT OF ENROLLMENT SERVICES . . . . . Kenneth Gaschk
SENIOR VICE PRESIDENT OF STRATEGY AND UNIVERSITY AFFAIRS . . . . . Gretchen Jameson
VICE PRESIDENT OF ADVANCEMENT . . . . . Roy Peterson
VICE PRESIDENT OF FINANCE AND CHIEF FINANCIAL OFFICER . . . . . Joan Scholz
VICE PRESIDENT OF INFORMATION TECHNOLOGY . . . . . Thomas Phillip
VICE PRESIDENT OF MARKETING . . . . . Anita Clark
VICE PRESIDENT OF STUDENT LIFE . . . . . Steven Taylor
ASSISTANT VICE PRESIDENT OF ACADEMICS . . . . . Bernard Bull
ASSISTANT VICE PRESIDENT OF ACADEMICS . . . . . Leah Dvorak
ASSISTANT VICE PRESIDENT OF ACADEMICS . . . . . Elizabeth Polzin
ASSISTANT VICE PRESIDENT OF STRATEGIC COMMUNICATION . . . . . Lisa Liljegren
CHAIR, FACULTY SENATE . . . . . Robert Burlage

ARTS AND SCIENCES . . . . . Steven Montreal
BUSINESS ADMINISTRATION . . . . . Daniel Sem
EDUCATION . . . . . Michael Uden
HEALTH PROFESSIONS . . . . . Linda Samuel
NURSING . . . . . Sharon Chappy
PHARMACY . . . . . Dean Arneson
STUDENT LIFE . . . . . Steven Gerner

August 22	Mon.	Pharmacy classes begin - Mequon
August 28	Sun.	Opening Service - Mequon
August 29	Mon.	First Day of Traditional Classes Opening Service – Ann Arbor
September 5	Mon.	LABOR DAY – No Class
September 9	Fri.	Last Day to Add a Regular Semester Class
October 20 - 21	Thu.-Fri.	Fall Break - No traditional undergrad. classes
November 4	Fri.	Last Day to Drop a Regular Semester Class
November 23	Wed.	Thanksgiving Vacation begins – no traditional undergraduate classes meet that start after 4:00 pm CST
November 24	Thu.	THANKSGIVING DAY
November 28	M 0.9 56. (h)-12 (a)-6 235.A1Ing (e0FEFF0009>>> BDC 1uN90)]TN 0 0 9 56.16 247.28 Tm( )TjEMC 8.218 0 T0 e œtþat stu 7 Tc 4	

application for financial aid required	yes	yes	yes	yes
full-time student status required	yes	yes	yes	yes
program of study	Luth. Social Wk. Pastoral Lay Ministry	theology education parish music	n/a	n/a
minimum high school GPA/ACT	3.0/18	3.25/18	3.60/23	3.0/18
annual amount of scholarship	up to $1,200	up to $3,000	up to $15,000	up to $11,000
cumulative GPA required for renewal	2.50	2.50	2.50	

Campus employment opportunities are available for students who wish to be employed. Generally eighteen (18) hours of work per week should be considered the absolute maximum for full time students. A reasonable amount of employment could possibly improve the scholastic achievement of many students, as well as provide some financial resources for the student. Student employees will be paid via normal pay checks and pay periods. Students interested in on-campus employment can apply through the Career Services office. Concordia participates in the Federal Work Study Program, which enhances the opportunities for employment.

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

The following policies of good standing and satisfactory progress have an appeal procedure for use by anyone whose financial aid eligibility is terminated as a result of the Financial Aid Good Standing or Satisfactory Progress Policy.
Those students affected will receive written notice of the appeal procedure which is detailed in Section E. Both standards of Good Standing and Satisfactory Academic Progress must be met in order for a student to continue receiving financial aid. No part of this policy has an effect on any student's academic record either at this University or any other. Listed below is the financial aid Satisfactory Academic Progress policy, the academic Good Standing is located in the Academic Catalog.

A student enrolled in Concordia University Wisconsin is considered in good standing if allowed to continue in that degree or certificate program at Concordia University Wisconsin. Detailed information pertaining to the minimum academic requirements of the University can be obtained by referring to the appropriate section of the University's catalog; this includes both GPA expectations and the maximum length of time to complete a degree for graduate programs. Students who are not in Good Standing with the University academic probationary policies are not eligible to attend Concordia or obtain financial aid.

Satisfactory academic progress is defined as successfully completing cumulative course requirements for a minimum of 67% of the cumulative number credits attempted (this includes transfer credits that are being used towards a students program), thereby making it possible for a student to make good progress toward a degree or certificate objective. "Successfully completing course requirements" is interpreted to mean that a grade of at least D- or P is received by a student. Incompletes, withdrawals/no credits, and audits, are considered unsatisfactory. Students repeating a course will be evaluate on the basis of whether or not the class taken in the given term is passed. However, incompletes, which are later changed into a grade of at least D- or P are satisfactory for Financial Aid Satisfactory Academic Progress policy purposes (please note that D- is only "satisfactory" by financial aid standards not by University academic standards). **It is the student's responsibility to notify the Financial Aid Office of such changes to previously incomplete grades.** Progress is also calculated on the basis of, the student having a cumulative GPA of 2.0 or better, this qualitative standard is reviewed again every term. Students repeating a course will have the lower grade omitted for cumulative calculations.

As a full time student, your eligibility for financial aid continues for a number of years equal to 150% of the normal completion time for the degree or certificate you are seeking to earn. This is tracked on the basis of the number of credits attempted. Transfer credits that are accepted, and used towards a degree, are included in the 150% criteria. The normal completion time for particular degrees or certificates are as follows (this is calculated in years, based on a student attending full-time each term):

Doctorate in Physical Therapy	3 years	Bachelor's Degree	
		Education	5 years
Master's Degree	3 years	All other programs	4 years
Masters in Occupational Therapy	6 years	Certificate Programs	
		Directior of Church Ministries	2.5 years
		Medical Assistant	1 year

When a student does not successfully complete a minimum of 67% of cumulative credits earned versus attempted or does not have a CGPA of 2.0, financial aid eligibility status of "WARNING" is imposed. Aid automatically continues through one semester of financial aid eligibility status of "WARNING". If a student does not make satisfactory progress during the semester of financial aid eligibility status of "WARNING", or the student has reached the 150% of normal completion time, the student's eligibility for financial aid in later semesters is terminated. Eligibility can be regained by raising the completion rate of credits attempted to 67% and CGPA to above 2.0, unless terminated for exceeding the 150% of normal completion time. The appeal procedure detailed in Section E exists for those students whose aid eligibility is terminated.

E. Appeal Procedure: Upon receiving a completed Satisfactory Academic Progress (SAP) appeal form from a student whose financial aid eligibility has been terminated according to the provisions of section D, the Director of Financial Aid may reinstate the student's eligibility. The appeal form will be sent to the student who was terminated, by official University delivery, and must be completed by the student and by the student's academic advisor. Students can only appeal this status under one of the following extraordinary circumstances; illness, injury, death of family member or close friend, short term hardship, change of academic major (for completion time extension), or other significant extraordinary circumstance. The appeal must also include evidence that the academic advisor believes that the student can be successful, as well as including a plan from the student detailing what the extraordinary circumstance(s) were/are and their plan to be successful in future terms. Completed appeal forms must be returned to the Financial Aid Office, and will be reviewed by the Director of Financial Aid, or their designee. The outcome of student's appeals will be sent via official University delivery. Students reinstated will be placed on Satisfactory Academic Progress "Probation", and if they do not meet the standards in the next term will be terminated again. In circumstances where a student has appealed and is unable to meet both the 67% completion rate and the 2.0 CGPA requirements for SAP the outcome of the appeal may include an academic plan. This plan which will be created from the SAP appeal process will outline specific criteria that a student must meet during the semesters that this plan covers. Students who do not meet these criteria will be SAP terminated.

Those students placed on eligibility warning status or whose eligibility for aid has been terminated will have their progress tracked in the next semester. Once satisfactory progress is resumed, full eligibility for aid consideration will be reinstated and the student's name removed from the tracking system. A student's current SAP status is available for review at any time on their CUW portal account.

Student Services

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

The Library has the primary goal of meeting the information needs of CUW students as they participate in the University's programs of study in pursuit of Christian education at the undergraduate and graduate levels. The Library works together with the faculty and administration to select, acquire, and make available materials and resources consistent with fulfilling the University's mission of providing excellence in Christian education.

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

OISS provides students with opportunities to study away from the Concordia University Wisconsin campuses. Concordia's students are eligible to participate in the Concordia University Systems Visiting Student Program, which allows them to spend a semester or two at another of the system's ten colleges. The Office is also responsible for coordinating and promoting international opportunities for the university community as well as distributing global education grants among students to encourage international study.

The Office of International Study seeks to help students gain a global perspective and develop the ability to interact with people of other cultures within a quality academic program.

The Office of National & International Study will distribute a finite number of global education grants to students who meet, among others, the following qualifications: a full-time student; have earned 60 undergraduate or 21 graduate credits from CUW; be a citizen or permanent resident of the United States; and participate in the international experience for university credit. Please check with the Office of National & International Study or its web page on CUW web site for complete information and/or an application.

Enrolled for 12 or more hours Enrolled for less than 12 hours

Seeking an Associate in Arts, a Bachelor of Arts, a Bachelor of Science degree, Bachelor of Science Nursing, or a Bachelor of Social Work

Not seeking a degree

Full-time students who are preparing themselves for one of the church vocations within The

A full-time student may register through the last day of the first full week (5 days) of classes in the semester.

All students take these particular courses, for a total of 15 credits.

Writing	(3 credits)	Civilization & Worldviews: History	(3 credits)
Bible Content	(3 credits)	Civilization & Worldviews: Literature	(3 credits)
Christian Doctrine	(3 credits)		

In each category, students choose from several courses which satisfy that particular competence, for a total of 12 credits.

Communications (Speech, Interpersonal)	(3 credits)	Citizenship (Pol. Sci., Economics)	(3 credits)
Culture	(3 credits)	Philosophical Foundations	(3 credits)

Students choose from a range of courses, in light of their interests and program requirements, for a total of 21 credits.

I. CORE CURRICULUM 36 crs.
Liberal Arts Preparation – 3 crs.
Theology – 6 crs.
Communications – 6 crs.
Introduction to Writing – 3 crs.
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Social Sciences – 9 Credits
(History, political science, sociology, psychology, anthropology, cultural geography, cross-cultural studies, economics)
Humanities and The Arts – 6 Credits (Literature, music, art, drama, dance, philosophy)
Mathematics and Communication – 6 Credits
Writing Course (Speech, foreign languages, linguistics, computer languages, sign languages, mathematics)
Theology – 6 Credits
Science – 4 Credits (Biology, chemistry, geology, geography, astronomy, physics or physical geography with a lab)
Total Transfer Core Requirement — 31 Credits

Concordia University students have the opportunity to fully participate in the Air Force Reserve Officers Training Corps program. Students enrolled in the Air Force ROTC program attend AFROTC courses at Marquette University.

Through the program, Concordia offers its students the opportunity to prepare for initial active duty assignments as Air Force Commissioned Officers. In order to receive a commission, AFROTC cadets must complete all university requirements for a degree and courses specified by the Air Force. AFROTC offers four-, three-, two-, and one-year programs leading to a commission as an Air Force officer. Four-year program students complete the general military course, the professional officer course, in addition to a four-week summer field training between their second and third years in the program. Two-year students complete only the professional officer course. One-year students complete a seven-week field training session.

AFROTC College Scholarship and Scholarship Actions Programs: These programs provide scholarships to selected students participating in AFROTC. While participating in AFROTC, students receive $250-400 per month along with paid tuition, fees, and a fixed textbook reimbursement.

For more information, contact the Department of Aerospace Studies at Marquette University (414) 288-7882.

Concordia University students have the opportunity to fully participate in the Army Reserve Officer Training Course (AROTC) program. Students in the program attend AROTC courses at Marquette University. This program prepares Concordia University students for commissions in the U.S. Army, Army National Guard, or the U.S. Army Reserve.

There are two program options a four- or two-year program. The four-year program is divided into two phases: the basic course (taken during the freshman and sophomore years) and the advanced course (taken during the junior and senior years). The two-year program is designed for students at four-year institutions who did not take AROTC during the first two years of college, students entering a postgraduate course of study, or students who have prior military service. Students enrolling in the advanced course who have not taken the basic course will begin their training with a five-week paid summer session at Fort Knox called the Leader's Training Course or a one-week program held at Marquette called Accelerated Cadet Commissioning Training.

The Army offers a number of scholarship opportunities to Concordia University students enrolled in the ROTC program. There are two-year, three-year, and four-year active duty scholarships as well as two-year U.S. Army Reserve and National Guard scholarships available. These scholarships are awarded on a competitive basis by the Department of Military Science at Marquette University and can be applied to tuition expenses at Concordia University. In addition to the scholarships, all contracted students in the advanced course receive a $250-400 monthly stipend.

Prospective students interested in the Army ROTC program are encouraged to visit the Army ROTC website www.armyrotc.com, the Marquette Army ROTC website www.mu.edu/rotc/army/html, or contact our Enrollment and Scholarship Officer at Marquette University (414) 288-2046.

Concordia University Wisconsin enables students to enrich their academic preparation by taking courses at other higher education institutions with which CUW has a written agreement. Consult the Registrar's Office for eligibility and guidelines.

Requirements are subject to change in programs, majors or minors.

(Major 30 cr. minimum) (Minor 18 cr. minimum)

An exception to the requirement of a readymade major may be granted to a limited number of capable students with special needs or interests. For example, the student whose particular academic interests or career goals may better be served by a distinctive and flexible, but related grouping of courses, that provide for sustained contact with some problem or topic, may develop an appropriate major within the existing resources of the college.

Such self-designated proposals are initiated by the student with the aid of the mentor or academic advisor, developed with the
..

(22 crs. if participating in the Senior Show)

The Art Minor is chosen by majors from many fields. An art minor is particularly of value to majors in Elementary Education, Early Childhood Education, or Communication. Students pursuing the Art Minor take a variety of studio courses and complete work in art history. In addition to the 48-credit Liberal Arts core requirements, art minors complete the following courses.

Design (Choose 1) — 3 crs.
GD 100 Digital Design Fundamentals – 3 crs.
ART 100 Design Fundamentals – 3 crs.
ART 210 3D Design (offered Spring of odd-numbered years only) – 3 crs.

Drawing — 6 crs.
ART 145 Drawing for Art Majors – 3 crs.
ART 246 Color & Media Dynamics – 3 crs.

Art History — 6 crs.
ART 285 Art History I (offered Fall of odd-numbered years only) – 3 crs.
ART 286 Art History II (offered Spring of even-numbered years only) – 3 crs.

Studio Electives (Choose 2) — 6 crs.
Note: one elective must be a GD course if GD100 was not taken as Design option above

ART450 Senior Show (Optional)
(offered Spring semester only) – 1 cr.

Required Art Department Courses — 42 crs.
ART 145 Drawing I (for Art Majors) – 3 crs.
ART 110/111 Design Fundamentals **OR** 2D Composition – 3 crs.
ART 131 Photography 1 – 3 crs.
GD 100 Digital Design 1 (**OR** GD 110 Graphic Design I) – 3 crs.
ART 210 3D Design – 3 crs.
ART 230 Printmaking 1 – 3 crs.
ART 245 Drawing 11 – 3 crs.
ART 258 Ceramics 1 – 3 crs.
ART 265 Acrylic Painting – 3 crs.
ART 275 Sculpture 1 – 3 crs.
ART 285 Art History 1 – 3 crs.
ART 286 Art History 11 – 3 crs.
ART 290-298 Applied Design – 3 crs.
ART 381 Aesthetics – 3 crs.

Electives / Focus — 6 crs.
Choose 6 credits from studio art offerings

Art Education
Requirements —9 crs. see K-12 requirements for licensure as outlined by the School of Education
AE 235 Elementary Art Education Theory & Practice – 3 crs.
AE 335 Secondary Art Education Theory & Practice – 3 crs.
AE 340 Curriculum Design for Art Education – 3 crs.

The Graphic Design Major consists of 58 credit hours of course work, 15-18 of which are completed through a cooperative program with the Milwaukee Institute of Art & Design (MIAD). MIAD is just a 25-minute drive from our Mequon Campus and offers the very latest in graphic design technologies. A student graphic design lab is available on the Concordia University campus for students completing course work at MIAD. In addition to the 48-credit Liberal Arts core requirements and required courses listed below, all graphic design majors are encouraged to complete a minor.
A Business or Marketing Minor is strongly recommended to help students develop the skills they will need to channel their talents into a successful career. Program requirements include purchase of a Mac laptop (available at reduced prices via my.cuw.edu).

Required Courses (Concordia Campus) - 40 crs.
GD 110 Graphic Design I — 3 crs.
GD 111 Graphic Design II — 3 crs.
ART 145 Drawing for Art Majors — 3 crs.
ART 111or 110 2D Composition — **3** crs. crs.
ART 131 or 130 Photography I – 3 crs

(22 crs. if participating in the Senior Show)

Coursework in the 21-22 credit graphic design minor focuses on the development of visual organization, thinking and communication skills. Students become proficient in industry standard software and tools, and strengthen problem-solving capabilities.

Required Courses (Concordia Campus) — 37 crs.
ART 111 or 110 2D Composition — 3 crs.
ART 131 or 130 Photography I — 3 crs.
ART 145 Drawing for Art Majors — 3 crs.

Communication 39 - 40 crs.

To help students in Concordia's Communication Department grow in their understanding and application of communication skills for service to Christ in the Church and the world.

The Communication Department prepares graduates for media, non-profit, government, or corporate jobs in media or media-related fields.

Students majoring in Communication earn a total of 45-48 credits in majors including Mass Communication and Multimedia Communication, a minor in Theatre, and the forthcoming track in Journalism and Social Media. Students majoring in Communication take 24 credits in the Communication Core and 21-24 credits in the major they choose. The Communication Core emphasizes writing, speaking, interpersonal, and small-group communication skill. Students will apply theoretical and practical knowledge in a senior seminar project and by participating in a 3-credit internship.

The provides a broad-based liberal arts approach to better understanding and using radio, television, film, video, and print media. An emphasis is placed on giving students skills in writing and editing skills across the various media.

The challenges students with innovative technology associated with film and video production, animation, and multimedia production. Student-made productions showcase the marketable skills learned in this hands-on, highly practical major.

the cost is approximately $3,000 and may be eligible for financial aid as a tuition expense.

The Communication Department Each of our tracks (Mass Communication and Multimedia Communication) may be taken as a minor by students regardless of their major. Finally, a 21-credit Speech Communication Minor licensed by the Department of Public Instruction is offered through our Education Division in association with their Elementary and Secondary Education program. (See School of Education.)

All Communication majors take the Common Core and choose at least one of two specializations (Mass Communication or Multimedia) as their major. They may double major by completing a second specialization among those below. Each of the four specializations may be selected as a minor by students majoring in a non-Communication major. Classes required in more than one major/minor may be used to "double dip" or fulfill requirements in each Communication major/minor without the need to substitute a different class.

COMM 105 Public Speaking (taken in Narrative Core) — 3 crs.
COMM 460 Cross Cultural Communication (taken as Culture in Narrative Core) — 3 crs.
COMM 201 Interpersonal Communication — 3 crs.
COMM 265 Journalism — 3 crs.
COMM 280 Careers in Communication — 3 crs.
COMM 385 Interviewing Principles — 3 crs.
COMM 470 Internship — 3 crs.
COMM 490 Senior Seminar — 3 crs.

Core Curriculum 48 credits
Any Calculus course is required for mathematics
Any 4 credit physical science course is required for lab science
SCI 275 is required for philosophical foundations

Major 51 credits
Required: 42 credits
CSC 150 Foundations of Computer Science
CSC 175 Informatics: Application of Technology
CSC 200 Foundations of Programming
CSC 250 Computer Science: Theory and Practice I

Professional Core 9 credits
MATH 205 Statistics I
MATH 220 Discrete Mathematics
PHIL 211 Elementary Logic

The BS degree program in Information Technology is designed for students who are interested in specifying, managing and applying technology for their organization. An IT graduate responds to the practical, ongoing demands of a business for computing resources. Because all organizations utilize technology, the IT graduate solves problems by supporting the business and other employees in their quest for information.

ENG 190 Introduction to English Studies
(Optional but strongly preferred for English majors, satisfies core literature requirement)

Language - 6 crs.
ENG 305 English Grammar and Usage – 3 crs.
ENG 365 English: Its Cultural Development – 3 crs.

Expression - 3 crs. (Select one)
ENG 245 Advanced Writing – 3 crs.
ENG 246 Creative Writing – 3 crs.

American Literature - 6 crs.
ENG 341 American Literature I – 3 crs.
ENG 342 American Literature II – 3 crs.

English Literature - 6 crs.
ENG 344 English Literature I – 3 crs.
ENG 345 English Literature II – 3 crs.

.ENG English Literature II – 3 crs…

ENG 305 English Grammar and Usage – 3 crs.
ENG 365 English - Its Cultural Development – 3 crs.

Expression
ENG 245 Advanced Writing – 3 crs.
ENG 246 Creative Writing – 3 crs.
ENG 350 Classical and Modern Rhetoric – 3 crs.

Other Requirements
ENG 251 Practicum in Writing Consultation – 3 crs.

The MSAT program at CUW is designed to satisfy all of the requirements set forth by the Commission on Accreditation of Athletic Training Education (CAATE) for an accredited program, as well as the graduation requirements for CUW. Meeting the CAATE requirements will allow the Athletic Training Student to take the Board of Certification (BOC) Computer Based Examination, which one must pass in order to practice professionally as an athletic trainer.

Required Courses:
U.S. History – 6 crs.
European History – 6 crs.
Non-Western/Global History – 6 crs.
HIST 385 Historical Methods – 3 crs.
HIST 490 Senior Seminar – 3 crs.

AND (the student must choose one of the following)

I. Emphasis in American History . .....

Music

The CUW Music Department contributes to the spiritual, artistic, cultural, academic and co-curricular life aspects to campus life at the University. In doing so, the faculty is committed to blending talent and fellowship to the highest degrees of professional artistry in praise of the Lord's name. We additionally hope to impact our surrounding community while fulfilling our mission.

To gain degree-seeking status as a music major, a student must:

1. Successfully pass the following:
   a. Qualifying audition with performance of two contrasting works on his/her principal instrument (to be completed at the end of two semesters of study);
   b. For vocalists, aural examination of sight-reading, and tonal memory ability.
   c. For instrumentalists, sight reading and scales.
2. Prepare a portfolio for musical activities (solo and ensemble) and examples of music course work. This portfolio is to be presented in electronic format with links provided before audition;
3. Transfer students will have their transcripts evaluated by the music faculty for determination of credited coursework and hours.
4. The deadline for auditioning is the end of the 2nd semester from the time of declaration. There are three possible results for an audition:
   a. Accepted - This grants formal acceptance into upper division status.
   b. Provisional - A repeat of the audition is requested by the Faculty at the end of the next semester to show more progress.
   c. Fail - The student is not accepted as a music major.

Required Courses:
MUS 080 Concert/Recital
Attendance (each semester) – 0 crs.
MUS 240 Music Theory I – 3 crs.
MUS 241 Music Theory II – 3 crs.
MUS 242 Music Theory III – 3 crs.
MUS 243 Music Theory IV – 3 crs.
MUS 271 Music History I – 3 crs.
MUS 272 Music History II – 3 crs.
MUS 273 Music History III – 3 crs.
Applied Music (studio) – 8 crs.
MUS 250 Beginning Conducting – 3 crs.

MUS 351 Advanced Conducting **OR**
MUS 445 Composing and Arranging – 3 crs.
*Electives (may include ensemble) – 3 crs.
MUS 499 Recital – 2 crs.

Required Courses:
MUS 240 Music Theory I – 3 crs.
MUS 241 Music Theory II – 3 crs.
MUS 242 Music Theory III - 3 crs.
MUS 271 Music History I – 3 crs.
MUS 272 Music History II – 3 crs.
Applied Music (studio) – 3 crs.

MUS 250 Beginning Conducting **OR**
MUS 445 Composing and Arranging – 3 crs.
*Electives (may include ensemble) – 3 crs.

*Music Majors must participate in ensembles every semester of residency (at least 3 semesters for credit)

Required Core Courses:
Common Core:
Bible Content: REL 201 Old Testament — 3 crs.
Christian Doctrine: REL 204 Biblical Theology — 3 crs.

Narrative Core:
Communications: COMM 201
Interpersonal Communications — 3 crs.

Required Core Courses:
Lab Science: CHEM 141 General Chemistry I
Mathematics: MATH 205 Statistics I
Philosophical Foundations:
PHIL 240 Environmental Ethics **OR**
PHIL 350 Bioethical Dilemmas in Contemporary Society **OR** SCI 275 Cosmogony

Recommended Core Courses:
Social Science: PSY 101 General Psychology
Citizenship: JPP/LEGL 230 Environmental Law
Culture: BIO 367 Ecology of the Tropics

Required Courses: 42 credits
BIO 141 General Biology I – 4 crs. **OR**
BIO 151 Functional Human Biology I – 4 crs.
BIO 240 Zoology – 4 crs.
BIO 244 Botany – 4 crs.
BIO 260 Microbiology – 4 crs.
BIO 348 Genetics – 4 crs.
BIO 490 Biology Senior Seminar – 2 crs. (1 cr./semester)
CHEM 141 General Chemistry I – (taken in core)
CHEM 142 General Chemistry II – 4 crs.
CHEM 241 Organic Chemistry I – 4 crs.
CHEM 242 Organic Chemistry II – 4 crs.
PHYS 151 Physics I – 4 crs.
PHYS 152 Physics II – 4 crs.

Electives--Choose a minimum of 14 crs. from the following:
BIO 142 General Biology II – 4 crs. **OR**
BIO 152 Functional Human Biology II – 4 crs.
BIO 156 Environmental Science – 4 crs.
BIO 191 Human Anatomy & Physiology I – 4 crs. **OR**
BIO 181 Functional Anatomy & Physiology I – 4 crs.
BIO 192 Human Anatomy & Physiology II - 4 crs. **OR**
BIO 182 Functional Anatomy & Physiology II – 4 crs.
BIO 285 Pathophysiology – 3 crs.
BIO 301 Advanced Functional Anatomy & Physiology
BIO 321 Cell Biology – 4 crs.
BIO 367 Ecology of the Tropics – 3 crs.
(If not taken in the core)
BIO 368 Ecology of the Tropics Lab –1 cr.
BIO 370 Ornithology – 4 crs.
BIO 381 Histology – 3 crs.
BIO 399 Biology Internship – 1 - 4 crs.
BIO 410 Ecology – 4 crs.
BIO 417 Plant Anatomy – 4 crs.
BIO 420 Molecular Genetics - 4 crs.
BIO 430 Pharmacology – 3 crs.
BIO 444 Systematics – 4 crs.
BIO 445 Biological Methods – 4 crs.
BIO 470 Human Physiology – 4 crs.
BIO 499 Undergraduate Research – 1 - 4 crs.
CHEM 361 Environmental Chemistry ah – 17t1 - 4 crs.

Students must take three required courses and then select three other Political Science courses.

Core Courses – 9 crs
REL 201 Old Testament
REL 204 Biblical Theology
REL XXX Bible elective: any advanced OT or NT course.

Common Courses – 8 crs
EDU 408 Teaching the Christian Faith (w) (2 crs)
ENG 101 English Composition
REL 203 New Testament

Either Track One – 6 crs
Select two of the following:
REL 333 Survey of Christian Thought
REL 404 Lutheran Confessions
HIST 208 History of Christianity

Or Track Two – 9 crs
Select one setX/TT2 1 Tf-0.01 Tc 9.5 0 0 9.5 313.102 Tc 9.5 0 0 52 crs)

The world needs leaders who have thought about the Christian faith and how best to share the Gospel with people living in an age of distraction.

Core:
Courses taken as part of the core curriculum must include the following:
Bible Content: Old Testament

REL 440 Lutheran Worship: Theology

Required Core:
REL 201 Old Testament

The two divisions therein are the Business Division and the Justice and Public Policy Division. In addition, two associate degree pro-

BUS 210 – Business Law I - 3 crs.
ECON 200 – Principles of Economics - 3 crs.
MGMT 130 – Principles of Management - 3 crs.
MGMT 336 – Human Resource Management - 3 crs.
MKTG 131 – Principles of Marketing - 3 crs.

Choose 1 of the following courses::
MGMT 429 Production/Operations Management
BUS 450 International Business 3 credits

Management Minor cannot TJTf9.5 4 TA takem (y ss)2.5 (Majo (s

To successfully complete the teacher education program and be recommended for a Wisconsin teaching license, the undergraduate candidate must have:

1. Met the university credit requirements
   a

CORE CURRICULUM:	51 - 57 crs.
LUTHERAN/CHRISTIAN TEACHER CERT DUAL MAJOR:	80 crs.
PUBLIC ED DUAL MAJOR:	74 crs.
TOTAL:	125 - 137 crs.

NOTE: Check with the Chair of the Special Education Department for possible changes in this major.

Common Core – 15 - 18 credits

Practical Component: Special Education - 24 crs.

ED 327 Collaborating with Families and Professionals in a Diverse Society – 3 crs.
* ED 328 Teaching Students with Significant Disabilities – 3 crs.
* ED 453 Evaluative Techniques in Early Childhood Special Education – 3 crs.
* ED 454 Curriculum & Practicum for ECSE 0-8 – 4 crs.
* ED 455 Legal Issues in Special Education – 3 crs.
* ED 457 Curricular Adaptations for Learners with Disabilities – 3 crs.

ED 484 Educational/Behavioral Management in Special Education – 3 crs.
* ED 487 Intervention Strategies in Special Education – 2 crs.

Experiential Component - 11 Credits

ED 211 General Clinical I Experience – 0 cr.
ED 212 Multicultural Clinical II Exp. – 0 cr.
ED 213 Special Education Clinical III Experience – 0 cr.
ED 245 Service Experience Clinical - 0 cr.
* ED 340 Upper Division Status Clinical - 0 cr.
* ED 465 Social Curriculum & Classroom Management – 3 crs.
* ED 427, ED 428, and/or ED 442 Student Teaching – 8 crs.

Lutheran (LCMS Members) Teacher Diploma Requirements - 6 Credits

REL 404 Lutheran Confessions – 3 crs.
* ED 362 Faith Development of Young Child – 3 crs.

Christian Teacher Certification Requirements - 6 Credits

REL 404, REL 347, REL 333, PHIL 325, or PHIL 334 – 3 crs.
* ED 362 Faith Development of Young Child OR ED 306 Teaching the Faith – 3 crs.

*Course Requires Upper Division Status

(GRADES 1-8)

CORE CURRICULUM:	51- 61 credits
LUTHERAN/CHRISTIAN TEACHER CERT MAJOR:	54 - 57 credits
PUBLIC ED MAJOR:	48 - 51 credits
MINOR SUBJECT AREA:	18 - 24 credits
	120 - 142 credits

NOTE: Check with the Chair of the Elementary/Middle Education DepartmentNOTE: Check with the Chair 9.5 1> Bb.5 54 0.9chm[e (0.9in)1 (m

Required Core:
BIO 146 Essentials of Anatomy & Physiology
w/lab – 4 crs. (counts in core for Life Science requirement)

Required Courses – 21 crs. minimum
HHP 272 Introduction to Athletic Training – 3 crs.
HHP 275 Administration and Organization of Sport – 3 crs.
HHP 280 Psychology of Sport – 3 crs.
HHP 371 Exercise Physiology – 3 crs.
HHP 373 Motor Development – 3 crs.
HHP 375 Biomechanics – 3 crs.
* HHP 490 Practicum in Coaching – 1-3 crs.
First Aid & CPR (Current Certification)
OR take HHP 209 for 2 cr.

SCI 151 Physical Science – 4 crs.
SCI 152 Life Science – 4 crs.
*ED 312 Math in the Middle School – 3 crs.
Electives: Select 2 courses from the elective list for the minor and 1 additional course to fulfill the core Science requirements; 3 total electives)

Electives – 2 crs.

HHP 281 Theory & Techniques of Coaching Softball – 2 crs.
HHP 282 Theory & Techniques of Coaching Basketball – 2 crs.
HHP 284 Theory & Techniques of Coaching Football – 2 crs.
HHP 286 Theory & Techniques of Coaching Track & Field – 2 crs.
HHP 287 Theory & Techniques of Coaching Soccer – 2 crs.
HHP 288 Theory & Techniques of Coaching Volleyball – 2 crs.
HHP 290 Theory & Techniques of Coaching Wrestling – 2 crs.
Note: Students with an athletic coaching minor must complete a DPI-approved minor in addition to the athletic coaching minor.

SCI 151 Physical Science – 4 crs.
SCI 152 Life Science – 4 crs.
MATH 312 Math in the Middle School – 3 crs.
2 Electives (one for the minor, one for the Core requirement)

Elective – 6-8 crs.

BIO 146 Essentials of Anatomy & Physiology w/lab, BIO

Elementary/Middle Regular and Cross-Categorical Special Education Dual Certification Program

CORE CURRICULUM:	51 - 57 Credits
LUTHERAN/CHRISTIAN PUBLIC ED MAJOR:	57 Credits
PUBLIC ED MAJOR:	51 Credits
SPECIAL ED COURSES:	24 Credits
TOTAL:	126 - 138 Credits

NOTE: Check with the Chair of the Special Education Department for possible changes in this major.

Common Core – 15 - 18 Credits
Theology (LTD or CTC Emphasis) – 9 crs.
REL 201 Old Testament
REL 203 New Testament
REL 204 Biblical Theology
OR (Public Education Emphasis) – 6 crs.
REL 100 The Bible
REL 110 Christian Faith
History: HIST 103
Worldviews: History – 3 crs.
Literature: ENG 103 Civilizations
& Worldviews: Literature – 3 crs.
Writing: ENG 104 Introduction to Writing – 3 crs.

Narrative Core – 12 Credits
Citizenship: POLS 201 American Government – 3 crs.
Communications: COMM 105 Public Speaking **OR**
COMM 201 Interpersonal Communication – 3 crs.
Culture: ED 103 Human Relations for Teachers – 3 crs.
Philosophical Foundations:
ED 102 Foundations of Education – 3 crs.

Elective Core – 27 - 31Credits
Creative Arts – 3 crs.
Language: (May be satisfied by a non-Western language course that also fulfills the non-Western history or contemporary culture requirement) – 3 crs.
Non-Western History or Contemporary Culture: (May be satisfied by a non-Western language course that also fulfills the language requirement) – 3 crs.
Mathematics: MATH 119 Number Sense:
Teaching PreK-9 – 3 crs.
Mathematics: MATH 120 Data and Space:
Teaching PreK-9 – 3 crs.
Physical Development: HHP 100 Intro to
Lifetime Fitness – 1 cr.
Physical Development Activity Course – 1 cr.
Life Science and Physical Science w/lab – 4 crs.
(SCI 100 Integrated Science recommended)
Note: Students must take both Life and Physical Science
Social Science: PSY 221 Child Development – 3 crs.
Theology Elective – 3 crs.

Theoretical Component - 12 Credits
ED 230 Nature of the Exceptional Child – 3 crs.
ED 231 Children's Literature – 3 crs.
ED 275 Human Learning – 3 crs.
*ED 411 The Profession and Ethics of Teaching – 3 crs.

Education Seminars - 0 Credits
ED 100 Orientation Seminar – 0 crs.
ED 200 UDS Seminar – 0 crs.
ED 300 Student Training Seminar – 0 crs.

Practical Component: Regular Education - 27 Credits
ED 204 Developmental Reading Gr. K-9 – 3 crs.

"THE BLOCK"

**ED 301 Data-Driven Analysis of Classroom Practice – 3 crs.*
**ED 303 Curriculum & Methods in Language Arts – 3 crs.*
**ED 304 Curriculum & Methods in Mathematics – 3 crs.*
**ED 305 Curriculum & Methods in*
Science & Environment – 3 crs.
**ED 407 Curriculum & Methods in Social Studies – 3 crs.*

*ED 350 Teaching in the Middle School, ED 252 Teaching Adolescent Literature, OR ED 312 Math in the Middle School – 3 crs.
*ED 358 Teaching the Emergent Writer – 2 crs.
*ED 401 Literacy Strategies for the Classroom – 3 crs.
*ED 412 Portfolio Completion – Elementary – 1 cr.

Theoretical Component - 6 Credits
ED 230 Nature of theMANature 9s

Common Core – 15 - 18 credits
Theology (LTD AND CTC Emphasis) – 9 crs.
REL 201 Old Testament
REL 203 New Testament
REL 204 Biblical Theology
OR (Public Education Emphasis) – 6 crs.
REL 100 The Bible
REL 110 Christian Faith
History: HIST 103 Worldviews: History – 3 crs.
Literature: ENG 103 Civilization & Worldviews: Literature – 3 crs.
Writing: ENG 104 Introduction to Writing – 3 crs.

Narrative Core – 12 credits
Citizenship: POLS 201 American Government – 3 crs.
Communication: COMM 105 Public Speaking **OR** COMM 201 Interpersonal Communication – 3 crs.
Culture: ED 103 Human Relations for Teachers – 3 crs.
Philosophical Foundations: ED 102 Foundations of Education – 3 crs.

Elective Core – 21 - 28 credits
Creative Arts: Any Art, Music, or Theatre "activity" course – 3 crs.
Language: May be satisfied by a non-Western language course that also fulfills Non-Western history or contemporary culture requirement – 3 crs.
Non-Western history or contemporary culture (This requirement may be met by taking a non-Western language, non-Western history, or non-Western contemporary culture course.)
Mathematics: MATH 125 Contemporary Mathematics – 3 crs.
Physical Development: HHP 100 Intro to Lifetime Fitness – 1 cr.
Physical Development Activity Course – 1 cr.
Life Science and Physical Science w/lab – 4 crs. (SCI 100: Integrated Science recommended)
Note: Students must take both Life and Physical Science
Social Science: *ED 209 Educational Psychology-Adolescent - 3 crs.
Theology Elective – 3 crs.

Theoretical and Practical Components – 21 - 27 credits
ED 230 Nature of the Exceptional Child – 3 crs.
*ED 350 Teaching in the Middle School – 3 crs.
+*ED 370 Analysis of Instruction - Secondary – 3 crs.
+*ED 3_ Curriculum & Methods in Teaching Majors & Minors – 3-6 crs.
+*ED 383 Comm. Arts in the Content Areas – 3 crs.
*ED 411 The Profession and Ethics of Teaching – 3 crs.
*ED 414 Portfolio Completion – Secondary – 1 cr.
PSY 221 Child Development (For K-12 Majors only) – 3 crs.

+Must be completed concurrently

Education Seminars – 0 credits
ED 100 Orientation Seminar – 0 crs.
ED 200 UDS Seminar – 0 crs.
ED 300 Student Teaching Seminar – 0 crs.

Experiential Component – 15 credits
ED 211 General Clinical I Experience – 0 cr.
ED 212 Multicultural Clinical II Experience – 0 cr.
ED 213 Special Education Clinical III Experience – 0 cr. ED 245 Service Experience Clinical - 0 cr.
*ED 340 Upper Division Status Clinical - 0 cr.
*ED 422 & 474 (6-12) **OR** ED 433 & ED 434 (K-12) Student Teaching – 12 crs.

Lutheran (LCMS Members) Teacher Diploma Requirements – 6 credits
REL 404 Lutheran Confessions – 3 crs.
ED 306 Teaching the Faith – 3 crs.

Christian Teacher Certification Requirements – 6 credits
REL 404, REL 347, REL 333, PHIL 325 **OR** PHIL 334 – 3 crs.
ED 306 Teaching the Faith– 3 crs.

Concordia currently offers teaching majors for Grades 6-12 (early adolescence through adolescence) as approved by the Wisconsin Department of Public Instruction and leading to a Wisconsin license in the following subject areas: biology, broadfield science, English, history, mathematics, social studies (broadfield)

The Broad Field Science Education major consists of 48-49 credits of science divided among the three major subcategories of science–physical science, earth science, and biology/environmental science. The student will concentrate in at least one of these areas. CUW currently offers concentrations in biology/environmental science (Option I) and physical science (Option II). A person with a broad field science license may teach any science class at the early adolescence-adolescence level, up through grade 10, and

Required Core:
HHP 100 Introduction to Lifetime Fitness **OR**
HHP 254 Foundations of Fitness (replaces HHP 100 for Physical Education majors) 1 - 3 crs.
BIO 146 Essentials of Anatomy & Physiology – 4 crs.
(counts in Core for Life Science requirement)

Required Courses:
First Aid and CPR (Current certification required or take HHP 209 for 2 crs.)
HHP 260 School and Community Health– 3 crs.
HHP 265 Healthy Lifestyles – 3 crs.
HHP 342 Nutrition for Wellness and Performance – 3 crs.
*HHP 361 Technology in Health & Human Performance – 3 crs.
*HHP 410 Measurement & Evaluation in Health and Physical Education– 3 crs.
* Curriculum and Methods of Health Education – 3 crs.

* Course Requires Upper Division Status

Required Core:
MATH 205 Statistics I – 3 crs.

Required Courses:
MATH 201 Calculus I – 4 crs.
MATH 202 Calculus II – 4 crs.
MATH 203 Calculus III – 4 crs.
MATH 220 Discrete Mathematics – 3 crs.
MATH 305 Statistics II – 3 crs.
MATH 321 Abstract Algebra – 3 crs.
MATH 325 Linear Algebra &

SPAN 201 Intermediate Spanish I – 3 crs.
SPAN 202 Intermediate Spanish II – 3 crs.
SPAN 301 Spanish Conversation & Composition – 3 crs.
SPAN 307 Applied Linguistics – 3 crs.
SPAN 331 Advanced Grammar and Composition 3 crs.
SPAN 305 Spanish Immersion Experience – 0 crs.
*ED 310 Curriculum & Methods in Teaching a Foreign Language – 3 crs.

COMM 201 Interpersonal Communication – 3 crs.
COMM 205 Advanced Public Speaking – 3 crs.
BCOM 300 Group Dynamics – 3 crs.
ED 208 Extracurricular Activities in Fine Arts – 3 crs.
COMM 460 Cross-Cultural Communication – 3 crs.
*ED 388 Curriculum & Methods of Teaching English and Social Studies – Secondary / Middle – 3 crs.

The theology major and minor are not licensable subjects in the state of Wisconsin. See requirements as listed in the School of Arts and Sciences section.

Required Core:
COMM 460 Cross-Cultural Communication (may be used to fulfill non-Western requirement in core)

Required Courses:
ED/SOC 293 The Urban Education Landscape – 3 crs.
ED/SOC 294 Paradigms for Success in Urban Education – 3 crs.
*ED 429 Urban Education Field Practicum – 3 crs.

Electives – 6 crs.

COMM 333, ENG 240, GEOG 220, PSY 315, REL 298, REL 311

Required Core:
ART 141 Drawing Fundamentals – 3 crs.
(satisfies core Creative Arts requirement)

Required Art Courses – 33 credits
ART 110/111 Design Fundamentals **OR**
2D Composition – 3 crs.
ART 130/131 Digital OR Darkroom Photography I – 3 crs.
ART 210 3D Design – 3 crs.
ART 230 Printmaking Studio I – 3 crs.
ART 245 Drawing II – 3 crs.
ART 170 Ceramics I – 3 crs.
ART 265 Painting I – 3 crs.
ART 275 Sculpture I – 3 crs.
ART 285 Art History I – 3 crs.
ART 286 Art History II – 3 crs.
ART 381 Aesthetics – 3 crs.

Required Art Education Courses – 8 credits
AE 235 Elementary Art Education
Theory and Practice – 2 crs.
AE 335 Secondary Art Education Theory & Practice – 3 crs.
AE 340 Curriculum Design for Art Education – 3 crs.

ACCT 203 Financial Accounting
(requires sophomore standing) – 3 crs.
ACCT 223 Managerial Accounting
(requires sophomore standing) – 3 crs.
MGMT 130 Principles of Management – 3 crs.
BUS 161 Business Essentials -- 3 crs.
BUS 210 Business Law I – 3 crs.
MGMT 360 Small Business Administration – 3 crs.
MGMT 450 International Business – 3 crs.
ECON 200 Principles of Economics – 3 crs.
BCOM 247 Business Writing – 3 crs.
MKTG 131 Principles of Marketing – 3 crs.
CSC 150 Foundations of Computer Science – 3 crs.
CSC 175 Informatics: Application of Technology – 3 crs.
*ED 377 Curriculum & Methods in Business Education – 3 crs.
Note: Business education majors may need to complete additional elective credits to meet the minimum credit requirement for a bachelor's degree.

GER 201 Intermediate German I – 3 crs.
GER 202 Intermediate German II – 3 crs.
GER 301 Conversation & Composition – 3 crs.
GER 306 German Literature from
1750 to 20th Century – 3 crs.
GER 307 Applied Linguistics – 3 crs.
GER 331 Advanced German Grammar
& Composition – 3 crs.
GER 361 Civilization & Culture of German-
Speaking Countries – 3 crs.
Advanced German Language/Culture – 9 crs.
(Generally taken during study abroad experience)
*ED 310 Curriculum and Methods in Teaching
Foreign Language – 3 crs.
GER 305 German Immersion Experience – 0 cr.
(Semester Abroad)

MUS 080 Concert/Recital Attendance
(each semester - must pass 7 semesters) – 0 crs.
MUS 240 Music Theory I – 3 crs.
MUS 241 Music Theory II – 3 crs.
MUS 242 Music Theory III – 3 crs.
MUS 243 Music Theory IV – 3 crs.
MUS 250 Beginning Conducting – 3 crs.
MUS 271 Music History I – 3 crs.
MUS 272 Music History II – 3 crs.
MUS 273 Music History III – 3 crs.
MUS 315 Techniques of Teaching Voice – 1 crs.
MUS 351 Advanced Conducting – 3 crs.
MUS 499 Recital (principal area) – 2 crs.
APPLIED MUSIC (Studio instruction in voice, piano,
or organ Minimum 3 sem. at 2 cr./sem. in principal
area and 2 sem. at 1 cr./sem. in minor area) – 8 crs.
ENSEMBLE (Minimum 4 semesters in a choral
ensemble for credit) – 4 crs.
*ED 379 Curriculum & Methods in Teaching
Choral Music – Secondary – 2 crs.
*ED 403 Elementary General Music Methods – 2 crs.

SPAN 201 Intermediate Spanish I – 3 crs.
SPAN 202 Intermediate Spanish II – 3 crs.
SPAN 301 Spanish Conversation and Composition 3 crs.
SPAN 307 Applied Linguistics – 3 crs.
SPAN 331 Advanced Grammar and Composition – 3 crs.
SPAN 351 Spanish and Latin American Civilization I – 3 crs.
SPAN 352 Spanish and Latin American Civilization II – 3 crs.
SPAN 355 Spanish and Latin American Literature I – 3 crs.
SPAN 356 Spanish and Latin American Literature II – 3 crs.
SPAN 305 Spanish Immersion Experience (Semester Abroad) – 0 crs.
*ED 310 Curriculum and Methods of Teaching Foreign Language – 3 crs.

ED 211 Clincial I - 0 cr.
ED 212 Clincial II - 0 cr.
ED 213 Clincial III - 0 cr.
ED 102 Foundations of Education – 3 crs.
ED 103 Human Relations for Teachers – 3 crs.
ED 275 Human Learning, **OR**
ED 209 Educational Psychology – Adolescent OR
PSY 221 Child Development (If PSY 221 is not used to fulfill core requirement) – 3 crs.
ED 230 Nature of the Exceptional Child – 3 crs.

Electives:

ED 293, ED 294, *ED 306, ED 327, *ED 350, *ED 362, *ED 411, *ED 484 – 6 crs.

The Teacher Colloquy is designed for members of the Missouri Synod who have received their teacher training at a non-Synodical college and would like to be certified for teaching in schools of the Synod. The program is available online through the Concordia University Education Network, CUEnet. (www.cuenet.edu). For more information, contact the CUEnet director at 1-800-238-3037 University Edu

School of Health Professions

The School of Health Professions houses the following undergraduate (UG) and graduate (G) professional and pre-professional programs in the health and human services: Communication Sciences and Disorders (UG), Diagnostic Medical Sonography (UG), Occupational Therapy (G), Physical Therapy (G) and pre-Physical Therapy(UG), Radiology Technology (UG), Rehabilitation Sciences (UG/G), Social Work (UG) and Medical Assistant (Certificate).

Communication Sciences and Disorders

Communication Sciences and Disorders (CSD) is the study of normal and abnormal communication including their development and disorders. Students studying Communication Sciences and Disorders learn foundational knowledge in the bases of communication and swallowing, normal development across the lifespan, and about the clinical management of children and adults with communication disorders. The Communication Sciences and Disorders is one major that leads to careers in one of two disciplines; either Speech-Language Pathology or Audiology. Both of these career choices requires successful completion of a graduate degree to enter clinical practice. Additionally, the CSD major prepares students to become a speech-language pathology assistant for those individuals who choose not to pursue a graduate degree. For more information about career options associated with this major, go to www.asha.org.

Upon successful completion of the CUW major in Communication Sciences & Disorders, students will have demonstrated:

- Effective knowledge and skills to incorporating the complex relationship between faith, learning, and practice in the areas of Communication Sciences and Disorders.
- Effective verbal and written professional skills
- Knowledge in basic speech, language, communication and swallowing processes
- An understanding of evidence-based prevention, evaluation and intervention practice for speech, language, hearing, communication, and swallowing disorders
- Professional interaction skills with patients, families, and other health care professionals
- Ethical and professional behavior in clinical care through service learning and/or the provision of clinical services in the CUW inter-professional education (IPE) clinic.
- The completion of 25 required hours of clinical observation.

The Speech-Language Pathology department is dedicated to the missions of Concordia University Wisconsin and the School of Health Professions and is focused on developing independent life-long learners with strong critical thinking and communication abilities. In addition, the Speech-Language Pathology program aims to prepare students for the opportunities and rigors of a vocation positively impacting communicatively challenged individuals and their families by providing outstanding academic/clinical education, as well as community outreach. The Speech-Language Pathology program also aims to support the continuing education needs of practicing clinicians to ultimately have a positive impact on individuals with communication and/or swallowing challenges. This professional education is grounded in faith, excellence, and service to others.

The undergraduate major in Communication Sciences and Disorders requires successful completion of 120 credit hours. This degree requires 48 credit hours within the major (courses offered within the Speech-Language Pathology Department), 48 credit hours in the common core, and 24 credit hours for minor and/or electives. The required courses in the major are listed on the table below.

Semester	Course #			

15		15/16	
Fall Year 4		**Spring Year 4**	
Aural Rehab CSD 410	3	Neurological Bases of Comm CSD 470	3
Clinical Methods/Observ CSD 420	3		
Service Deliv/Ethics CSD 430	3		
Research Practicum (Optional) CSD 440	1 to 3		
Minor Course XXX	3		
Religion Elective XXX	3		

requires interested students to complete 30 credit hours (10 courses) in the CSD major in one year of study prior to entering a graduate SLP program. Completion of the Leveling Program does not guarantee a student admission to a graduate program.

Fall Courses		**Spring Courses**	
Anat & Phys Speech/Hearing Mech	CSD 210 3	Speech & Lang Devel	CSD 240 3
Clinical Phonetics	CSD 220 3	Speech Science	CSD 320 3
Hearing Science	CSD 250 3	Audiology	CSD 310 3
Speech-Lang Dis in Children	CSD 260 3	Speech-Lang Dis in Adults	CSD 330 3
Clinical Methods/Observ	CSD 420 3	Neurological Bases of Comm	CSD 470 3
	15		

You must be able to perform the essential functions of the profession and meet the standards of the curriculum. To seek exceptions to these standards or reasonable accommodations, you should initiate a request with the program director.

For those students selected into the Professional program conducted by CUW, the following curriculum is required for the class starting in 2017.

Semester 1 (Fall) 17 crs.
DMS 300 Sonography foundations - 2 crs.
DMS 311 Sonography Principles and Instrumentation 1- 2 crs.
DMS 321 Vascular Sonography 1- 3 crs.
DMS 331 Abdominal Sonography 1- 4 crs
DMS 341 OB/Gyn sonography 1- 3 credits
DMS 371 Clinical Practicum 1*- 3 crs.

Winterim 1 (3 weeks) 2 crs.
DMS 372 Clinical Practicum 2*- 2 crs .

Semester 2 (Spring) 1 15 crs.
DMS 312 Sonography Principals and Instrumentation 2- 2 crs.
DMS 322 Vascular Sonography 2- 2 crs.
DMS 332 Abdominal Sonography 2- 3 crs.
DMS 342 OB/GYN Sonography 2- 3 crs
DMS 373 Clinical Practicum 3*- 4 crs.

Semester 3 (Summer) 12 crs.
DMS 302 Superficial and Pediatric Sonography- 2 cr.
DMS 313 Sonography Principles and Instrumentation 3- 2 crs.
DMS 323 Vascular Sonography 3- 2 crs.
DMS 443 OB/GYN Sonography 3- 2 crs.
DMS 352 Case Review 2- 1 cr.
DMS 374 Clinical Practicum 4* 3 crs.

Semester 4 (Fall) 13 crs.
DMS 333 Abdominal Sonography 3- 1 crs
DMS 414 Sonographic Principles and Instrumentation Review- 1 cr.
DMS 434 Vascular Sonography 4-1 crs.
DMS 444 OB/GYN Sonography 4- 3 crs.
DMS 453 Case Review 3- 1 cr.
DMS 475 Clinical Practicum 5*- 6 crs.

Winterim 2 (3 weeks) 2 crs.
DMS 476 Clinical Practicum 6*- 2 crs.

Semester 5 (Spring) 12 crs.
DMS 403 Musculoskeletal Sonography- 1 cr.
DMS 460 Professional Development- 1 cr.
DMS 454 Case Review 4- 1 cr.
DMS 477 Clinical Practicum 7*- 7 crs.
DMS 480 Registry Review- 3 crs.

*clinical practicum credits are computed where 5 clinical hours are equivalent to 1 didactic hour

Students selected into the professional program offered by our hospital-based affiliate programs will follow curriculums of those programs.

Science Prerequisites (CUW course numbers listed in parenthesis)

- Chemistry- Two semesters of sequenced courses with labs (Chemistry 141 and 142)
- Physics- Two semesters of sequenced courses with labs (Physics 151 and 152)
- Human Anatomy and Physiology- Two semesters offered through a Biology, Anatomy or Physiology department (Biology 191 and 192)

Other prerequisites

- Statistics- One semester
- Psychology- One semester
- Behavioral or Social Science- One semester in addition to the Psychology requirement above

The Physical Therapy Department at Concordia University participates in the Physical Therapist Centralized Application Service, known as PTCAS. Applicants for the Doctor of Physical Therapy program should apply online using the PTCAS application. Applicants applying for accelerated or priority admission are required to apply through PTCAS early decision process. To learn more about the PTCAS application process, please visit the PTCAS website at www.ptcas.org, or contact graduate admissions at Concordia.

Students may apply to the program before all admission requirements and prerequisites are completed, but must be completed prior to beginning the DPT program. Undergraduate students should apply to the DPT program during the summer before their senior year. Applications for the DPT program can be made through the Physical Therapy Centralized Application Service (PTCAS) at www.ptcas.org.

The Concordia University Wisconsin program in physical therapy is committed to developing health care professionals who have a sound foundation in movement science and are prepared for safe, autonomous, and ethical practice as physical therapists within a changing health care environment. The program seeks to foster personal growth in mind, body, and spirit for Christian service to the community.

The Physical Therapy Program at Concordia University Wisconsin is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone 703-706-3245; email accreditation@apta.org; website: capteonline.org

The Doctor of Physical Therapy program is designed to help students become thoughtful, skilled and caring therapists who are autonomous providers of physical therapy services. Our program emphasizes evidence-based practice and focuses on developing clinicians who will serve the community through excellence in clinical practice and understanding of the spiritual, economic, and psychological needs of the clients they serve. The program will help students develop skills to determine why an individual may have difficulty with movement, to determine whether those difficulties can be remediated by physical therapy, and to develop and implement a program which would address those concerns.

The Professional Physical Therapy Program at Concordia leads to a Doctor of Physical Therapy (DPT) degree. This entry level professional degree program is three full years in duration, beginning in the Summer. The program is fulltime and encompasses six semesters, three winterims, and three summer sessions. The curriculum combines classroom, laboratory, and supervised clinic-based instruction.

YEAR 3:

SUMMER SEMESTER (9 required credits)

BIO 550 Human Anatomy W/Lab	6 credits
OT 640 Clinical Implications	3 credits
	9 credits

(Note: Summer and Winterim courses in MOT Program may have some online instruction, but all courses contain a face-to-face requirement.)

FALL SEMESTER (18 required credits)

BIO 585 Neuroscience	5 credits
OT 523 Clinical Kinesiology	3 credits
OT 548 Group Skills	3 credits
OT 546 Clinical Practicum - Group	1 credit
OT 540 Scientific Inquiry I	3 credits
OT 521 Foundational Concepts in OT	3 credits
Interprofessional Education Meetings	NC
	18 credits

WINTERIM (3 required credits)

OT 864 Health & Wellness Promotion
for OT S00900090n-UmSyO03:

Bachelor of Science in Rehabilitation Science (DPT Track)

Concordia University offers priority admission process for undergraduate students who attend Concordia University.

Concordia offers priority admission to the Doctor of Physical Therapy program to students who:

- are current, full time student at CUW and CUAA who will graduate with a bachelor's degree from CUW or CUAA,
- at the time of submitting the application, are not missing more than one prerequisite science course,
- have a cumulative GPA of at least 3.00,
- have a grade point average of at least 3.45 in prerequisite science courses,
- have all their science prerequisite course work completed at CUW or CUAA
- submit all application materials by the PTCAS Early Decision deadline, and
- successfully complete a personal interview.
- must complete 40 hours of observation of a diversity of physical therapy practice settings

All prerequisite science courses must be completed at CUW/CUAA, and cannot have been previously completed at another institution If a CUW/CUAA prerequisite science course is repeated, the first, original grade will be considered when determining whether or not the student is eligible for priority admission. Accelerated admission applicants are not required to take the GRE. All other applicants (including priority) must take the GRE.

- Assess Individuals, Families, Groups, Organizations, and Communities.
- Intervene with Individuals, Families, Groups, Organizations and Communities.
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Students may declare a social work major as an arriving freshman or anytime while a student in good standing at Concordia University Wisconsin. Students who declare a social work major during their freshmen or sophomore year have thealEt

graduate programs that grant the Master of Social Work Degree (MSW). This status typically makes it possible for BSW graduates to earn an MSW in three semesters. Students who receive their BSW can also join The National Association of Social Workers (NASW), the largest professional association of social workers. Finally, students who graduate from accredited social work programs are eligible to apply and take the examination for state licensing or certification for professional social work practice. Social workers, who successfully complete the baccalaureate degree requirements at Concordia University Wisconsin, graduate from a program accredited by the Council of Social Work Education and receive a Bachelor of Social Work degree (BSW).

The curriculum design for field education is incorporated in two semesters and involves the accumulation of 432 hours of fieldwork. Field experience offers students the opportunity to test and demonstrate their abilities and knowledge in a supervised educational setting. Social work majors, with upper division status, are required to enroll in SW 327 Field Education I and SW 427 Field Education II. In conjunction with Field Education, students are required to enroll in SW 328 Field Seminar I and SW 428 Field Seminar II. Participation in the seminar is to be concurrent with field education. The seminar format will provide for the integration of field experience with

NURS 347 Alterations in Adult Health 2 Practicum - 2 crs.
NURS 403 Alterations in Adult Health 3 - 4 crs.
NURS 404 Alterations in Adult Health Practicum - 2.5 crs.
NURS 422 Family-Centered Nursing: Pediatrics - 3 crs.
NURS 423 Family-Centered Nursing: Pediatrics Practicum - 1 cr.
NURS 425 Family-Centered Nursing: Obstetrics & Women's Health - 3 crs.
NURS 426 Family-Centered Nursing: Obstetrics & Women's Health Practicum - 1 cr.
NURS 440 Leadership & Management in an Evolving Healthcare System - 3 crs.
NURS 441 Leadership & Management in an Evolving Healthcare System Practicum - 2.5 crs.
NURS 451 Global Education (Costa Rica) OR NURS 452 (Mexico) OR NURS 460 (Cultural Diversity) - 3 crs.

Human Anatomy and Physiology I & II with Lab - 8 crs.
Microbiology with Lab - 4 crs.
Life Span Development - 3 crs.

NURS 477 Introduction to Integrative & Complementary Therapies (optional)
NURS 494 Introduction to Basic EKG (optional)

Traditional Freshman Students

- Minimum Cumulative GPA ≥ 2.75
- Minimum Science GPA ≥ 2.75 with ≥ C in the following courses:
  - Anatomy & Physiology I
  - Anatomy & Physiology II
  - Chemistry
  - Microbiology
- ≥ C in College Algebra or higher math class, or waiver with an AP score of 4 or 5 on the AP Calculus Exam, or CLEP credits for College Algebra
- English as Second Language, Language test score:
  - TOEFL > 75 OR
  - IELTS > 6.0
- American Heart Association CPR (BLS) and Certified Nursing Assistant (CNA) certified upon entry to sophomore

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

Theology – 6 crs. (Must be taken for residency)
Ethics – 3 credits
Humanities
Social Science
Natural Science – 6 crs.
Communications
Mathematics

Many nursing courses may be accepted as transfer credits from accredited associate or diploma nursing programs.
All BSN Completion students must take the following courses: NURS 301, 305, 336, 342, 442, 492.

NURS 202 Gerontological Nursing - 3 crs.
NURS 203 Professional Core Foundations - 3 crs.
NURS 212 Gerontological Nursing Practicum - 2 crs.
NURS 213 Foundational Nursing Skills I - 1 cr.
NURS 222 Nursing Pathophysiology - 3 crs.
NURS 232 Wellness Assessment - 3 crs.
NURS 250 Nursing Pharmacology I - 2 crs.
NURS 255 Nursing Pharmacology II - 2 crs.
NURS 303 Psychological Wellness - 3 crs.
NURS 310 Medical-Surgical Nursing I - 3 crs.
NURS 311 Medical-Surgical Nursing I Practicum - 2 crs.
NURS 313 Foundational Nursing Skills Practicum I - 1 cr.
NURS 315 Psychological Wellness Practicum - 1 cr.
NURS 335 Nursing Research - 3 crs.
NURS 340 Community Wellness - 3 crs.
NURS 341 Community Wellness Practicum - 1 cr.
NURS 345 Medical-Surgical Nursing II - 3 crs.
NURS 346 Medical-Surgical Nursing II Practicum - 2 crs.
NURS 400 Medical-Surgical Nursing III - 3 crs.
NURS 401 Medical-Surgical Nursing III Practicum - 2.5 crs.
NURS 410 Medical-Surgical Nursing IV - 3 crs.
NURS 422 Family Centered Nursing: Pediatrics - 3 crs.
NURS 423 Family Centered Nursing: Pediatrics Practicum - 1 cr.
NURS 425 Family Centered Nursing: Obstetrics & Women's Health - 3 crs.
NURS 426 Family Centered Nursing: Obstetrics & Women's Health Practicum - 1 cr.
NURS 440 Leadership & Management: In an Evolving Healthcare System - 3 crs.
NURS 441 Leadership & Management Practicum: In an Evolving Healthcare System - 2.5 crs.
NURS 451 Global Education (Costa Rica) **OR**
NURS 452 (Mexico) **OR**
NURS 460 (Cultural Diversity) - 3 crs.

introduces the rationale and methodologies for teaching art at the elementary level within the context of child development. Topics include the role of the arts in elementary education, child development and visual learning, the design and application of developmentally appropriate curricula, and effective classroom strategies. Taught concurrently with AE 237. Prerequisite: ART 141. 2 credits.

introduces art education majors to the various types of learners in the art education classroom. Students will receive instruction in classroom management and teaching strategies for students with special needs. Taught concurrently with AE 235. Prerequisite: AE 235. 1 credit.

introduces the rationale and methodologies for teaching art at the secondary level based upon an understanding of preadolescent and adolescent development. Topics include the role of arts activities in secondary education, preadolescent and adolescent development, the design and implementation of developmentally appropriate curricula, evaluation processes, and effective classroom strategies. Prerequisites: AE 235 and acceptance into the Art Education Program. 3 credits.

introduces students to the structure and design of curricula for effective art education. Students examine a variety of existing curriculum guides for coherence, sensitivity to the developmental growth of children, interdisciplinary strategies and clear delineation of classroom practice. Students will develop and implement unit and lesson plans. Prerequisites. AE 235 or consent of the instructor. 3 credits.

provides senior Art Education majors with the opportunity to explore a range of instructional strategies and to test those strategies with children in a supervised classroom setting. Students discuss art education methodologies, materials, and techniques and implement those methodologies and practices with a group of children from the local community. Prerequisites: AE 235, AE 237 and AE 335. 3 credits.

seeks to depict and explain the diverse and universal characteristics of human behavior with regard to ecological and socio-cultural factors such as language, gender roles, marriage/family practices, modes of subsistence, political and economic structures, religion, and art. The students will participate in ethnographic research through personal fieldwork experience and interactive multimedia with application to current issues in anthropology today. 3 credits.

applies human perceptions of design in nature to the organization of 2-dimensional pictorial space. Students learn the language of 2D design and develop critical skills in image manipulation and visual communication through a series of exercises in black and white. Includes experience with digital media. Fulfills creative arts requirements in the Elective Core. Studio Fee. 3 credits.

is geared to the specific needs of graphic design, illustration, photography, art and communication majors. Students progress through an accelerated series of exercises in black and white media in order to acquire the language of design and successfully use it to manipulate existent imagery, create original designs and apply design principles to visual communication. Includes experience with digital media. Studio Fee. 3 credits.

introduces students to the fundamentals of photographic composition and digital camera techniques. Topics include camera operation, composition, lighting techniques, and the history of photography. Students should have access to a digital camera. Fulfills creative arts requirements in the Elective Core. Studio Fee. 3 credits.

provides instruction in basic drawing for students with little or no previous drawing experience. Students learn the language of drawing, composition, strategies for solving basic perceptual problems, and the depiction objects from life within the 2D picture plane. Includes experience with variety of black and white media and an introduction to color media. Fulfills creative arts requirements in the Elective Core. Studio Fee. 3 credits.

offers rigorously paced instruction in drawing as the basis of a strong foundation experience for art, art education, graphic design, illustration and interior design majors.

extends skills acquired in Sculpture I through the exploration of a variety of media including stone, wood, metal, plaster and mixed media, and techniques such as carving, casting, modeling and assemblage. Students are challenged to develop and pursue individual interests/themes or media in three dimensions. Offered only in the fall semester of years ending in an even number. Prerequisite: ART 275. Studio Fee. 3 credits.

studies the major stylistic periods in the history of art, prehistory to early Renaissance, as viewed from our perspective within western Civilization. Emphasis is placed on the events, forces, personalities, philosophies and beliefs underlying each successive style, generating a structure for interpretation and evaluation. Offered only in the fall semester of years ending in an odd number. 3 credits.)0.5 (t)-47.3 (h)-34 (r)-9.5 (e)-13.2 (e)]TJETEMC /Span <</Lang (en-US)/2 (e)]TJET. Studio Fee

. . . . . is designed for students interested in Athletic Training. This course will focus on medical terms, definitions, and abbreviations commonly associated with anatomy and the Health Professions. Basic medical terminology, health and disease, and diagnostic procedures will be covered. In addition, the following human body systems will be introduced: skeletal, muscular, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, nervous, special senses, integumentary, endocrine, and reproductive. 1 credit.

. . . . . analyzes.the tech2.9 (l f)7.32m3o9 (e)-13.2 (c)-10 (h)-34.1 (2.9 (l f)7.3 a)-41-7. 872 (d3l f)7.6S6.8 (V)61.1 (ANC)3.2 (ED)21 (N4e t)-25

. . . . . will familiarize the student with the theory, skills, and clinical applications of various forms of manual soft tissue examination and treatment. The manual therapy techniques that this course will focus on include Graston Technique, muscle energy techniques, joint mobilization, trigger point therapy and myofascial release techniques, cupping, and Kinesio-tape. All skills will be demonstrated and practiced in a hands-on lab environment. Prerequisites: fourth year Athletic Training Student with previous background in clinical patient care or consent of instructor. 3 credits.

. . . . . is designed to provide the learner with information regarding diseases and conditions addressed in the profession of athletic training. Classroom and laboratory experiences will encompass classroom exercises addressing illness/cong i

introduces the upper level biology student to the principles of the adaptive and innate immune syt tnems n dhe ohep e sy t ttems roec

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provides a discussion, lecture, and/or research forum (including individual research) for special business subjects not addressed by the regular curriculum. Prerequisites: MGMT 130. 1-3 credits.

provides credit for a pre-approved on-the-job work experience in the student's major field of study. Prerequisites: MGMT 130, BUS 210, BUS 150 or CSC 150, ACCT 203. 3-6 credits.

emphasizes proper training and development within an organization and the introduction to a systematic approach to training. It examines the development and implementation of training, including needs, job and task analysis, design and evaluation of training programs, transfer of training and employee development. Pre-requisite: MGMT 336. 3 credits.

is an introduction to the tools of insurance and risk management. Topics of discussion will include property, life, health, and liability insurance. 3 credits.

studies strategic policies of organizations. This capstone course looks at methods used by upper management to guide resource deployment to maintain competitive advantages in meeting the corporate missioe5/ActualText<FEFF002E>>> BDC -23.1 (e)-5.6 (r m)-17.8 (a)-41.9 (n)-1(i)-10.6 (sa50,>>> 0 (sa5)-2.9

introduces the student to organic synthesis and reaction mechanisms, focusing specifically on the chemistry of alkanes, alkenes and alkynes. Substitution and elimination concepts are covered along with acid-base chemistry and stereochemistry. 3 hours lecture, 1 hour lab lecture, 3 hours lab. Prerequisite: "C-" or better in CHEM 142. 4 credits.

is a continuation of CHEM 241, covering instrumental analysis of organic compounds, chemistry of aromatic systems, carbonyl chemistry, and the chemistry of amines. Laboratory consists of several multi-week projects including multi-step synthesis and unknown identification. 3 hours lecture, 1 hour lab lecture, 3 hours lab. Prerequisite: "C-" or better in CHEM 241. 4 credits.

introduces the student to the study of the states of matter, equilibrium, thermodynamics, the properties of solutions, the rates of chemical and physical processes, and the concepts and equations of statistical thermodynamics . 3 hours lc CHEM 341 PHYSIoperties of solutIop.7 mww MC 37 (p3hT1(Y)-4t)

examines theological concepts and how they are embodied in motion pictures, through narratives, characters, conflicts, and embedded world-views. Students will learn how to analyze films and see how they function in the conveyance of messages and ideas, and discuss the different aspects from both theological and cinematic frames of reference. 3 credit hours.

is an introduction to career opportunities, educational/experiential paths, and requirements communication students need to address prior to education. These objectives are achieved through personal assessment, contact with working communication professionals, and planning. 3 credit hours.

introduces students to the skills of a sports broadcaster, primarily the techniques and principles of interviewing, reporting, and the on-air broadcasting of sports. A hands-on approach is emphasized, with several opportunities for experience. Prerequisite: COMM 265 or ENG 104. 3 credit hours.

examines the process of persuasion from both a sender's and a receiver's perspective. Students learn how to be better consumers and creators or persuasive messages that target beliefs, attitudes, values, and behaviors. This highly interactive course places a premium on experiential learning as students engage in several projects, including the creation of a hypothetical entertainment service that they "sell" to another class. Crosslisted: PSY 451. 3 credit hours.

Introduces students to the basic practices and principles for writing for different mass media. 3 credit hours.

presents an overview of multimedia design considerations including interface design, interactive narrative structure, preproduction planning of projects, integration of different media into a unified concept and aesthetic, and also examines the history and development of multimedia. Prerequisite: ART 110. 3 credit hours.

covers communication's role in politics and the dissemination of political ideas, through speeches, written documents, policies, and more. 3 credit hours.

examines the art of storytelling and oral histories as communication. Particular attention is given to storytelling and oral histories as cross-cultural communicationm

courses and has no prerequisites; it is therefore suitable for all students as an introduction to the fascinating world of computer science and information technology. CSC 150 satisfies the core mathematics requirement (except for CS and IT majors). 3 credits.

. . . . . is the continuation of CSC 150 with a focus on tools and techniques for the advanced application of computer technology to real-world problems. Both hardware (eg, robotics, computer construction, game consoles, etc) and software (eg, animation, analytics, development, databases, etc) will be used to create productive and efficient solutions to actual problems. Informatics allows the student to develop expertise in effectively applying computer technology to a wide variety of personal and professional problems. Analysis of problems and synthesis of automated solutions is emphasized. A unit approach allows the integration of current events, technology skills, science concepts, and human factors into viable practice. The relationship between a Christian worldview and the application of technology is investigated. Prerequisite: CSC 150 with a grade of C or better. 3 credits.

. . . . . explores classic and current articles in the fields of computer science, computer information sciences, and information technology. This course provides insights into effective reading and writing techniques in order to understand science and technology. In addition to specific activities focusing on reading and writing, students will select an interesting area of science or technology to investigate as a guided independent study. Useful information sources for science and technology will be explored, and students will be challenged to read widely and well as a foundation for life-long learning. The relationship between a Christian worldview and the development of science and technology is investigated. Computer certifications (such as A+) are explored also. Prerequisite: CSC 150 with a grade of C or better. 3 credits.

. . . . . allows students to explore initial computer programming concepts with an emphasis on mapping current problem solving abilities to techniques that produce efficient computer systems. Topics covered include: history of programming languages, variables, conditionals, iteration, methods, and objects. These topics are covered within the context of good problem solving techniques, algorithm design, and user experience. The use of Python, an industry standard programming language, allows students to focus on the concepts of programming while minimizing the complexity of language details. Prerequisite: CSC 150 with a grade of C or better. 3 credits

. . . . . This course will introduce students to 3D computer animation including the end-to-end development process from script/story writing, production planning, creating geometric models and surface properties, designing motion, staging and lighting the action, rendered images with 2D and 3D effects, and editing them into a short film. Open Source software will be used for animation exercises. Throughout the course, existing 2D and 3D movies will be used for learning the techniques and methods of professional animators. The course is designed for students with no previous animation skills and will lead students through a series of exercises that build on each other to learn 2D and 3D animation techniques. Prerequisites: CSC 150 and CSC 200. 3 credits.

. . . . . allows students to transition from intermediate software developers to budding professionals by initially working with the Java programming language using industry standard development tools identical to those used by professionals to map concepts found in CSC 200 from Python to Java. The course then focuses on enhancing those skills through the design of graphical user interfaces (GUIs) within the context of Android

explores new and interesting topics developed in computer science. Course content varies by semester. This course may be repeated with change of topic and consent of department chair for additional credit. Prerequisites: CSC 150 and CSC 200. 3 credits.

consists of supervised work in a given area of computer science in an industrial or business setting. The topic of the internship is determined in conjunction with the responsible faculty, the on-site supervisor, and the student. Prerequisites: CSC 150, CSC 200, and permission of department chair. May be repeated for credit. 1 credit hour.

provides the foundation for professional ethics in the fields of Computer Science and Information Technology. Students are familiarized with the doctrine of vocation and its implications for ethical attitudes, policies and behaviors. Students see their work as a means of service with social responsibilities that go far beyond the immediate legal and business-related requirements of their employer. Relevant moral criteria are presented and applied to contemporary case studies. Prerequisites: CSC 150, CSC 175, CSC 180, CSC 200, and upper-division status. 3 credits.

investigates the concepts of intelligence, both human and machine, and the nature of information, its origin, description, and transmission. This course focuses on practical approaches to incorporating artificial intelligence into useful applications. Included are such topics as neural networks, search techniques, natural language processing, and robotic construction. The nature of human intelligence and the limits of machine intelligence will be treated from a scientific, philosophical, and computational perspective. Prerequisites: CSC 150, CSC 175, CSC 200, and upper-division status. 3 credits.

concerns the fundamental issue of effective and usable human computer interaction. In addition to technical issues, people and process must be understood to create effective and usable tools. As CS and IT practitioners create and manage systems as effective problem-solving tools for others, they must develop a user-centered perspective within the organizational context. To that end this course will study related issues including cognitive principles, human-centered design, ergonomics, accessibility, emerging technologies and usable environments. Prerequisites: CSC 150, CSC 175, CSC 200, and upper-division status. 3 credits.

is a continuation of CSC 325. Advanced topics in organization and architecture are treated in depth. Concepts include: external interfacing, bus design, CU and ALU function and structure and parallel processing. Students will specify, design, and construct a hardware project. Prerequisites: CSC 150 and CSC 325 and upper-division status. 3 credits.

is a survey and overview of methods to safeguard the computer and information technology employed today. Computer and information systems are increasingly under attack and therefore knowledge of attacks, protection, and counter-measures is important. Students will understand and manage assurance and security measures within the enterprise. Topics include operational issues, policies and procedures, attacks and related defense measures, risk analysis, backup and recovery, and the security of information. Prerequisites: CSC 150, CSC 175, CSC 200, and upper-division status 3 credits.

provides students with the background to plan, design, implement, maintain, and use database management systems. It addresses .2 (r)-9.5 (e)-13.3 with s3USc3TJ/Spanns sturesd requid ramensiunc17.8 (a)-19.7 (t)-47.3 (i)-7.6 (o)-6.6 (n)-s anpalmation7.7 (y o)- .2 (r)-9.5 (e) (t)-44.9 (d)8.8 (e b)-12.8 (a)-28.8

gynecology both in general and as it relates to sonography. Prerequisite DMS 443. 3 credits.

Case presentation and exam critique classes are held throughout the program depending on the concentration. This course requires students to present cases from clinical rotations. Prerequisites: DMS 351 1 credit

This course will acquaint the student to vascular procedures that are done in preparation to surgery such as vein and arterial mapping, duplex evaluation of the peripheral arterial system, and diagnosis of arteritis. Scan labs will be integrated into the curriculum to provide hands-on skills. Prerequisites: DMS 323 2 credits

Case presentation and exam critique classes are held throughout the program depending on the concentration. This course requires students to present cases from clinical rotations. Prerequisites: DMS 453 1 credit

This course will explore professionalism in general and as it relates to sonography. Topics include job exploration, interview and resume building designed to enhance skills for entry into the workforce. Prerequisites: DMS senior in good standing 1 credit

Students will receive clinical instruction in abdominal, OB/Gyn and vascular imaging through their assigned clinical sites. Under the direct supervision of registered clinical staff, students will perform, assist and observe sonographic examinations. In addition to clinical site rotations, clinical practicum includes scan lab instruction, proficiency and competency exams to document understanding of sonographic clinical skills. Prerequisites: DMS 374. 6 credits.

Students will receive clinical instruction in abdominal, OB/Gyn and vascular imaging through their assigned clinical sites. Under the direct supervision of registered clinical staff, students will perform, assist and observe sonographic examinations. In addition to clinical site rotations, clinical practicum includes scan lab instruction, proficiency and competency exams to document understanding of sonographic clinical skills. Prerequisites: DMS 475. 2 credits

Students will receive clinical instruction in abdominal, OB/Gyn and vascular imaging through their assigned clinical sites. Under the direct supervision of registered clinical staff, students will perform, assist and observe sonographic examinations. In addition to clinical site rotations, clinical practicum includes scan lab instruction, proficiency and competency exams to document understanding of sonographic clinical skills. Prerequisites: DMS 476 7 credits.

This course is intended to prepare students for the ARDMS exams by providing review and testing materials to improve exam taking skills. DMS 342, 332, and 322 3 credits.

offers a single semester introduction to both Micro and Macro Economics. Students emerge with a basic understanding of the concepts behind economists' analysis of labor and product markets as well as business decisions. They also learn to recognize the perspectives

. . . . . is a critical examination of 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 introduction to the teaching profession. Technology is integrated throughout this course. 3 credits.

will teach mathematics in local schools and develop a philosophy for teaching mathematics. Prerequisites: MATH 119 and 120; Upper Division Status; ED301 concurrent. 3 credits.

presents an overview of curriculum, materials, and methods of teaching science and environmental concerns. Prerequisite: Upper Division Status; ED 301 concurrent. 3 credits.

helps the student develop knowledge of resources and skills necessary to teach religion in the elementary classroom. This course is required for Lutheran education majors. Prerequisite: Completion of Core theology requirements. 3 credits.

introduces the student to the methods, curriculum, and current practices in the teaching of foreign language. Prerequisite: Upper Division Status. 3 credits.

works the student through the problems of teaching, planning, and presenting theater programs. Where to find and how to select scripts, involving parents, designing and sequential curriculum, theater games, and school programs are covered. Crosslisted THTR 311. 3 credits.

investigates mathematics content and methods appropriate for teaching math to middle level students. National trends and current philosophy of teaching mathematics at this level is discussed. Prerequisite: Upper Division Status. Cross-listed MATH 312. 3 credits.

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 y to 59 ls 05.6 (r)-46.9 (v)-23.4 (a)-19.7 (t)-47.3 (i)-74.9 (Ll-1

. . . . . explores the intricate relationships and concerns found in managing staff in an early childhood program. Issues include off-site management, full-time and part-time employment, and inter-staff communication. 1 credit.

. . . . . provides one of two culminating clinical experiences for students who will receive a teaching license for elementary and middle school. Students will enroll concurrently in ED 422. Prerequisites: Upper Division Status and completion of all 300 level education courses. 6 credits.

. . . . . provides one of two culminating clinical experiences for students who will receive a teaching license for elementary or secondary education. Students will enroll concurrently in ED 421 or ED 474. Prerequisites: Upper Division Status and completion of all 300 level education courses. 6 credits.

. . . . . is a flexible situation arranged for the student with previous teaching experience who desires additional professional development within the classroom setting. 1-3 credits.

. . . . . provides one of two culminating clinical experiences for students who will receive a teaching license for early childhood. The early childhood education student teacher will enroll concurrently in ED 428. Early Childhood Dual Certification majors will register for 8 credits of student teaching to include ED 442 and one of the following: ED 427 or ED 428. These two courses will provide the dual certification major with student teaching at the kindergarten and primary levels. Prerequisites: Upper Division Status, as well as completion of ED 478, Pre-Student Teaching, and all 300 and 400-level education courses. 4 Credits.

. . . . . provides one of two culminating clinical experiences for students who will receive a teaching license for early childhood. The early childhood education student teacher will enroll concurrently in ED 427. Early Childhood Dual Certification majors will register for 8 credits of student teaching to include ED 442 and one of the following: ED 427 or ED 428.

designing and adapting learning environments, writing and implementing unit and lesson plans, and writing and implementing IEPs, IFSPs, and FBAs/BIPs. UDS clinical and pre-student hours are a part of this course. This field-based experience will occur within one or two terms prior to student teaching. Prerequisites: ED 457, ED 487, and Upper Division Status. 4 credits.

This course presents students with an overview of the legal requirements of providing an education for children and youth with disabilities. Students will examine the Individuals with Disabilities Education Act (IDEA) and how it ensures students with disabilities receive appropriate educational and related services, including parental rights and responsibilities. Other laws affecting the education and treatment of students with disabilities will also be examined. Prerequisite: Upper Division Status. 3 credits.

offers a framework for adapting the general education curriculum and instructional materials to meet the diverse needs of students, including those with disabilities and mental health challenges. Curriculum adaptations, modifications, and

provides an overview of implementation strategies for individuals with disabilities from early intervention to adult transition programs. Problem based learning is utilized to instruct students in writing IEPs/IFSPs and to serve on school-based teams that advocate for students with disabilities and their families.

studies twentieth century poetic conventions and contemporary poets in historical perspective. Prerequisite: ENG 103 or 190. 3 credits.

. . . . . is an integrated study of the materials & physical features of the earth and the processes that form and shape them. Map skills are also developed. Cross listed (Earth Science) SCI 235. 4 credits.

. . . . . is a study of current concerns, problems, and progress in addressing global environmental issues. Examples from different countries and cultures will be studied to illustrate these concerns and build a global perspective on environmental issues. Crosslisted (Environmental Science) BIO 156. 4 credits.

. . . . . is a field study of tropical habitats and organisms as well as their inter gralRONopui94949494B8 9.8E354 (24.24)1i949

. CEs lpl3 (u)No lps ahlp1.8 (o)-3.3 -12.2 (h)-8.8 MC wp47.3 (r)-3(s)06 (l)-32.23 (p)g .1 (t)-42.9.3 51 (t)45 (s)-1632l1-1m

successful coaching of soccer as well as skill analysis, drill development, tactics, strategies and other coaching techniques. 2 credits.

. . . . . provides students with the theoretical and philosophical information necessary for the successful coaching of volleyball as well as skill analysis, drill development, tactics, strategies and other coaching techniques.
2 credits.

. . . . . is designed to have all levels of athletic training students meet to study specific athletic training competencies. Opportunities will also be provided for outside speakers in the medical field to present on various topics specific to athletic training competencies. This course is taken consecutively for six semesters beginning with the first semester in the Athletic Training Education Program.
1 credit.

. . . . . provides students with the th

introduces the student to a variety of physical

further develop their understanding of Hebrew syntax. They will also study the culture and ge 10.5513 24.2109 Tm(134)TjETEMC q0 g5-44.(10.559 Tm 5 (s)-62y t)-47w.5 (r4)-42.

examines China's modern history from the Qing dynasty to the present.

provides the student with the opportunity to explore a theme, question or topic in Western history in an in-depth fashion in a seminar-style course. Prerequisite: HIST 103 or consent of the instructor. 3 credits.

provides the student with the opportunity to explore a theme or question in American history in an in-depth fashion in a seminar-style course. Prerequisite: HIST 103 or consent of the instructor. 3 credits.

provides the student with an opportunity to explore a theme, question, or topic in global history in an in-depth fashion in a seminar-style course. Prerequisite: HIST 103 or consent of the instructor. 3 credits.

surveys the intellectual history of the United States as it intersected with American society, and will feature particular groups in the country's history, from the Puritans to the conservative movement of the late 20th century. Prerequisite: HIST 103 or consent of the instructor. 3 credits.

consists of an in-depth study of the Reformations of 16th-century Europe, including the Lutheran, Calvinist and Catholic. The student will be given the opportunity to explore in depth the ideas (theological, political, educational, etc.) and the major themes (salvation, individualism, fracturing of the Catholic Church, different denominations, education, religious strife, etc.) through directed readings of selected texts, individual research and group projects. Prerequisite: HIST 103 or consent of the instructor. 3 credits.

. . . . . studies the history, philosophy and functions of the American correctional system. 3 credits.

. . . . . studies definitions of law, definitions of crime, general principles of criminal responsibility, elements of the major crimes, punishments, conditions or circumstances, that may excuse criminal responsibility or mitigate punishment. 3 credits.

. . . . . studies the criminal investigation process including interviewing, crime scene analysis, collection of evidence, and analysis of issues critical to investigations. 3 credits.

. . . . . will acquaint the student with the variou 36 (o)-5.0h21 (S)-th

studies the basics of the role of marketing in society and within the firm. This course covers marketing history, the present day practices, and future projections. 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: publics, media use, message preparation and dissemination, strategy, and ethical and legal concerns. Crosslisted as COMM 223. 3 credits.

examines the interrelationships of the various facets of retailing as a set of marketing activ

concert music and global music in an interactive context. 3 credit hours.

studies laryngeal structure and function, as well as the structure and mechanics of breath apparatus as applied to the singing voice. This course allows the student to gain practical experience in applying concepts learned in both individual and group settings. 2 credit hours.

and agencies. Concurrent enrollment in NURS 422. 1 credit.

. . . . . focuses on stressors encountered and nursing preventions required to retain, attain, and maintain system stability throughout a woman's life, from menarche through post-menopause. Content includes gynecologic health concerns, obstetrics, and neonatal care. Prerequisites: NURS 335, NURS 345, NURS 346. Concurrent enrollment in NURS 426. 3 credits.

. . . . . provides guided clinical e(6.5 (M)-19.4 (E9 (o4 ((q)-r5 Tw 7.5 0 0 7.5 38

is an introduction to the art of defending the truth claims of the Christian faith. Students learn the biblical warrant for apologetics, the merits of rival methodologies, and study philosophical, scientific, and historical evidences. They are equipped to respond to the skeptical challenges of atheism and the contrary claims of rival religions. 3 credits.

provides the methods and tools required to develop a significant, original undergraduate research project. Students learn how to: identify an issue worthy of further research; formulate an initial thesis; gather and evaluate relevant resources; and make a clear and coherent plan of their project. In addition, they are thoroughly trained in proper writing mechanics, following The Chicago Manual of Style. Prerequisites: PHIL 101, PHIL 201 and senior standing. 1 credit.

is a continuation of Senior Seminar I. Working with both the course instructor and a faculty advisor who specializes in the subject area of their research, students draft and redraft their project. Finally, students give a public presentation and defense of their thesis and produce a final version of their written project. Prerequisite: PHIL 491. 3 credits.

is an introductory course that includes the scientific and historical foundations of astronomy, solar system mechanics, Earth's seasons and sky motions, the life-cycles of stars, galaxies, and solar systems, cosmology, and space exploration. Prerequisite: MATH 121. 3 credits.

is a one-semester survey of physics including classical mechanics, heat and thermodynamics, wave motion and sound, electricity and magnetism, and relativity. Involves the use of algebra and includes mathematical problem solving. One laboratory per week. Prerequisite: MATH 121. 4 credits.

is an introductory course in physics that includes classical mechanics, mechanical waves, sound, and fluids. Involves the use of algebra and trigonometry, and emphasizes both numerical problem solving and building logical arguments based on physics concepts. One laboratory per week. Prerequisite: "C-" or better in MATH 128. 4 credits.

This course focuses on preparing the senior seminar research project.

equips the student with the understanding, attitudes, and the theory needed to develop a ministry with and for youth in a congregation. Along with the scriptural and theoretical principles of youth ministry, this course prepares students for practical experiences encountered in REL 245 Ministry Practicum. Prerequisites: Bible Content (REL 100 [or 201 & 203]); Christian Doctrine (REL 110 [or 204]). 3 credits.

equips the students with practical methods, skills, and resources to teach religion to youth and adults in a parish setting. Provides students with opportunities to streng-13.2 (d)-32.2 (i)-96iT9 (t)-47.3 (i)-10.5 (42fF147.3 (r)-38.nB)-15.1 -9.3 (r)-ew ohe.7 (t)-m euti6(o)-6.2 (n -17.

will study the main themes of Luke-Acts through a structural, Christ-centered, and historical approach. Selected passages will be given special attention as the portrait of Christ and the founding of his Church are unveiled. Issues that will merit special attention are: Jesus' kingship, His prophetic office, Christian worship in the Early Church, the mission of the Church, end times and Jesus' passion. Prerequisites: Bible Content (REL 100 [or 201 & 203]); Christian Doctrine (REL 110 [or 204]). 3 credits.

studies the writings of St. John in the New Testament, namely his Epistles, Gospel, and Revelation. Students examine the Johannine message concerning the person and work of Jesus Christ. Characteristic terms, themes, and doctrines are made the subject of special study. Bible elective (NT). Prerequisites: Bible Content (REL 100 [or 201 & 203]); Christian Doctrine (REL 110 [or 204]). 3 credits.

studies selected writings of the Apostle Paul to familiarize the student with the historical background, content, purpose, message, and distinctive characteristics of five of Paul's epistles. Bible elective (NT). Prerequisites: Bible Content (REL 100 [or 201 & 203]); Christian Doctrine (REL 110 [or 204]). 3 credits.

leads the student to see more clearly the significance of two major Christian doctrines and the correct relationship between them for a Christian's life. Sections of Scripture, of the Lutheran Confessions, and of current theological literature are analyzed in the light of these fundamental teachings. Prerequisites: Bible Content (REL 100 [or 201 & 203]); Christian Doctrine (REL 110 [or 204]). 3 credits.

covers the book of Acts with special focus on the Apostle Paul. The course provides some background on key cities visited by Paul, places his teachings in context of the Greco-Roman world and that of first century Judaism, examines his use of the Old Testament, and compares Luke's presentation of Paul with the evidence from the letters of Paul. Prerequisites: Bible Content (REL 100 [or 201 & 203]); Christian Doctrine (REL 110 [or 204]). 3 credits.

studies Old Testament prophecy and the prophetic movement, including its origin, development, purpose, methodology, message, and impact. Bible elective (OT). Prerequisites: Bible Content (REL 100 [or 201 & 203]); Christian Doctrine (REL 110 [or 204]). 3 credits.

explores the doctrine of eschatology as it is revealed in the Scriptures. Special emphasis is placed on understanding apocalyptic literature as a key to interpreting the Book of Revelation. Texts from Daniel, Ezekiel, Matthew, and the writing of Paul are also examined as they relate to the full range of eschatological topics: the millennium, the rapture, Armageddon, the anti-Christ, death, Christ's second coming, resurrection, and the eternal state.

. . . . . offers students the opportunity to experience the land of Israel in person. Students will walk the streets of Jerusalem and Bethlehem, sail on the Sea of Galilee, and taste the brackish waters of the Dead Sea. Guided sightseeing will be supplemented with on-site lectures by noted Bible

. . . . . is taken concurrently with SW 328, Field Seminar I. This course engages the student in the practice of beginning social work skills and tasks within an agency setting over a period of one semester. It is designed for the senior level student and requires an average of 16 hours per week in the agency for a minimum of 216 hours. Prerequisites: SW Major with senior standing. 3 credit hours.

. . . . . is taken concurrently with SW 327, Field Education I.3 crri-42 (i)-9.1 3 (1n)-2w 4-10.5 2.57(g)-56e0283.5 4crn a6gu8(f 1) 1 (e)-13.5r foc (a)-19.7 (t)-47..3

studies the history, the cultures and the political, economic and social changes on the Iberian peninsula and in the Americas from antiquity through the colonial period. Prerequisite: successful completion of SPAN 202 or equivalent, 4 years of Spanish in high school, or consent of instructor. 3 credits.

studies the history, the cultures and the political, economic and social changes on the Iberian peninsula and in the Americas from the late colonial period through the present. Prerequisite: successful completion of SPAN 202 or equivalent, 4 years of Spanish in high school, or consent of instructor. 3 credits.

surveys major literary developments and works in Spain and the Americas from the earliest days through about 1700. This course is required for majors. Minors must take either SPAN 355 or SPAN 356. Prerequisite: successful completion of SPAN 202 or equivalent. 4 years of Spanish in high school, or consent of instructor. 3 credits.

surveys major literary developments and works in Spain and the Americas from about 1700 to the present. This course is required for majors. Minors must take either SPAN 355 or SPAN 356. Prerequisite: successful completion of SPAN 202 or equivalent. 4 years of Spanish in high school, or consent of instructor. 3 credits.

provides the student with pracpaisSPovssfu-6.3 (n)0.5 (o)--9.4 2(n)-8.2 (d l 5.6 (r)-24.3 (a)-4315 (Pm7.6 (s)08.1 (s)-93 (r)-17.9 (, o)3 (n

Full Time Faculty

Associate Professor of Pharmacy Administration
B.S., University of Illinois at Chicago; M.P.H., University of Minnesota; M.S., M.B.A., Ph.D., North Dakota State University.
At Concordia since 2012.

Assistant Professor of Physical Therapy
B.S., DPT, Marquette University.
At Concordia since 2016.

Assistant Professor of Education
B.S., Concordia University Nebraska; M.A., Concordia University Chicago.
At Concordia since 2016.

Assistant Professor of Physical Therapy
B.S., Northern Michigan University;
M.P.T., The College of St. Catherine.
At Concordia since 2009.

Assistant Professor of Business
B.A., M.S., Concordia University Wisconsin;
Ed.D., Edgewood College.
At Concordia since 2013.

Professor of Pharmaceutical Science
B.A., Rutgers University; M.S., Duquesne University; M.Phil.,
Columbia University; Ph.D., University of Tennessee.
At Concordia since 2011.

Assistant Professor of Art
B.S., Carroll University; M.F.A., Brooklyn College of the City
University of New York.
At Concordia since 2017.

Professor of English
B.A., M.A., Ph.D., University of Wisconsin-Milwaukee.
At Concordia since 1990.

Professor of History
Senior Vice President of Academics
B.A., Concordia University Chicago;
M.A., Ph.D., New York University.
At Concordia since 1990.

Assistant Professor of Pharmaceutical Science
B.S., Colorado State University; M.S., Universidad de Los Andes,
Venezuela; Ph.D., Nagoya University, Japan.
At Concordia since 2013.

Assistant Professor of Nursing
B.S.N., University of Wisconsin-Madison;
M.S.N., University of Wisconsin-Milwaukee.
At Concordia since 2014.

Professor of Nursing
Dean, School of Nursing
B.S.N., University of Wisconsin-Oshkosh; M.S.N., University of
Wisconsin-Madison; Ph.D., University of Wisconsin-Milwaukee.
At Concordia since 2014.

Associate Professor of Social Work
B.A., Marquette University; M.S.W., Dominican University.
At Concordia since 2017.

Professor of Business
B.A., Wheaton College; M.B.A., Keller Graduate School of
Management; M.A., Ph.D., Northwestern University.
At Concordia since 1991.

Professor of Physical Therapy
B.S., University of Wisconsin-Madison;
Ph.D., Medical College of Wisconsin.
At Concordia since 1996.

Assistant Professor of Physician Assistant Studies
B.S., University of Wisconsin-Whitewater;
M.P.A., Marquette University.
At Concordia since 2016.

Assistant Professor of Social Work
M.Ed., Carthage College; M.S.W., Aurora University.
At Concordia since 2017.

Professor of Music
B.A., M.C.M., Concordia University Chicago;
D.Mus., Northwestern University.
At Concordia since 2000.

Associate Professor of Physical Therapy
B.A., Wisconsin Lutheran College; M.P.T., Concordia University Wisconsin; Sc.D., Texas Tech University Health Sciences Center.
At Concordia since 2009.

Assistant Professor of Theology
B.A., Concordia
University Wisconsin; M.Div., Concordia Theological Seminary, Fort Wayne; Ph.D., Wycliffe College, Toronto, Canada.
At Concordia since 2014.

Associate Professor of Education
Dean of Students
B.S., Martin Luther College; M.S., Concordia University Wisconsin; Ed.D., Nova Southeastern University.
At Concordia since 2008.

Associate Professor of Occupational Therapy
B.S., University of Wisconsin-Milwaukee; M.Ed., Colorado State University; OTD, Temple University.
At Concordia since 2008.

Assistant Professor of Health and Human Performance
B.S., University of Wisconsin-Madison;
M.A., California State University, Chico.
At Concordia since 2015.

Instructor of Rehabilitation Science
B.S., University of Wisconsin-Green Bay;
D.P.T., Concordia University Wisconsin.
At Concordia since 2017.

Assistant Professor of Spanish
B.A., University of Minnesota-Duluth;
M.A., Ph.D., Western Michigan University.
At Concordia since 2014.

Assistant Professor of Speech and Language Pathology
B.S.Ed., University of Wisconsin-Whitewater;
M.S., University of Wisconsin-Milwaukee.
At Concordia since 2015.

Associate Professor of English
B.A., M.A., Ph.D., University of Kansas.
At Concordia since 2010.

Assistant Professor of Physician Assistant Studies
B.A., University of Wisconsin-La Crosse; M.S., Finch University of Health Sciences/The Chicago Medical School. At Concordia since 2013.

Assistant Professor of Physician Assistant Studies
B.S. University of Wisconsin-Madison;
B.S., M.A., Marquette University.
At Concordia since 2017.

Professor of Education
B.A., Concordia University Portland; M.S., University of Wisconsin-Milwaukee; Ph.D., University of Missouri.
At Concordia since 1981.

Professor of Art
B.F.A., Milwaukee Institute of Art and Design;
M.F.A., Ph.D., University of Wisconsin-Milwaukee.
At Concordia since 1999.

Professor of Occupational Therapy
M.A., M.O.T., M.S., Western Michigan University;
B.S., Ph.D., Michigan State University.
At Concordia since 2009.

Assistant Professor of Social Work
B.A., Marquette University;
M.S.W., University of Wisconsin-Milwaukee.
At Concordia since 2017.

Associate Professor of Nursing
B.S.N., M.S.N., Concordia University Wisconsin;
Ph.D., Capella University.
At Concordia since 2005.

Assistant Professor of Education
B.S., University of Wisconsin-Oshkosh;
M.S., University of Wisconsin-Milwaukee.
At Concordia since 2017.

Professor of Natural Science
B.S., College of William and Mary; M.S., Murray State University;
Ph.D., University of Tennessee Center for the Health Sciences;
LCMS Colloquy, Concordia University Wisconsin.
At Concordia since 1994.

Professor of Natural Science
B.S., College of William and Mary; M.S., Southern Illinois University; Ph.D., Trinity College and Theological Seminary;
LCMS Colloquy, Concordia University Wisconsin.
At Concordia since 1995.

Assistant Professor of Pharmaceutical Science
B.S., University of Wisconsin-Eau Claire;
Pharm.D., University of Wisconsin-Madison.
At Concordia since 2011.

Assistant Professor of Pharmacy Practice
M.P.H., Pharm.D., University of Iowa.
At Concordia since 2013.

Assistant Professor of Nursing
B.S., M.S.N., D.N.P., Concordia University Wisconsin.
At Concordia since 2010.

Associate Professor of Education
B.S., University of Wisconsin-Milwaukee;
Ph.D., Marquette University.
At Concordia since 2010.

Professor of English
B.A., Concordia College, Fort Wayne; M.Div., Concordia Seminary, St. Louis; M.A., Saint Louis University; Ph.D., University of Wisconsin-Milwaukee.
At Concordia since 1989.

Associate Professor of Nursing
B.S., Elmhurst College; M.S., Rush University;
Ph.D., Capella University.
At Concordia since 2017.

Assistant Professor of Nursing
B.S.N., University of Wisconsin-Oshkosh;
M.S.N., Cardinal Stritch University.
At Concordia since 2014.

nstructor of Occupational Therapy
B.A., M.O.T., Concordia University Wisconsin.
At Concordia since 2013.

Assistant Professor of Pharmacy Practice
Pharm.D., Drake University.
At Concordia since 2012.

Assistant Professor of Theology
B.A., Framingham State College; M.Div., S.T.M., Concordia Theological Seminary, Fort Wayne;
Th.D., University of Hamburg.
At Concordia since 2013.

Associate Professor of Anatomy
B.S., University of Wisconsin-Madison; M.S., University of Wisconsin-Milwaukee; Ph.D., Marquette University.
At Concordia since 2007.

Associate Professor of Nursing
B.S.N., DePaul University; M.S.N., Concordia University Wisconsin; Ph.D., Marquette University.
At Concordia since 2012.

Assistant Professor of Health and Human Performance
B.S., University of Wisconsin-La Crosse;
M.S., The University of Akron.
At Concordia since 2007.

Assistant Professor of Education
B.A., M.S.

Assistant .of

Professor of Health and Human Performance
B.S., University of Wisconsin-Stevens Point; M.S., Illinois State University; Ph.D., University of Minnesota-Minneapolis.
At Concordia since 2008.

Associate Professor of English

Professor of Theology
B.A., Concordia University Ann Arbor; Th.M., Wycliffe College, Toronto, Canada; M.Div., Th.

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

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

The Act provides that no party may review a student's record with the exception of the following, who do not need written consent of the student to view a record: other school officials, officials of other schools or systems in which the student intends to enroll, authorized representatives of (1) the Comptroller Gentative exceptis and þ JÑ6JÑRes 40 J...dent's recvuexceptis a1officihoth ot S

Students with grievances may wish to consult with their academic advisor or the appropriate division chairperson. Procedure for the process involved in working through a grievance is spelled out in the Student Handbook.

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