



Concordia University 2012- 2013 Academic Catalog

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

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

Concordia University Wisconsin

MISSION STATE

Accelerated Learning Centers and Off Campus Offerings

STATEMENT OF PURPOSE

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

However, the program is very much tailored to the needs and unique capabilities of the mature adult learner. For instance, classes are offered at locations near students' homes or work. Classes are offered in an accelerated evening format with most classes meeting once per week with our enhanced online component course design. This designed instance, classhth benefing Cfre alife0exur ien sabili den s0ughss degacademic eduudents, whilal degree prmes or a26(mat withiring

Accelerated Learning Center Program Information

Admission Procedures

ACCELERATED PROGRAMS

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

Admission Requirements

1. Submit the online application along with a non-refundable \$50 application fee at www.cuw.edu/apply.
2. Official transcripts from all post-secondary institutions attended must be sent directly to the CUW Center at which you are enrolling. In cases where the student has less than 12 transferable credits, an official high school transcript or proof of GED must also be submitted. Generally students will be required to have a 2.00 GPA.
3. International students should visit www.cuw.edu/international to view additional admission requirements.

Admission Decisions

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

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

MEDICAL ASSISTANT PROGRAM

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

Admission Requirements

1. Meet with the Program Director for a personal interview.
2. Pass the Wonderlic Scholastic Level Exam with a score of 20 or higher, given three attempts.
3. Provide official GED, high school, or college transcripts.
4. Submit the written application and application fee to the Program Director.
5. Pass a background check.
6. Complete a physical prior to beginning Clinic and Lab classes.

Admission Decisions

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

1. Anyone who does not pass a background check may be admitted into the program, but must sign a waiver that they are aware that they may not be able to be placed at a practicum site.
2. Students may transfer up to 12 credits into the Medical Assistant program. The official transcripts and course descriptions need to be provided to the Program Director for approval.

RN-BSN COMPLETION PROGRAM

Students must already be a licensed RN to apply to the BSN Completion program.

Admission Requirements

1. Submit the online application along with a non-refundable \$20 background check fee at www.cuw.edu/apply.
2. Provide official transcripts from all post-secondary institutions attended must be sent directly to the CUW Center at which you are enrolling. Students need to have a minimum cumulative GPA of 2.75.
3. Provide copies of current WI nursing license and CPR card.

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

Once you register for an EL course, you will have four weeks in which to order your textbooks and turn in your first assignment. If the first assignment is not turned in within the first four weeks, a non-refundable \$50 drop/withdrawal fee will be charged to your account and you will be given an administrative withdrawal for the course. Each course is to be completed in 8-10 weeks. You have up to 12 weeks from registration to finish the course. Please note the following timetable:

4 weeks after registration: Must have started class. An administrative withdrawal will be given if there is no record of the first assignment turned in and the \$50 drop/withdrawal fee will be assessed. 12 weeks after registration: A failing grade (F) will be assigned if course is not completed by this time. The student must request an extension from their instructor for special circumstances. Up to 4 weeks more can be granted.

Transfer Credits

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

STUDENT TRANSCRIPT EVALUATION

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

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

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

COURSE WAIVER

In cases where a student has acquired a great deal of knowledge in a subject through work experience, but has never earned credits in the subject, a waiver may be granted. A student may request a waiver by writing a letter to the Dean responsible for the course (Dr. David Borst, School of Business Administration or Dr. Gaylund Stone, School of Arts and Sciences) and providing documentation showing that he/she has knowledge of the material covered in the module.

Be aware that no credit for this subject will be granted – the credits need to be replaced; 48 Concordia University credits must be earned and a total of 64 credits for AA and 128 credits for BA must be earned.

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

Non-Traditional Approaches to Earning Credit (not applicable for all programs)

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

INDEPENDENT STUDY

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

TRAVEL STUDIES

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

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

PORTFOLIO ASSESSMENT

Portfolio Assessment experiential learning allows students to document college-level knowledge and competence acquired outside a classroom setting. Portfolio Development Workshops are periodically conducted at each center and an online portfolio workshop is also available. During these sessions the students are guided through the process of determining what constitutes college-level learning, the process of developing each petition for credit, and the means to use for providing documentation. Portfolio credits apply only to the elective area, though 2 of the 21 credits may apply to the physical development core requirement. For an AA degree, a maximum of 7 credits may be applied toward the degree. For a BA degree, a maximum of 21 of the required elective credits may be earned through the portfolio. A per credit fee is charged for portfolio credit requests.

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

All official transcripts should be on file prior to submitting a portfolio to avoid duplication of credits. Students should submit portfolios by the first of each month to be reviewed by the Portfolio Committee. Portfolio petitions should be submitted for only the number of credits needed and should be for all credits the student seeks to have granted. The evaluation fee per credit, \$50, must be submitted with the portfolio.

Students will be notified by mail of the committee's decision. Credits denied may be resubmitted for reconsideration in certain cases. In the case of a new credit petition, the charge is \$50; in the case of a revision, there is no charge. Portfolio credits should be submitted at least three months prior to the anticipated graduation date.

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

These programs serve students who want recognition for college level achievement acquired outside the conventional classroom. Students must complete a Transfer Request Form so that the individual record can be checked to be sure that the proposed credits will be accepted. Students will need to allow at least two weeks for these requests to be processed. To receive credit for either CLEP or DANTES tests students may not have credit for similar coursework on their transcripts. CLEP and DANTES credits are not accepted for Core credit, except in the areas of Physical Development and Mathematics.

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

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

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

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

3.

- % Once you have completed all courses, submit a completed "Request to Graduate" form with the graduation fee. Return it to your center. These forms must be completed even if you do not plan to participate in the graduation exercise.

Exit Essay: When you complete the program at Concordia, you will be required to write an essay in which you evaluate the entire time you spent learning, in and outside of the classroom, while attending our adult accelerated program. We will ask you to describe specific changes in your knowledge, skills, and attitudes that occurred in your program's competency areas. To reflect on your planned and unplanned learning, we suggest you keep a diary or "learning journal" to track major changes and benchmarks you experience during your educational journey. Being conscious of what one knows is an important part of gaining knowledge.

CAREER SERVICES

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

Financial Aid

STUDENT FINANCIAL RESPONSIBILITIES

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

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

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

Financial aid takes approximately 4-6 weeks to process from when a student has registered for at least 6 credits and has submitted all necessary paperwork to the Financial Aid Office. Financial aid is awarded based on grade level and the number of credits a student registers for each term. At Concordia University, a student is considered full-time if he/she attends and is enrolled in 12 credits per term (Fall: July 1st - December 31st; Spring: January 1st - June 30th). Students who take less than 12 credits per term may be eligible for financial aid. Students receiving financial aid must be enrolled and have turned in one or more assignments in at least 6 credits each term to qualify for halftime status.

All questions regarding eligibility should be directed to the Financial Aid Office.

Grade level is based on the below completed credits:
Freshmen

FEDERAL PELL GRANT

Student Support Services

ABOUT INSTRUCTORS

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

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

HONOR PLEDGE

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

"As I develop in mind, body, and spirit, I pledge on my honor that I have not given, received, witnessed, nor have knowledge of

CERTIFICATE PROGRAM

Major: Medical Assistant

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

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

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

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

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

Course work includes:

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

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

MEDICAL ASSISTANT CERTIFICATE COURSE D

BACHELOR'S DEGREE PROGRAMS

THE STANDARD CORE CURRICULUM

Bible Content AL 159 Heritage of Faith AL 159 Heritage of Faith (EL)	Creative Arts AL 102 Art AL 103 Music AL 103 Music (EL) AL 206 American Cinema (EL) AL 208 Art of the Western World (EL)	Philosophical Foundations AL 356 Critical Thinking & Creativity AL 356 Critical Thinking & Creativity (EL) AL 379 Classical Antiquity: The Heritage of Ancient Greece AL 390 Modernism: 1850-1950
Christian Doctrine AL 210 Theology AL 210 Theology (EL) REL 204 Biblical Theology	Culture AL 270 Intercultural Communication AL 270 Intercultural Communication (EL) AL 286 Faces of Culture (EL) AL 377 Americas (EL) AL 378 Africa: History and Culture AL 381 The World of Islam AL 382 The Orient: History & Culture*	Physical Development AL 275 Fit and Well (2 credits)
Citizenship AL 235 Voices in Democracy (EL) AL 284 Civil War (EL) AL 310 Constitutional Law AL 310 Constitutional Law (EL) AL 347 Macroeconomics AL 387 The Age of Enlightenment ECON 200 General Economics (EL)	Lab Science AL 153 Forensic Science AL 153 Forensic Science (EL) AL 175 Intro to Environmental Science (EL) AL 158 Science AL 330 World of Chemistry (EL)	Social Science AL 271 Social Psych in the Workplace AL 271 Social Psychology in the Workplace (EL) AL 322 Criminology JPP 103 Criminology (EL) AL 342 Eldercare AL 342 Eldercare (EL) AL 424 Abnormal Psychology (EL)
Civilization and World Views: History AL 161 World History AL 161 World History (EL) AL 285 Historical Methods	Language AL 201 English Language AL 201 English Language (EL) AL 391 Contemporary Studies	Theology Elective REL 388 Varieties of Belief (EL)* AL 395 Life of Christ REL 410 World Religions* REL 229 Religious Education for Youth and Adults REL 233 Communicating Bible Messages REL 287 Christian Care Giving REL 312 Office of the Professional Church Worker REL 376 Christian Ethics REL 383 The Gospel of Luke REL 383 The Gospel of Luke (EL) REL 387 Christ's People through the Ages
Civilization and World Views: Literature AL 105 Literature AL 136 Literary Visions (EL)	Mathematics AL 125 Mathematics AL 125 Mathematics (EL) AL 128 College Algebra	Writing AL 204 College Writing AL 204 College Writing (EL)
Communication AL 180 Interpersonal Communication AL 180 Interpersonal Communication (EL) AL 234 Speech Communication		

(EL) = E-Learning

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

*No duplication between REL 388 and REL 410.

THE ADVANCED TRANSFER CORE

ADDITIONAL CORE REQUIREMENT

Major: Business Management

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

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

48 CREDIT MAJOR SEQUENCE (BACHELOR OR ASS

Major: Health Care Management

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

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

The goals of the Health Care Management program are to:

- ‡ Analyze health care demonstrating acceptance of individuals as holistic beings,
- ‡ Created by God, respecting the dignity, worth, and rights of the individual;
- ‡ Synthesize knowledge from the sciences, humanities, and management theories as a basis for problem-solving and decision-making in health care;
- ‡ Evaluate research results applicable to health care practice;
- ‡ Demonstrate a willingness to work cohesively and communicate interpersonally with members of the interdisciplinary health care team;
- ‡ Create a reflective self-plan for personal and professional growth;
- ‡

Major: Human Resource Management

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

- ‡ Demonstrate effective writing, public speaking, and interpersonal communication skills;
- ‡ Apply business management skills that successfully create a diverse workforce to achieve organizational goals;
- ‡

Major: Liberal Arts

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

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

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

Program Outcome 1: Spiritual Development

The student will develop an understanding of and appreciation for Christianity in terms of its foundations and worldview.

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

Program Outcome 2: Communication

The student will demonstrate the ability to communicate effectively.

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

Program Outcome 3: Problem Solving

The student will demonstrate the ability to think rationally and critically, to analyze and to research a problem, and to propose potential solutions.

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

Program Outcome 4: Physical Development (Wellness)

The student will develop an understanding of and appreciation for their God-given bodies and physical abilities.

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

Program Outcome 5: Aesthetic Sensibility

The student will develop an individual perception of beauty through experience, reflection and expression in and by means of various media.

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

Program Outcome 6: Global Citizenship

The student will demonstrate an understanding of what constitutes citizenship and how various societies have organized and identified themselves across time and space.

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

48 CREDIT MAJOR S

Major: Management of Criminal Justice

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

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

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

48 CREDIT MAJOR SEQUENCE (BACHELOR OR ASSOCIATE DEGREE)

AL 107 Student Success Strategies	3 credits
AL 310* Constitutional Law	3 credits
AL 204* College Writing	3 credits
AL 312 Procedural Criminal Law	3 credits
AL 314 Criminal Justice Liability Law	3 credits
AL 316	

The following collateral courses will be accepted as transfer credits from accredited associate degree or diploma nursing programs:

- % Life Span Development
- % Microbiology*
- % Anatomy/Physiology

*Credit for this course may also be earned by passing the NLN Basic Science Achievement Test

NURSING MAJOR (70 CREDITS)

Many nursing courses may be accepted as transfer credits from accredited associate or diploma nursing programs. All R.N. Completion students must take the following courses: NURS 301, NURS 335, NURS 342, NURS 442, NURS 492.

NURS 100 Introduction to Professional Nursing
NURS 101 Professional Core Foundations
NURS 202 Gerontological Nursing
NURS 212 Gerontological Nursing Practicum
NURS 213 Foundational Nursing Skills I
NURS 222 Nursing Pathophysiology
NURS 232 Wellness Assessment
NURS 250 Nursing Pharmacology I
NURS 255 Nursing Pharmacology II
NURS 310 Medical-Surgical Nursing I
NURS 311 Medical-Surgical Nursing II
NURS 313 Foundational Nursing Skills II
NURS 320 Family Centered Nursing: Pediatrics
NURS 321 Family Centered Nursing: Pediatrics Practicum
NURS 325 Family Centered Nursing: Obstetrics & Women's Health
NURS 326 Family Centered Nursing: Obstetrics & Women's Health Practicum
NURS 335 Nursing Research
NURS 340 Community Wellness
NURS 341 Community Wellness Practicum
NURS 345 Medical-Surgical Nursing II
NURS 346 Medical-Surgical Nursing II Practicum
NURS 363 Therapeutic Nutrition
NURS 400 Medical-Surgical Nursing III
NURS 401 Medical-Surgical Nursing III Practicum
NURS 402 Psychological Wellness
NURS 410 Medical-Surgical Nursing IV
NURS 412 Psychological Wellness Practicum
NURS 440 Leadership & Management: In an Evolving Healthcare System
NURS 441 Leadership & Management Practicum: In an Evolving Healthcare System
NURS 451 Global Education (Costa Rica)
NURS 452 Global Education (Belize)

ELECTIVES 10 credits

Minors and Certificates

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

ACCOUNTING MINOR – 18 CREDITS

ACCT 201 Accounting Principles I
ACCT 202 Accounting Principles II
ACCT 223 Managerial Accounting
ACCT 310 Intermediate Accounting I
ACCT 323 Cost Accounting
ACCT 350 Income Tax I OR
ACCT 311 Intermediate Accounting II OR A
CCT 330 Advanced Accounting

BUSINESS MANAGEMENT MINOR / CERTIFICATE 18 – 24 CREDITS

AL 169 Statistical Methods
AL 272 Organizational Management Principles

AL 346 Busin3Mc17nizy33nr -071icsting

BACHELOR'S DEGREE COURSE DESCRIPTIONS

ACCT 201 / 201 EL ACCOUNTING PRINCIPLES I

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

ACCT 202 / 202 EL ACCOUNTING PRINCIPLES II

is a continuation of ACCT 201 (Accounting Principles I). Topics of corporate operations are covered including capital stock and dividend transactions, stockholders' equity, and bond financing. The statement of cash flows, financial statement analysis, and partnerships as a form of business are also studied. The final third of the course is devoted to the introduction to managerial accounting. Prerequisite: ACCT 201. 3 credits

ACCT 223 / 223 EL MANAGERIAL ACCOUNTING

covers procedures for measuring managerial performance, developing budgets in the process of planning, and control within an organization. Emphasis is placed on the function and interpretation of accounting information for decision making by management. Prerequisite: ACCT 202 (or by permission of the instructor); sophomore standing. 3 credits

ACCT 310 INTERMEDIATE ACCOUNTING I

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

ACCT 311 INTERMEDIATE ACCOUNTING II

extends the students an in-depth study of the conceptual and technical issues surrounding the recording and reporting standards set forth by GAAP and international accounting standards. Research using the FASB codification research system is emphasized. Topics include long-term debt; equity; earnings per share; leases; pensions; income taxes; revenue recognition; lease accounting; and rounding the recording and r

AL 103 / 103 EL MUSIC

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

AL 105 LITERATURE

AL331 / 331 EL MANAGEMENT PRINCIPLES FOR HEALTH CARE ORGANIZATIONS

focuses on the fundamentals of healthcare management for the health care administrator. Basic management functions of planning, organizing, leading and controlling health care organizations are emphasized. In this module management functions are practically applied to health care organizations by means of an introductory overview of different management principles and techniques. 3 credits

AL 334 / 334 EL STRATEGIC HEALTHCARE PLANNING AND EVALUATION

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

AL335 NONPROFIT FUNDRAISING AND GRANT WRITING

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

AL 338 FINANCIAL ISSUES IN HEALTH CARE

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

AL 339 LEGAL AND ETHICAL ISSUES IN SPORT AND REC

AL 356 / 356 EL CRITICAL THINKING AND CREATIVITY

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

AL 357 / 357 EL JUVENILE JUSTICE

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

AL 359 / 359 EL HUMAN RESOURCE MANAGEMENT

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

AL 365 /

AL 384 THE MEDIEVAL WORLD

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

AL 386 RENAISSANCE AND REFORMATION

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

AL 387 THE AGE OF ENLIGHTENMENT

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

AL 389 THE ROMANTIC AGE

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

AL 390 GLOBALIZATION

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

AL 391 CONTEMPORARY STUDIES

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

AL 395 LIFE OF CHRIST

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

AL 396 INTERNSHIP

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

AL 400 HR INDEPENDENT STUDY

provides an opportunity for advanced independent work in any area of human resource management. This individually designed course can relate to areas such as compensation and benefits or training and development, or another HR area as determined by the advisor, instructor and student. It should be taken following successful completion of AL359, AL265, AL266, AL267, AL269, AL300, AL472. 3 credits

AL 424EL ABNORMAL PSYCHOLOGY

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

AL 444 HEALTH CARE PRACTICUM

which engages students in a practical on-the-job learning experience in a health care setting. The course requires that students complete a journal of their learning, a reflective plan for personal and professional development, and a research paper on a topic related to the work they have done at the site of the practicum. Minimum of 60 hours on-site of the practicum. 3 credits

NURS 451 GLOBAL EDUCATION

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

NURS 452 GLOBAL EDUCATION

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

NURS 492 SEMINAR IN CONTEMPORARY NURSING ISSUES FOR RN'S

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

REL 100 THE BIBLE AS LITERATURE

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

REL 201 THE OLD TESTAMENT

is an overview of the Old Testament intended to acquaint the student with its background, content and messages. 3 credits

REL 203 THE NEW TESTAMENT

is an overview of the New Testament intended to acquaint the student with its background, content and messages. 3 credits

REL 204 BIBLICAL THEOLOGY

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

REL 229 RELIGIOUS EDUCATION OF YOUTH AND ADULTS

equips the students with practical methods, skills, and resources to teach religion to youth and adults in a parish setting. Provides students with opportunities to strengthen their ability to communicate the Gospel effectively. Prerequisites: Bible Content (REL 100 [or 201 & 203]; or AL 159); Christian Doctrine (REL 110 [or 204]; or AL 210). 3 credits

REL 233 COMMUNICATING BIBLE MESSAGES

helps the student acquire greater skill in communicating meaningful Bible messages, by learning the theory and practice of analyzing a text of Scripture, writing a message for a specific audience based on that text, and delivering the message. Topical and other creative approaches will also be examined. Prerequisites: Bible Content (REL 100 [or 201 & 203]; or AL 159); Christian Doctrine (REL 110 [or 204]; or AL 210). 3 credits

REL 287

MASTER'S DEGREE PROGRAMS

Master of Business Administration

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

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

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

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

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

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MBA Concentration Courses

CHOOSE FIVE COURSES

MBA COURSE DESCRIPTIONS

MBA 500 / 800 MANAGERIAL ECONOMICS

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

MBA 510 APPLIED STATISTICAL METHODS

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

MBA 815 STATISTICAL RESEARCH

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

MBA 520 / 820 INFORMATION SYSTEMS AND TECHNOLOGY

concerns managing the use of technology, emphasizing computer systems, in providing the information systems that effectively support organizations and allow them to meet their goals. Fundamental concepts of information systems and their underlying technology are presented in the framework of tools for personal and managerial problem solving. Foundational information systems concepts, along with terminology, ethical issues, application and hands-on system use are explored. Additional topics include system capabilities, system abilities, and the role of intelligence in information systems. Coursework combines assignments that directly apply concepts from the textbook

MBA 540 / 840 INTERNATIONAL FINANCE

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

MBA 545 / 845 INTERNSHIP

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

MBA 550 / 850 STRATEGIC MARKETING

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

MBA 552 / 852 DIRECT MARKETING

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

MBA 553 / 853 SALES MANAGEMENT

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

MBA 554 / 854 ADVERTISING MANAGEMENT

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

MBA 555 / 855 SMALL B

MIB 530 / 830 GLOBAL PRODUCTION

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

MIB 540 / 840 INTERNATIONAL FINANCE

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

MIB 545 / 845 INTERNATIONAL ECONOMICS

presents a study of the theories of international trade, international monetary economics, the impact of government policies and multilateral treaties and trade agreements. 3 credits

MIB 555 / 855 INTERNATIONAL MARKETING

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

MIB 560 / 860 INTERNATIONAL BUSINESS

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

~~**MIB 570 / 870 INTERNATIONAL STUDY ABROAD**~~

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

AMLS 530 / 830 ADM

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Major: Education

Teacher Certification Program – Elementary & Secondary

Concordia University Wisconsin offers an accelerated, graduate Teacher Certification Program for students who wish to be certified to teach in Grades 1-8 (Middle Childhood through Early Adolescence) or in Grades 6-12 (Early Adolescence-Adolescence). Individuals interested in these programs must already have a Bachelor's degree from an accredited university, and meet program entrance requirements. Once students complete the licensing portion of the program, they may take additional graduate credits to complete the master's degree in Curriculum and Instruction.

PROGRAM HIGHLIGHTS

1. GTCP-E and GTCP-S cohorts begin once each year. Check with the specific campus you want to attend to confirm start dates. Cohorts run given an adequate number of qualified accepted applicants. Applications are accepted on a rolling basis.
2. GTCP-E classes meet once a week for four hours in the evenings (example: 4:30-8:30 p.m.) and on five Saturdays from 9 a.m. to 5 p.m. The 22-month program also includes a semester of full-time student teaching.
3. GTCP-S classes meet once a week for four hours in the evenings (example: 4:30-8:30 p.m.) and on one Saturday from 9 am to 5 p.m. The 18-month program also includes a semester of full-time student teaching.
4. GTCP-S (E Learning) courses are offered in a blended format with 75% of coursework taking place online, and 25% in a face-to-face setting. The face-to-face classes take place on Saturdays. This program option is 24-months long.
5. Students must have a Bachelor's degree with a cumulative GPA of a 2.75 or higher, as well as a 2.75 GPA in all certification areas which the student is seeking licensure. Students must have an official transcript evaluation conducted by CUW staff to determine if all secondary core requirements have been met.

CUW STANDARDS F

PROGRAM SPECIFICATIONS

- % Praxis Tests: Students must pass the Praxis I exam prior to admission and the Praxis II exam prior to student teaching.
- %

METHODS CLASSES ARE TAKEN ACCORDING TO MAJOR/MINOR:

EDC 570/870	Curriculum & Methods of Teaching English (4 credits)
EDC 571/871	Curriculum & Methods of Teaching Social Studies (4 credits)
EDC 572/872	Curriculum & Methods of Teaching Math (4 credits)
EDC 573/873	Curriculum & Methods of Teaching Science (4 credits)
EDC 574/874	Curriculum & Methods of Teaching Business Education (4 credits)
EDC 575/875	Curriculum & Methods of Teaching World Languages (4 credits)
EDC 576/876	Curriculum & Methods of Teaching ESL (4 credits)
EDC 577/877	Curriculum & Methods of Teaching Art (4 credits)
EDC 578/878	Curriculum & Methods of Teaching Physical Education & Health (4 credits)
EDC 586/886	Student Teaching Middle School (3 credits)
EDC 587/887	Student Teaching High School (3 credits)
EDC 562/862	Clinicals
EDC 580/880	Portfolio I
EDC 581/881	Portfolio II
EDC 582/882	Portfolio III

CURRICULUM & INSTRUCTION

Master of Education

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

- % Counseling
- % Curriculum and Instruction
- % Education Administration
- % Reading

Masters of Science in Education – Counseling

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

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

THE OBJECTIVES OF THE COUNSELING

Career and Lifestyle Development

- % COUN 561/861 Career Counseling Foundations (3 credits)

Appraisal

- % COUN 587/887 Tests and Measurements for Counselors (3 credits - Required)
- % COUN 588/888 Psychopathology (3 credits - Elective)

Research and Program Evaluation

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

Professional Orientation

- % COUN 554/854 Theories of Personality (3 credits - Required)
- % COUN 592/892 Professional Ethics in the Helping Profession (3 credits - Required)

Supervised Practicum and Portfolio

- % COUN 598/898 Practicum for School Counselors I (3 credits - Required)
- % COUN 599/899 Practicum for School Counselors II (3 credits - Required)
- % COUN 627/927 Portfolio I (0 credits - Required)
- % COUN 628/928 Portfolio II (0 credits - Required)
- % COUN 629/929 Portfolio III (0 credits - Required)

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

- % COUN 620/920 Management for Counselors (3 credits)

LICENSING REQUIREMENTS FOR SCHOOL COUNSELOR (K-12) – LICENSE #54

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

Masters of Science in Education - Curriculum and Instruction

This concentration is designed to prepare master classroom teachers. The program enables the teacher to improve classroom teaching skills and increase understanding of the process of education and the art of teaching. The program consists of twenty-four (24) semester hours of required courses, and nine (9) semester hours of elective credits related to the teacher interest areas. The total Master's degree requires thirty-three (33) semester hours.

Student Learning Outcomes

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

There are two tracks available in this concentration:

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

REQUIRED COURSES

EDG 507/807 Curriculum Development and Design	3 credits
EDG 521/821 Human Learning and Motivation	3 credits
EDG 528/828 Strategies for Effective T	

ELECTIVES

EDG 509/809	Integrating Learning Across the Curriculum	3 credits
EDG 526	The American Family Today	3 credits
EDG 533/833	Leadership for Change	3 credits
EDG 535/835	Legal and Ethical Issues in Education	3 credits
EDG 537/837	Supervision of Instruction	3 credits
EDG 556/856	Language Arts and Teaching Reading	3 credits
EDG 562	Faith Development of Young Children	3 credits
EDG 570	Cooperative Learning in the Classroom	3 credits
EDG 574	Art in Elementary and Early Childhood Education	3 credits
EDG 576/876	Literature for Children K-12	3 credits
EDG 649/949	Professional Learning Communities	3 credits
EDT 514/814	Educational Ministry in the Digital World	3 credits
EDT 589/889	Applying Technology in the Content Areas	3 credits
EDT 607/907	Multimedia for the Classroom	3 credits
EDT 608/908	Critical Issues in Educational Technology	3 credits
EDT 639/939	School Leadership in Technology	3 credits
EDT 657/957	Building Online Learning Communities	3 credits
EDT 670/970	Integrating Technology in the Classroom	3 credits
COUN 543/843	Counseling: Theories & Issues	3 credits
COUN 569/869	Families and Schools Together	3 credits
COUN 584/884	Human Development	3 credits

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

Masters of Science in Education – Educational Administration

The administrative concentration is designed to equip teachers for administrative responsibility and to assist present administrators in developing organizational and leadership skills. The program is designed to help the student acquire the necessary skills in decision-making, human resource management, teacher evaluation, and public relations. The administrative concentration in the Master of Science in Education provides the opportunity for the applicant to receive a Wisconsin State Administrative license through the Department of Public Instruction. The Wisconsin license (#51) is limited to elementary and high school building principals. Applicants are encouraged to check with the Wisconsin Department of Public Instruction (DPI) for further details about additional requirements to be eligible for the principal's license in Wisconsin. Applicants desiring a principal's license for another state should consult with their state's licensing requirements.

Student Learning Outcomes

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

There are two options available in this concentration –

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

SCHOOL PRINCIPAL – LICENSE #51 (27 CREDITS REQUIRED)

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

Masters of Science in Education - Reading

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

Student Learning Outcomes

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

There are two options available in this concentration:

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

REQUIRED COURSES

EDG 552/852	Improvement in the Teaching of Reading	3 credits
EDG 509/809	Integrating Learning and Reading Skills Across the Curriculum	3 credits
EDG 556/856	Language Arts for the Teaching of Reading	3 credits
EDG 553/853	Reading Assessment and Instruction	3 credits
EDG 554/854	Practicum in Reading	3 credits
EDG 576/876	Literature for Children K-12	3 credits
EDG 627/911	Portfolio I	0 credits
EDG 628/912	Portfolio II	0 credits

(Upon completion of the above 18 credits students are eligible for the 316 Reading Teacher Certification)

EDG 507/807	Curriculum Development	3 credits
EDG 537/837	Supervision of Instruction	3 credits

Research component Students select between the project option or the thesis option.

Project Option:

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

Thesis Option:

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

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

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

Electives in Reading

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

EDUCATION PROGRAM COURSE DESCRIPTIONS

COUN 543 / 843 COUNSELING: THEORIES AND

EDC 518 CURRICULUM AND METHODS OF SCIENCE

will provide an inquiry-based approach to teaching the disciplines of science and the environment. Topics of discussion will include the scientific method, laboratory protocol, science in everyday life and ways to integrate topics of science and the environment across the curriculum. 4 credits, 8 weeks

EDC 519 CURRICULUM AND METHODS OF SOCIAL STUDIES

EDC 560 PROFESSIONAL FOUNDATIONS I

is the initial course of the program and examines prominent forces that have shaped formal and informal education in the Western experience. This course explores the historical, philosophical, theological, social, scientific, and technological contributions that have influenced the American educational system. From that foundation, students will be encouraged to explore contemporary issues in American education as they consider their own personal philosophy of teaching and their future role in the teaching profession. 2 credits, 4 weeks

EDC 563 EDUCATIONAL PSYCHOLOGY

explores theories of human development, learning and motivation. The practical applications of these theories in child development, educational psychology and classroom management are explored. 4 credits, 8 weeks

EDC 564 DIVERSITY IN THE CLASSROOM

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

EDC 586 STUDENT TEACHING-MIDDLE SCHOOL

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

EDC 587 STUDENT TEACHING-HIGH SCHOOL

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

EDG 501 / 801 ISSUES IN AMERICAN EDUCATION

studies the role of the schools in American society, looks at the historical context of educational development, surveys the theories of important educators, and considers current educational issues. 3 credits

EDG 507 / 807 CURRICULUM DEVELOPMENT

considers the factors that influence design, implementation, and evaluation of curriculum. Emphasis will be placed on major educational philosophies and their respective approaches to curriculum development. This course is required for the Curriculum and Instruction, Education Administration, and Reading programs and has no prerequisites. 3 credits

EDG 509 / 809 INTEGRATING LEARNING SKILLS ACROSS THE CURRICULUM

focuses on the transfer of beginning reading skills to content areas and on higher level comprehension and study skills. 3 credits

EDG 515 / 815 RESEARCH METHODS

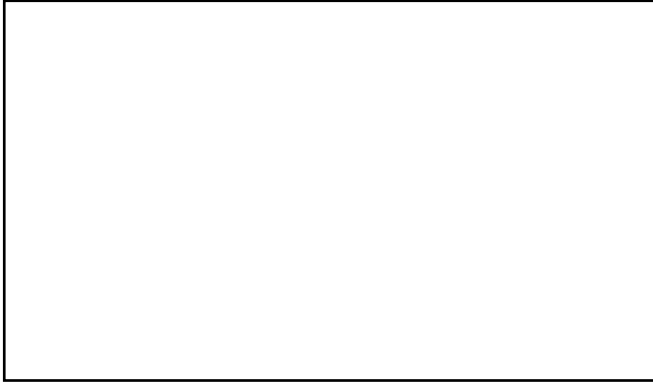
examines the research tools available to design, implement and evaluate the formal study of the educational process in order to conduct research. The course includes the study of descriptive and experimental research methods, basic statistical methods as well as techniques of literature review and report writing, that is, the reporting of research. Students completing this course should have a draft of the first three chapters for either a thesis or graduate seminar project. 3 credits

EDG 521 / 821 HUMAN LEARNING AND M

Accelerated Learning Center Locations

CONCORDIA UNIVERSITY – APPLETON CENTER

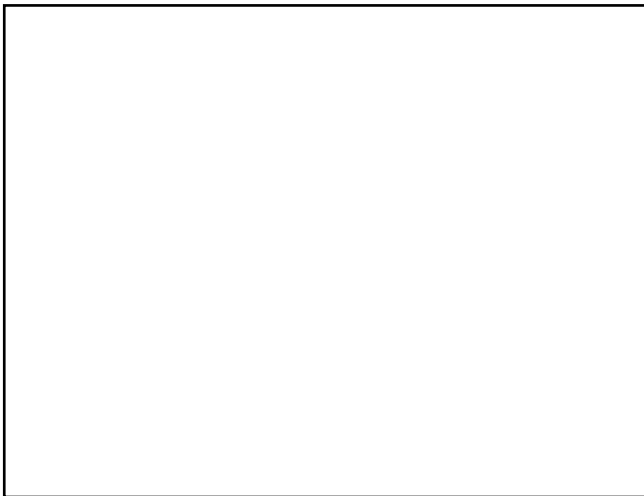
Center Director: Paige Firgens
3232 N. Ballard Road
Appleton, WI 54911
920-968-0933 (FAX 920-968-0935)
Toll Free: 866-289-6212



The Appleton Center is conveniently located off Highway 41, near the intersection of Ballard Road and Capital Drive, and only a few blocks south of Thrivent Financial for Lutherans.

CONCORDIA UNIVERSITY – BELOIT CENTER

Center Director: Donna Harold
2040 Sutler Avenue
Beloit, WI 53511
608-361-1830 (FAX 608-361-1831)
Toll Free: 866-216-0253



The Beloit Center is conveniently located just East of I-90/39 on Highway 81 (Sutler Avenue) in the Morgan Square Shopping Plaza.

Accelerated Learning Center Locations

CONCORDIA UNIVERSITY – GREEN BAY CENTER

Center Director: Ann Rice

Executive Center II

1150 Springhurst Drive, Suite 101

Green Bay, WI 54304

920-498-2551 (FAX 920-498-1077)

Toll Free: 888-425-3206



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

CONCORDIA UNIVERSITY – KENOSHA CENTER

Center Director: Thomas Walsh

10222 74th Street

Kenosha, WI 53142

262-697-8260 (FAX 262-697-8264)

Toll Free: 866-289-6213

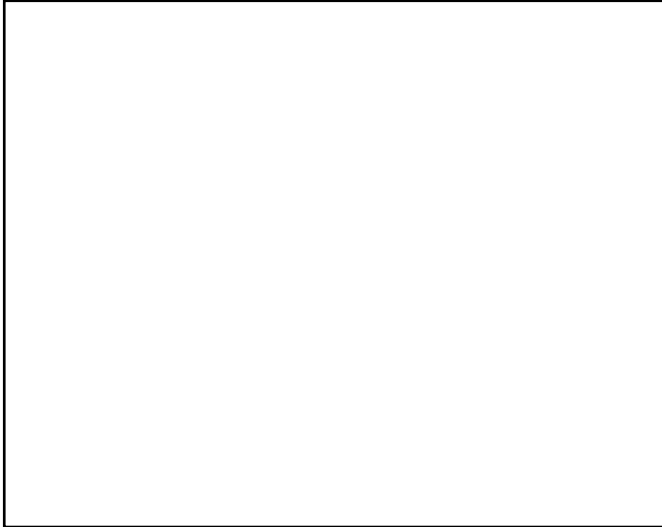


The Kenosha Center is located off US Highway 50 across the street from the Aurora Medical Center and just East of I-94.

Accelerated Learning Center Locations

CONCORDIA UNIVERSITY – MADISON CENTER

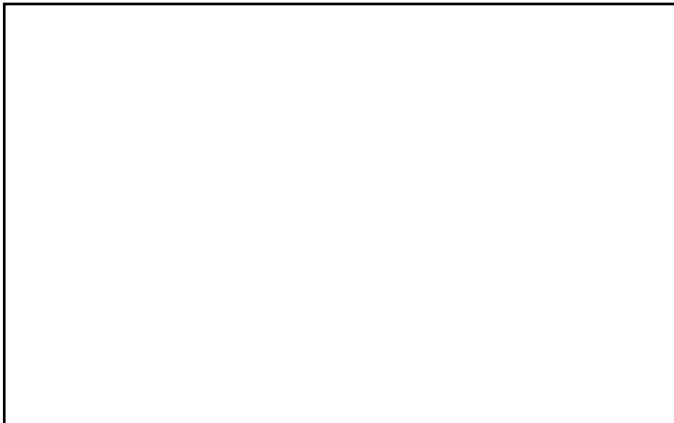
Center Director: Carrie Buri
2909 Landmark Place, Suite 101
Madison, WI 53713
608-277-7900 (FAX 608-277-7969)
Toll Free: 800-859-4872



Concordia's Madison Center is located on the southwest side of the Madison metropolitan area in the METASTAR building at 2909 Landmark Place, Suite 101, just off of the Beltline and Todd Drive.

CONCORDIA UNIVERSITY – MEQUON CENTER

Center Director: Marianne Fleisner
12800 N. Lake Shore Drive
Mequon, WI 53097-2402
262-243-4399 (FAX 262-243-4438)
Toll Free: 888-969-4289



The Mequon Center is a part of the main campus of Concordia University Wisconsin. The campus is located on the shore of Lake Michigan just north of Milwaukee.

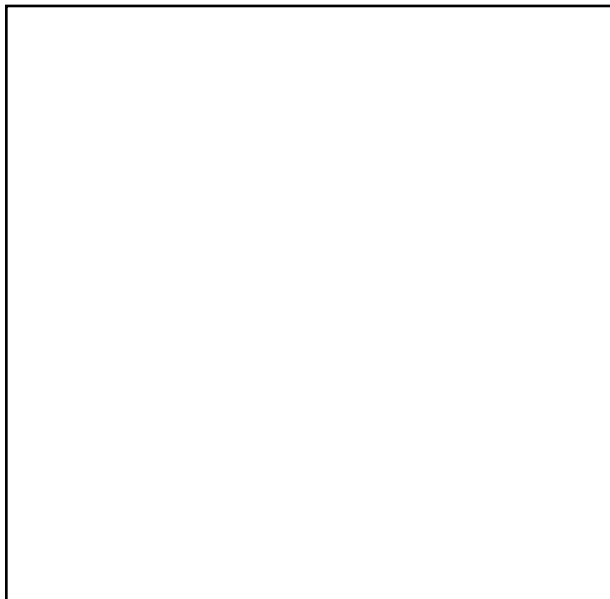
Accelerated Learning Center Locations

CONCORDIA UNIVERSITY – MILWAUKEE MIDTOWN CENTER

Center Director: Joelynette McKee

4151 North 56th Street, Milwaukee, WI 53216

414-444-0734 (FAX 414-444-1908)



The Milwaukee Midtown Center is centrally located in the new Midtown Mall on 56th Street just north of Capitol Drive.

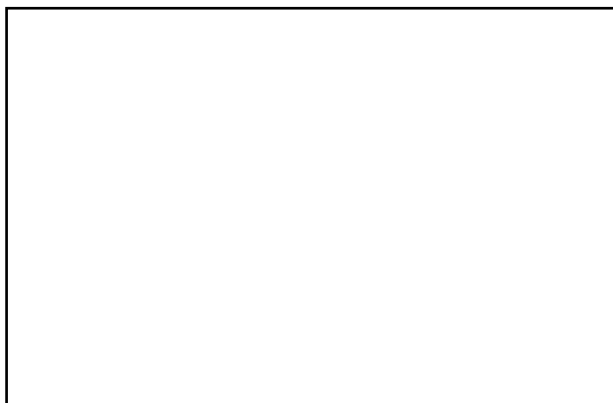
CONCORDIA UNIVERSITY – MILLER PARK WAY CENTER

Center Director: Angela Belz

1670 Miller Park Way

Milwaukee, WI 53214

414-647-2523 (FAX 414-647-2545)



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

Additional Locations for Graduate Education Cohorts

APPLETON

Fox Valley Lutheran High School
5300 N. Meade Street
Appleton, WI 54913

GREENDALE

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

MILWAUKEE

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

ONALASKA

Onalaska High School
700 Hilltopper Place
Onalaska, WI 54650

WAUSAU

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

Faculty

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

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

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

Ahrens, Sara
M.B.A. Keller Graduate School of
Management of DeVry University
Beloit, Criminal Justice

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

Albright, Courtney
M.S., Cardinal Stritch University

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

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

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

Anderson, Ricardo
M.A., Springfield College
Miller Park Way,
Human Resource Management

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

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

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

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

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

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

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

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

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

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

Barnett, Diana
M.B.A., Concordia University Wisconsin
Miller Park Way, Management

Bast, Gail
M.B.A., Cardinal Stritch University
Mequon

Batton, Tiffany
M.B.A., Cardinal Stritch University
Miller Park Way

Bauer, William
M.A., Trinity Theological Seminary
Mequon, Midtown, Management

Bays, Marlin
M.S.M., Indiana Wesleyan University
M.E.D., Butler University
St. Louis, Health Care, Management

Beamens, Daniel
M.Ed., University of Wisconsin- LaCrosse
Madison, Mequon

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

Bell, Marjorie
M.S., University of Wisconsin - Milwaukee
Ed.D., Cardinal Stritch University
Mequon, Liberal Arts

Bell, Michael
M.F.A., Ohio University
Beloit, Kenosha/RAMAC, Liberal Arts

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

Belz, Angela
M.S., Concordia University Wisconsin
Miller Park Way, Management

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

Berdnikova, Natalya
M.A., Tashkent State Conservatory
Mequon, Liberal Arts

Berg, Rev. John
M. Div., Concordia Theological Seminary
Mequon, Liberal Arts

Berke, Klaus
M.B.A., Keller Graduate School of
Management

Berry, Dana
M.S., Cardinal Stritch University
Kenosha, Human Resource Management

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

Beyer, Lisa
M.S., Concordia University
Mequon

Bezick, Mark
M.B.A., Case Western Reserve University
Mequon

Biemann, Lisa
M.S., University of Wisconsin - Milwaukee

Birchbauer, Louis
M.S., University of Wisconsin - Milwaukee
Ph.D., University of Wisconsin - Milwaukee

Bishop, Jane
M.A., University of Wisconsin - Oshkosh
Ph.D., Marquette University
Mequon

Blakewell, Roger
M.S.T., University of Wisconsin - Stevens
Point
Wausau, Liberal Arts

Blatt, Dixie
M.S.N., University of Missouri
St. Louis, Health Care

Blevins, Carla
M.A., Marquette University
Milwaukee Midtown Center,
Healthcare Administration

Bluel, Diane
M.S., Silver Lake College of the Holy Family
Green Bay, Management, Human Resource
Management

Bly, John
M.S., University of Wisconsin - Madison
Mequon

Boehm, David
M.S., Webster University
Kenosha, Criminal Justice

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

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

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

Borst, Elizabeth
M.B.A. Concordia University Wisconsin
Mequon

Brandenburg, Sue
M.S., University of Wisconsin-Madison
Ed. D., Edgewood College
Beloit

Breaker, Todd
M.S., Marian University
Eau Claire, Health Care

Brey, Juliana
M.A. Marquette University - Milwaukee
Ann Arbor Campus, Mequon

Brinkman, Susanne
M.B.A., Concordia University Wisconsin
Appleton, Green Bay
Human Resource Management

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

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

Brown-Perry, Lauren R.
J.D., University of Illinois College of Law
Miller Park Way, Criminal Justice

Brugger, Bettyann
M.A., Cardinal Stritch University
Ph.D., Cardinal Stritch University
Kenosha, Mequon, Unspecified Center

Brunson, Michael
M.B.A., Cardinal Stritch University
Miller Park Way, Waukesha

Buck, Christine
M. Ed., Rockford College
Beloit, Liberal Arts

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

Bull, Bernard
M.A., Concordia University River Forest
M.L.S., University of Wisconsin-Milwaukee
Ed. D., Northern Illinois University
Mequon

Bunnow, Nannette
M.S., University of Wisconsin-Madison
Appleton

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

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

Buri, Carrie

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Fell, Larry
Ph.D., Marquette University
Kenosha

Fictum, Amy
M.A., Lewis University
Appleton

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Gebel, Robert
S.T.M., Concordia Seminary - St. Louis
Miller Park Way, Theology

Geniusz, Robert
M.S., University of Wisconsin - Milwaukee
M.F.A., University of Wisconsin - Milwaukee
Mequon, Midtown, Liberal Arts

George, Raymond
M.B.A., Cardinal Stritch University
Mequon, Midtown, Management

Gerds, Steven
M.B.A. Concordia University Wisconsin
Mequon

Gerl, Bryan
M.B.A., University of Wisconsin-Oshkosh
Appleton

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

Gerner, Steve
M.S., Concordia University Wisconsin
Ed. D., Nova Southeastern University
Mequon

GeRue, Gerry
M.B.A., Concordia University
Ph.D., Capella University
Beloit, Management

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

Gilbert, John
M.A.E., Truman State University
St. Louis, Liberal Arts

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

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

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

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

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

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

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

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

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

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

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

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

Jacobetti, Lorrie
M.B.A., Concordia University - Wisconsin
Green Bay, Health Care Management

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

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

Janssen, Mark
M.S. University Wisconsin - River Falls
Appleton, Science Methods

Jaskolski, Carl
M.I.L.R., University of Wisconsin-Milwaukee
Mequon, Ann Arbor

Jewell, Chantell R.
M.B.A., Cardinal Stritch University
Miller Park Way, Criminal Justice

John-Gomez, Charlotte
M.P.A., University of Wisconsin-Milwaukee
Miller Park Way

Johnson, Rodney
M.S., University of Wisconsin-Milwaukee
Unspecified Location

Johnson, Joanne
M.A., Bowling Green State University
Midtown

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

Jordan, William
M.B.A., University of Wisconsin -
Stevens Point
Wausau, Management

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

Jude-Boyd, Shirron
M.A., University of Phoenix
Miller Park Way

Kao, Christine
M.S., Cardinal Stritch University
Mequon, Miller Park Way

Kastenschmidt, Edith
M. Ed., Arizona State University
Midtown

Kastner, Connie
M.S.Ed., University of Wisconsin - Eau Claire
Eau Claire, Business, Liberal Arts

Kaul, Teresa
PhD Marquette University - Mequon
Mequon

Kaul, Thomas
M.Div., Concordia Seminary St. Louis
Mequon

Keel, Judith
M.B.A., San Diego State University
Madison, Management

Keiper, Val
M.S., University of Wisconsin-Milwaukee
Ph. D., University of Missouri
Appleton, Mequon

Kelley, Kendall
J.D., Marquette University
Appleton, Green Bay, Criminal Justice

Kelly, Alonzo M.
M.B.A., H.R., Concordia University
M.P.A., University of Wisconsin- Oshkosh
Kenosha, Midtown, Miller Park Way,
Human Resource Management

Kenney, Theresa
M.F.A., Ph. D., University of Wisconsin-
Milwaukee
Midtown, Miller Park Way

Kesl, Judy
M.S., University of Wisconsin-Milwaukee
Mequon

Kessler-Gurgel, Stephanie
M.B.A., Concordia University Wisconsin
Mequon, Midtown
Human Resource Management

Keuch, Rev. James
M.Div., Concordia Theological Seminary
Kenosha, Liberal Arts

Kintz, Bruce
Ed.D., Lindenwood University
St. Louis, MBA

Klein, Timothy
M.S., M.O.B., Silver Lake College
Appleton, Green Bay, Mequon
Human Resource Management, MBA

Klimaszewski, Jacqueline
M.S.E., University Wisconsin Oshkosh
Appleton, Language Arts Methods

Klimaszewski, James
M.S.E., University Wisconsin Oshkosh
Appleton, Professional Foundations

Knorr, Karl
M.A., Ph. D., Concordia University-River
Forest
Mequon, Waukesha
Knudson, Carol L.
M.A., University of South Florida
Kenosha/RAMAC, Core

Knutson, Jeanette
Ph.D. University of Wisconsin-Madison
Madison

Koch, Aaron
M.Div., Concordia Seminary - St. Louis
Milwaukee Midtown Center, Miller Park Way
Theology

Koehler, John
M.S., Cardinal Stritch University
Appleton, Green Bay
Human Resource Management

Koehn, Celestine
M.B.A., Cardinal Stritch University
Ph.D., Cardinal Stritch University
Miller Park Way

Koepke, Kristin
M.A., Southwestern College
Mequon, Unspecified Location

Koerner, Michael
M.A., Truman State University
Midtown

Kolk, Daniel
M.S., University of Wisconsin-Madison
Wausau

Kolk, Elizabeth
M.B.A., Concordia University Wisconsin
Madison, Health Care

Kornack, Belinda
M.B.A., University of Wisconsin - Eau Claire
Eau Claire, Human Resource Management

Korte, Mary
M.S., Southern Illinois University
Ph. D., Trinity Theological Seminary
Mequon

Kovatch, Mark
M.B.A., Eastern New Mexico University
Eau Claire, Business

Kramer, Joan
M.S., Silver Lake College
Mequon, Health Care Management

Kranig, Robin
M.S.N., Excelsior College
Eau Claire, Health Care

Kroll, Debra
M.S. Ed., University of Wisconsin-LaCrosse
Unspecified Location

Krueger, Doreen
M.A., Ph. D., University of Wisconsin-
Milwaukee
Mequon

Krupp, Margaret A.
M.A., Northwestern University
Kenosha/RAMAC, Ann Arbor, Management

Kufahl, Mark
S.T.M., Concordia Seminary - St. Louis
M.Div., Concordia Seminary - St. Louis
Madison, Theology

Kugel, Jessica
M.O.B., Silver Lake College
Green Bay, Management

Kugler, Daniel H. Jr.
M.B.A., Loyola University
Kenosha, Management, Economics, Risk

Kulju, Lori
M.S., Cardinal Stritch University
Green Bay

Kulke, Sterling
M.S., University of Wisconsin - Madison
Madison, Criminal Justice

Lacke, Mark
M.S., Loyla University Chicago
Wausau

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Green Bay, Criminal Justice

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Madison, Beloit, Liberal Arts

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Green Bay, Criminal Justice

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Appleton

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Appleton/Green Bay, MBA

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Mequon

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St. Louis, Management, Human Resource
Management

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

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

Lewander, Lars
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Mequon

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

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Kenosha, Mequon, Unspecified Location

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Madison

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Midtown, Miller Park Way

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Mequon, Management

Lindberg, Laura
M.E., Marian College
Appleton, Graduate Education

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Madison

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Appleton, Business Ed Methods

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Madison, Management

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Appleton, Green Bay, Criminal Justice

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Mequon, Midtown, Miller Park Way,
Waukesha Management

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Human Resource Management

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Miller Park Way, Management

Lovell, Ryan
IMAcc University of Wisconsin Madison
Beloit, Management

Lowrey, Susan
CMA (AAMA), M.Ed., Concordia University
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Mequon, Miller Park Way, Medical Assistant

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M.B.A. - Quantitative Analysis,
University of Wisconsin - Madison
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M.S.N., Marquette
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Green Bay, Mequon

Lupton, Christine
M.S., Western Illinois University
Madison, Management

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

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Green Bay, Liberal Arts

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~~Manderfa1d, rshoncothl03JWisconsin~~

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M.S., University of Minnesota - Minneapolis
Eau Claire, Business, Liberal Arts

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M.S., Marquette University
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McCoy, Theresa
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Madison, Beloit, Criminal Justice

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Appleton/Green Bay, MBA

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J.D., Catholic University of America
Columbus School of Law
Mequon, Miller Park Way, Waukesha,
Criminal Justice

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Beloit, Liberal Arts

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Ph.D., Ohio State University
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Mequon, Midtown, Liberal Arts

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J.D., University of Missouri -
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Miller Park Way, Criminal Justice

Meyer, Raymond
J.D., St. Louis University
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Mequon, Midtown, Miller Park Way,
Liberal Arts

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MBA, Liberal Arts

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Kenosha, Liberal Arts

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Wausau, Theology, Liberal Arts

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Mequon, Criminal Justice

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

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Wausau

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Kenosha, Liberal Arts, Management

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Appleton, Madison, Mequon, Graduate
Education

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M.S., University of Wisconsin - Milwaukee
Mequon, Midtown, Miller Park Way,
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Appleton, Graduate Education

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Schalow, Christine
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