



2025-2026

UNDERGRADUATE ACADEMIC CATALOG

CONCORDIA
UNIVERSITY
WISCONSIN & ANN ARBOR

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UNDERGRADUATE CATALOG



The University

Concordia University is one of six colleges or universities in the Concordia University System, an entity of The Lutheran Church - Missouri Synod. We operate two residential campuses, Concordia University Wisconsin in Mequon, Wisconsin and Concordia University Ann Arbor in Ann Arbor, Michigan.

Mission Statement

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

Vision Statement

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

Concordia's Vision is Vigorously Pursued in Four Critical Ways:

We are a Faith and Learning Centered Higher Education Community.

Concordia students learn in innovative Christ-centered environments that are guided by comprehensive assessment. Our faculty, staff and University administrators are role models and servant leaders. Our

Christian faculty excel in teaching and mentoring, and successfully connect to faith to learning. Our academic programs are rigorous and diverse, consistent with the needs of the Church and our communities.

We Plan for Purposeful Growth.

Students grow as they develop in mind, body and spirit. Concordia grows as we reach more people with our mission. Our campuses, facilities, human and financial resources, and infrastructure expand to support a robust student experience in a welcoming environment that results in the professional, social, academic and spiritual formation of all Concordians.

We Make an Impact Through Service and Leadership.

Concordia impacts the Church and the world, developing globally-minded citizens who transform lives, influence communities, and value their neighbors near and far, through Christ-like service and leadership.

We Champion Access and Opportunity for All Learners.

We provide access to the highest value higher education experience. As a result, Concordia students discover and develop their vocations. Rigorous assessment of our academic offerings, university services, delivery systems, and market and organizational performance results in continuous improvement of the Concordia experience, which enables our students to pursue and persist in their chosen career paths.

University Contact Information

Concordia University, Inc.

12800 North Lake Shore Drive, Mequon, Wisconsin 53097-2402,
Telephone: 262.243.5700, Website: www.cuw.edu

Campus Information

Concordia University Wisconsin

12800 North Lake Shore Drive, Mequon, Wisconsin 53097, Telephone:
262.243.5700, Website: www.cuw.edu (<https://www.cuw.edu>)

Concordia University Ann Arbor

4090 Geddes Road, Ann Arbor, Michigan 48105, Telephone: 734-995-7300,
Website: www.cuaa.edu (<https://www.cuaa.edu>)

Administrative Officers

Position	Name
President	Erik Ankerberg
Vice President of Innovation & Chief of Staff	Steven Taylor
Vice President of Finance & CFO	Danielle Marsh
Vice President for Academics & Chief Academic Officer	Leah Dvorak
Vice President of Advancement	Jennifer Benanti
Vice President of Student Success	Elizabeth Polzin
Vice President of Enrollment, Chief Strategy Officer	Michael Uden
Vice President for Mission, Identity & Church Relations	Aaron Moldenhauer
Chair, Faculty Senate	Van Mobley

Deans

Department	Name
School of Arts and Sciences	Rachel Ware Carlton
Batterman School of Business	Matthew S. Niederjohn

School of Education	James Pingel
School of Health Professions	Linda Samuel
School of Nursing	Diane Ames
School of Pharmacy	Erik Jorvig

2025-2026 Academic Calendar

Fall Semester

Date	Day	Event
August 24	Sunday	Opening Service - Mequon
August 25	Monday	First day of classes (16-week & 8-week Session I); Opening service - Ann Arbor
August 29	Friday	Last day to add a 8-week Session I course 8AM CST
September 1	Monday	LABOR DAY- No classes
September 5	Friday	Last day to add a 16-week Semester course 8AM CST
September 19	Friday	Progress Reports due-8-week Session I courses
September 28	Sunday	Last day to withdraw from a 8-week Session I course
October 3	Friday	Sixth Friday Break-No Classes
October 17	Friday	Progress Reports due-16-week Semester courses
October 19	Sunday	Final day of classes (8-week Session I), 8-week Session I Degree Award Date
October 20	Monday	First day of classes (8-week Session II)
October 21	Tuesday	Final grades due (11:59PM) 8-week Session I
October 24	Friday	Last day to add a 8-week Session II course 8AM CST
November 2	Sunday	Last day to withdraw from a 16-week Semester course
November 14	Friday	Progress Reports due-8-week Session II
November 23	Sunday	Last day to withdraw from a 8-week Session II course
November 26	Wednesday	Thanksgiving Break-No Classes
November 27	Thursday	Thanksgiving Day-No Classes

November 28	Friday	University Closed-No Classes
December 1	Monday	Classes resume
December 8-12	Monday-Friday	Final Examinations (16-week Semester)
December 13	Saturday	Commencement Ceremony - Mequon
December 14	Sunday	Commencement Ceremony - Ann Arbor, Final day of classes (16-week Semester, 8-week Session II), 16-week Semester, 8-week Session II Degree Award Date
December 15-January 4		Christmas Break-No Classes
December 16	Tuesday	Final grades due (11:59PM) 16-week Semester, 8-week Session II courses

Spring Semester

Date	Day	Event
January 5	Monday	First day of classes (16-week & 8-week Session I)
January 9	Friday	Last day to add a 8-week Session I course 8AM CST
January 16	Friday	Last day to add a 16-week Semester course 8AM CST
January 19	Monday	Martin Luther King Day-No Classes
January 30	Friday	Progress Reports due-8-week Session I courses
February 8	Sunday	Last day to withdraw from a 8-week Session I course
February 13	Friday	Sixth Friday Break-No Classes
February 27	Friday	Progress Reports due-16-week Semester courses
March 1	Sunday	Final day of classes-8-week Session I, 8-week Session I Degree Award Date
March 2-8		Spring Break
March 3	Tuesday	Final grades due (11:59PM)-8-week Session I
March 9	Monday	First day of classes-8-week Session II

March 13	Friday	Last day to add a 8-week Session II course 8AM CST
March 22	Sunday	Last day to withdraw from a 16-week Semester course
April 2	Thursday	Easter Break begins - no classes meet after 4:00pm local time
April 3	Friday	Progress Reports due-8-week Session II courses, University Closed - No Classes
April 5	Sunday	Easter Sunday
April 6	Monday	Classes resume at 4:00 local time
April 12	Sunday	Last day to withdraw from 8-week Session II course
April 27-May 1		Final Examinations (16 week semester)
May 1	Friday	Graduate student Commencement Ceremony - Mequon
May 2	Saturday	Undergraduate student Commencement Ceremony - Mequon
May 3	Sunday	Commencement Ceremony -Ann Arbor, Final day of classes (16-week Semester, 8-week Session II), 16-week Semester, 8-week Session II Degree Award Date
May 4-8	Monday-Friday	May Break-No Classes
May 5	Tuesday	Final grades due (11:59PM)-16-week Semester, 8-week Session II

Summer Semester

Date	Day	Event
May 11	Monday	First day of classes-14-week term, 8-week Session I, 6-week Session I courses
May 15	Friday	Last day to add a 8-week Session I or 6-week Session I course 8AM CST
May 22	Friday	Last day to add a 14-week course
May 25	Monday	Memorial Day-No Classes
May 29	Friday	Progress Reports due 6-week Session I

June 5	Friday	Progress Reports due 8-week Session I
June 7	Sunday	Last day to withdraw from 6-week Session I courses
June 14	Sunday	Last day to withdraw from a 8-week Session I course
June 21	Sunday	Last day to add a 8-week B course 8AM CST, Final day of classes-6-week Session I, 6-week Session I Degree Award Date
June 22	Monday	First day of classes-8-week Session II
June 23	Tuesday	Final grades due (11:59PM) 6-week Session I
June 26	Friday	Last day to add a 8-week Session II course 8AM CST, Progress Reports due 14-week courses
July 4	Friday	Independence Day-No Classes
July 5	Sunday	Final day of classes-8-week Session I, 8-week Session I Degree Award Date, Final day to withdraw from a 14-week term course
July 6	Monday	First day of classes-6-week Session II
July 7	Tuesday	Final grades due (11:59PM) 8-week Session I
July 10	Friday	Last day to add a 6-week Session II course 8AM CST
July 17	Friday	Progress Reports due-8-week Session II
July 24	Friday	Progress Reports due-6-week Session II
July 26	Sunday	Last day to withdraw from a 8-week Session II course
August 2	Sunday	Last day to withdraw from a 6-week Session II course
August 10-14	Monday-Friday	Final Examinations-14-week term courses

August 16	Sunday	Final day of classes-14-week term, 8-week Session II, 6-week Session II, 14-week, 8-week Session II, 6-week Session II Degree Award Date
August 18	Tuesday	Final grades due (11:59PM) 14-week, 8-week Session II, 6-week Session II
August 17-21	Monday-Friday	August Break-No Classes

Accreditation

Concordia University Wisconsin / Ann Arbor is accredited by the Higher Learning Commission.

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413,
(312) 263-0456
<http://www.ncahigherlearningcommission.org> (<http://www.ncahigherlearningcommission.org/>)

Concordia University Wisconsin / Ann Arbor is also registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

The CUW elementary and secondary teacher education programs are approved by the Wisconsin State Department of Public Instruction. The CUAA elementary and secondary teacher education programs are approved by the Michigan Department of Education.

The following agencies have accredited various programs of Concordia University:

- Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (Graduate Occupational Therapy)
- Accreditation Council for Pharmacy Education (ACPE) (Graduate Pharmacy)
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) (Graduate Physician Assistant)
- American Chemical Society (ACS) (Undergraduate Chemistry Major)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP) (Undergraduate Medical Assisting)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP) (Diagnostic Medical Sonography)
- Commission on Accreditation of Athletic Training Education (CAATE) (Graduate Athletic Training)
- Commission on Accreditation of Physical Therapy Education (Graduate Physical Therapy)
- Commission on Collegiate Nursing Education (CCNE) (Undergraduate & Graduate Nursing)
- Council for the Accreditation of Educator Preparation (CAEP) (CUAA Undergraduate and Graduate Teacher Education)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology (Graduate Speech-Language Pathology)

- Council on Social Work Education (CSWE) (Undergraduate Social Work & Graduate Social Work)
- International Assembly for Collegiate Business Education (IACBE) (Undergraduate and Graduate Business)
- Joint Review Committee on Education in Radiological Technology (Undergraduate Radiologic Technology)
- Michigan Board of Nursing (Undergraduate Nursing)
- Michigan Department of Education (Undergraduate & Graduation Teacher Education)
- The National Council on Family Relations (NCRF) (Undergraduate Family Life)
- Wisconsin Department of Public Instruction (Undergraduate & Graduate Teacher Education)
- Wisconsin State Board of Nursing (Undergraduate Nursing)

Academic Definitions

Academic Program Definitions

Degree program: A degree program is an area of study approved as such by the university and listed on the official inventory of degree programs (e.g., English, social work, pharmacy, accounting). The degree, which is a credential signifying a rank or level of educational attainment and which is conferred on students who have successfully completed a degree program, is represented by the official degree designation (e.g., B.A.—Bachelor of Arts, B.S.—Bachelor of Science, etc.)

Associates degrees are a minimum of 60 credits. Bachelor's degrees are a minimum of 120 credits. Master's degrees are a minimum of 30 credits beyond the bachelor's. There is no specified minimum for doctoral programs other than those required by accrediting agencies.

Major: An undergraduate major is a field of study within an approved undergraduate degree program, having its own curriculum. A degree program may have more than one major. A major must have a minimum of 30 credits. A major must have at least 21 credits that do not overlap with the undergraduate core curriculum, or with another major, including the student's concentration.

Minor: A minor is an area of study outside of the major that permits students to pursue a secondary academic discipline. A minor must include at least 18 credits. Minors are only available to students earning a baccalaureate degree. A minor must have at least 12 credits that do not overlap with the core curriculum, with a major including the student's concentration, or with another minor. Exceptions to this minimum of 12 unique credits for a minor can be made for students in majors that require at least 48 credits who are also seeking a minor. In such circumstances, students can earn a minor with a minimum of 8 unique credits.

Certificate: Concordia offers two types of certificates. A credit-bearing certificate program is a coherent, specialized curriculum designed for students seeking a specific body of knowledge for personal/career development or professional continuing education. Certificates may be earned by students already enrolled at the university, or may be stand-alone programs where students enroll specifically to earn the certificate.

Credit-bearing certificates may be offered at undergraduate level and are a minimum of 12 academic credits. There are no unique credit requirements for a certificate. A certificate is a subset of an existing degree program if 50 percent or more of its courses were derived from that program.

The university also offers non-credit, continuing education certificates which consist of continuing education credits (CEUs).

Concentration (AKA “area of emphasis” or “track”): A concentration is a specific subject area of focus within an approved degree program, such as an undergraduate program. A program concentration involves fewer than 50% of the total hours in the program of which it is a part, with the remaining hours taken in common by all students in the program.

Undergraduate major concentrations must be at least 12 credits; at least 9 credits must be unique to that concentration, and cannot overlap with another concentration. None of the credits in a concentration may overlap with the undergraduate core curriculum.

Academic Policies

Registration

Registration Deadlines

Full-time students: students in this category are enrolled in more than 12 credits per term; they study on-campus or in a blended delivery program.

Returning: June 1 for fall semester/terms or full-year programs

November 1 for programs that have classes in spring semester/terms

April 1 for programs that have classes in summer semester/terms

New: First day of the term/semester

Part-time students: students in this category are enrolled in 11 or fewer credits per term; they study online or virtually.

Returning: First day of the term/semester

New: First day of the term/semester

Classification of Students

Class	Credits
Undergraduate Full-time	12+ Credits
Undergraduate Three-Quarter-time	9-11 Credits
Undergraduate Half-time	6-8 Credits
Undergraduate Less than Half-Time	0-5 Credits
Degree	Seeking an Associate of Arts (AA), a Bachelor of Arts (BA), a Bachelor of Science (BS), a Bachelor of Science in Nursing (BSN), or a Bachelor of Social Work (BSW). An associate degree is a minimum of 60 credit hours and a bachelor's degree is a minimum of 120 credit hours.
Non-Degree	Not seeking a degree
Church Vocation Students	Full-time students who are preparing themselves for one of the church vocations within The Lutheran Church-Missouri Synod and have maintained a grade point average of at least 2.00

A student's class is determined by the total number of credits completed, including those accepted by Concordia from other colleges or universities, and is established as follows:

Class	Credits
Freshman	0-29
Sophomore	30-59
Junior	60-89
Senior	90-graduation

Individual Instruction/Independent Study

Students may be given the option of taking a course as Individual Instruction or Independent Study. Individual Instruction refers to a student taking a course that is regularly offered by the university and listed in the course catalog; however, the student has a valid reason to take the course individually. In an Independent Study, a student who wishes to study a topic not addressed in an existing university course may collaborate with an instructor to design a unique course of study. Further information and required forms are available on the CU Portal.

Audit Policy

An audited class will appear on the transcript as a zero-grade point class with a grade of AU, and no credits earned. Students may sign up to audit a traditional class before the semester starts as long as there is room in the class. After the semester starts, students may change their registration status from *enrolled for credit* to *audit* up until the withdraw deadline. Students taking accelerated classes must register as an audit before the class starts. The university offers audits on a space-available basis, and programs/majors/instructors have the ability to disallow audits: such policies need to be stated in writing in program handbooks or on individual syllabi. Self-paced online classes cannot be audited.

A student who audits a course has access to the in-class (and/or online) didactic portions of the course. The student is expected to attend class, but the student is not required to participate in any of the course's assessment activities, and the instructor is not required to assess the student's progress in the course (that includes the formulation of a comprehensive assessment such as a course grade). The university does not require, expect, or allow the auditing student with a documented disability – other than a physical disability – to participate in its disability services process, as the students will not take part in the university's course assessment. Skills courses, such as foreign language, applied music, and some art courses are not available for audit. Students who audit a course will be charged a \$135 per credit fee.

Waitlist Policy

Waitlisting is on a first-come, first-served basis. Students may add themselves to a waitlist for a course section that is full. If a seat becomes available, the first student on the waitlist has 72 hours to resolve any conflicts or holds and register themselves for the course. If registration does not take place within the 72-hour window, the student is removed from the waitlist and the open seat is offered to the next student in the queue. One week before courses start, waitlist processing ends and students are removed from the waitlists.

Prerequisite Requirement

A prerequisite is a requirement a student must successfully fulfill prior to being allowed to attend a subsequent higher-level course. Many courses have prerequisites which students are expected to satisfy prior to attending the higher-level course. Typical examples include a certain year-in-school (e.g., "Jr. standing"), other specific courses (e.g., "Physics

1204"), a particular placement test score, admission to a particular major, or consent of the instructor.

It is the student's responsibility to be aware of and meet prerequisite(s) prior to registration. Therefore, students will be permitted to register for all courses on an annual basis and will do so based on prerequisites and order of curriculum. However, students who register for future semester coursework will be dropped from a class should any prerequisites not be completed successfully. Faculty and advisors have the right to enforce prerequisite requirements and may deny enrollment to students who do not meet them. Instructors may also permit exceptions. If a student does not meet the prerequisites specified for a particular course but believes they have equivalent preparation, they can contact the instructor (or department) for more information.

Change of Enrollment

Adding a Course

Courses Greater than 8 Weeks in Length

For courses that are greater than eight (8) weeks in length, students may add a course up to the end of the second week at 8AM CST; however, instructor approval must be provided to the Registrar's office or the student's Academic Advisor if a student wants to add a class in the second week.

Courses 6-8 Weeks in Length

For classes that are between six (6) and eight (8) weeks in length, students may add a course up to the end of the first week at 8AM CST. Instructor approval is required.

Courses Less than 6 Weeks in Length

For classes that are less than six (6) weeks in length, students must be registered prior to the class start date. Once the course begins, enrollment is no longer available.

Withdrawing from a Course

A student may request to withdraw up to the withdraw deadline for the term. The student's transcript will reflect a withdraw ('W') for the course. The 'W' is not a grade and will not affect the student's overall GPA. A student participating in a course past the withdrawal deadline is not eligible for a withdrawal and will be assessed a final grade. Students should not assume the university will withdraw them for non-payment of fees or for non-attendance.

Students administratively withdrawn from a course for excessive absence may not re-enroll in the same course section during the same term or semester.

The timing of when a student withdraws has both academic and financial implications. Students must meet with their academic advisor and financial aid counselor prior to making changes as withdrawing from a course may have ramifications for student status, financial aid eligibility, athletic eligibility, immigration status or program progression. Please see the *Refund Policies* for details regarding the potential academic and financial implications of withdrawing from a course.

Very Low Enrollment Policy

Course sections with seven or fewer students are normally cancelled four weeks before classes begin. Exceptions include but are not limited to: practicums, internships, student teaching, co-op, student research, music lessons and individual Instruction (II).

Course Cancellation Policy

Course sections pending cancellation are no longer eligible for registration. Courses with very low enrollment are normally cancelled four weeks before the start of a semester or session to allow students to find alternative courses. When a course section is cancelled, students are notified via official university communication from the registrar's office. Impacted students must meet with their advisor to adjust their schedule for the upcoming semester or session. If a student in a cancelled course must have that course in that term in order to graduate at the end of that term, the student will be enrolled in an Individual Instruction (II), and the fee will be waived.

Administrative Withdraw from a Course

The University reserves the right to administratively withdraw a student from a course. An administrative withdraw may occur for one of the following:

- Failure to comply with attendance policies;
- Disciplinary reasons (i.e. academic dishonesty).

If withdrawn, the student is responsible for any academic, financial, or athletic consequences that may result. Please see the *Refund Policies* for details regarding the potential academic and financial implications of being administratively withdrawn from a course.

Continuous Enrollment

Students are expected to maintain continuous enrollment (defined as enrollment in sequential fall and spring semesters or subsequent 8-week terms depending on program structure; summer is optional). Students who are unable to maintain continuous enrollment may be granted a leave of absence under the conditions specified below.

Leave of Absence

Students enrolled at Concordia University are anticipated and encouraged to maintain continuous enrollment every term from the time they matriculate until they graduate. However, it is sometimes necessary or desirable for a student to take a leave from enrollment for a period of time. Students who do not maintain continuous registration for any reason should consult with a representative from the financial aid office, an academic advisor, and program director, when applicable, about whether to request a leave of absence.

Definition

A leave of absence ("leave") is defined as a period of time when a student is not enrolled in classes but intends to re-enroll. During a leave, the student is not enrolled in any classes (at any point during the semester(s) in question) and may return in subsequent semester(s) without reapplying.

A leave may be utilized for national service, serious illness, mental health concerns, academic reasons, career opportunities, or for personal or financial reasons. Since certain academic programs, departments, or schools may have additional specific criteria for leave, a student considering a leave should consult his or her academic program, department, or school in addition to consulting this policy.

A leave should be sought prior to the semester in which the leave is taken, if possible; however, the student may request a leave of absence at any point during active course enrollment. A leave of absence granted within the withdrawal period will result in the student being withdrawn from all active coursework and W's assigned for all enrolled coursework, resulting in no change to cumulative GPA. A leave of absence granted

after the withdrawal period will result in grades earned in all enrolled coursework, affecting a student's cumulative GPA; any incomplete coursework will receive no credit. A leave of absence is not retroactive and cannot be sought for a previous semester.

This policy may not be used in lieu of disciplinary action to address any violations of University rules, regulations, policies, or practices.

Duration of Leave

The duration of the leave generally will be a minimum of one academic semester to a maximum of 12 months. Students who do not return to the University within 12 months will be withdrawn and must reapply to the University. Students required to reapply to the University may be subject to the program requirements and policies under the current academic catalog.

Implications of a Leave of Absence

This policy does not have any effect on the exemption of students from student loan repayments. Before taking a leave of absence, a student should contact his or her lender regarding repayment obligations that may arise as a result of their leave. A student should also consult the University's Financial Aid Office to discuss any impact the leave may have on financial aid.

Students on a leave of absence are ineligible for any co-curricular activity, athletic participation, campus housing, and student employment. International students must contact the International Center to determine if a leave has an impact on their visa status.

If active in coursework at the time of the leave, the student will be financially responsible for expenses as described in the Refund Policy.

Procedure

Planning for a Leave of Absence

When planning a leave of absence, a student must take the necessary steps to initiate the leave of absence:

- The student should discuss a leave of absence with his/her programs, departments, or schools,
- The student should discuss a leave of absence with his/her academic advisor,
- The student should discuss a leave of absence with his/her financial aid counselor,
- The student should arrange payment for any outstanding balance,
- If the student is residential, the student should discuss a leave of absence with his/her resident director,
- The student must complete the Change of Enrollment Survey to notify university personnel of their intent to take a leave of absence, as well as an anticipated return date.

The student will not be allowed to register for future courses until their balance has been paid in full.

Returning from a Leave of Absence

When the student is ready to return from a leave of absence, they must take the necessary steps to initiate the re-enrollment process:

- The student should discuss his/her intent to reenroll with his/her programs, departments, or schools,
- The student should contact his/her advisor to indicate the intent to reenroll,

- The student should contact his/her financial aid counselor to indicate the intent to reenroll,
- If the student intends to live on campus, the student must contact the Residence Life Office,
- The student must meet with his/her advisor to enroll in courses for the intended return term.

Withdrawal from the University

Students who wish to cease coursework and withdraw completely from the University must notify their academic advisor and financial aid counselor prior to making changes as withdrawing will have implications on student status, financial aid, future athletic eligibility, and program progression. Students must withdraw from the University during the withdrawal period or at the end of a term. Withdrawals outside of the withdrawal period result in the grade based on what is earned through the student's time in the course; any incomplete coursework will receive no credit.

Implications of a Withdrawal

If active in coursework at the time of the withdrawal, the student will be removed from all coursework and the last date of attendance will be used to determine course grades and financial responsibility following the Refund Policy. Prior to a withdrawal being fully processed, any outstanding balance must be paid in full. Should a student wish to return to his/her program at a later time, they must reapply for University admission.

Students who are inactive from coursework for 12 months, and who have not notified the University of their intention to take a leave of absence, will be withdrawn from the University for inactivity. Students will be required to reapply to the University if they wish to resume coursework.

Procedure

When withdrawing from the University, a student must take the necessary steps to initiate the withdrawal:

- The student should discuss a withdrawal with his or her academic advisor,
- The student should discuss a withdrawal with his/her financial aid counselor,
- The student must arrange payment for any outstanding balance,
- The student must complete the Change of Enrollment Survey to indicate his/her intention to withdraw from the University.

Students will not be allowed to register for future courses until their balance has been paid in full.

Medical Leave of Absence

The University recognizes that students may experience medical situations that significantly limit their ability to function successfully or safely in their role as students. In those situations, students should seek to determine whether their medical condition can be accommodated by the University. It may be possible for accommodations to be designed to enable the student to remain in school and meet academic standards. All accommodation needs are assessed on an individual basis by the Academic Resource Center (ARC). Students must disclose to the ARC that they have a disability and/or medical condition.

This policy has been designed to ensure that students are given the individualized attention, consideration, and support needed to address medical issues that arise or escalate during their time at the University. This policy outlines an individualized process that students must follow

to request a medical leave of absence to address their medical difficulties so that they can successfully return to the University.

Definition

In some cases, despite accommodations, the student may wish to take a medical leave of absence. A medical leave of absence is defined as a break from University enrollment so that the student may receive medical treatment and later return to the University with an opportunity to achieve their academic and co-curricular goals. During a medical leave, the student is not enrolled in classes (at any point during the term(s) in question), but a degree-seeking student maintains matriculated status.

A medical leave may be utilized when academic progress and performance, or ability to otherwise function, has been seriously compromised by a medical condition (including mental health conditions). Since certain academic programs, departments, or schools may have additional specific criteria for a medical leave of absence, a student considering a medical leave should also consult their academic program, department, or school in addition to consulting this policy. A medical leave should be sought prior to the semester in which the leave is taken, if possible; however, the student may request a medical leave of absence at any point during active course enrollment. A medical leave of absence is not retroactive and cannot be sought for a previous term.

This policy may not be used in lieu of disciplinary action to address any violations of University rules, regulations, policies, or practices.

Duration of Medical Leave

The duration of a medical leave will generally be a minimum of one academic semester. A medical leave may be as long as 12 months. The goal of taking a medical leave is to ensure that students return to the University with an increased opportunity for academic success.

Implications of a Medical Leave

This policy does not have any effect on the exemption of students from student loan repayments. Before taking a medical leave of absence, a student should contact their lender regarding repayment obligations that may arise as a result of their leave. The student should also consult the University's Financial Aid Office to discuss any impact the leave may have on financial aid.

Students on a medical leave of absence are ineligible for any co-curricular activity, athletic participation, campus housing, and student employment. International students must contact the International Center to determine if a medical leave has an impact on their visa status.

If active in coursework at the time of the leave, the student will be removed from all coursework and the last date of attendance will be used to determine financial responsibility following the Refund Policy. The student will receive a "W" in all active courses.

Procedure

Planning for a Medical Leave of Absence

The exit process proceeds as quickly as possible to allow a student experiencing difficulties due to a medical condition to immediately step away from University life and receive the support they need:

- The student should discuss a leave of absence with his or her academic advisor to discuss program progression.
- The student should arrange a payment plan for any outstanding balance.
- The student's medical provider must submit the Medical Leave of Absence form directly to the Health & Wellness Committee that

indicates the student's inability to continue enrollment as well as the expected duration for treatment. The Health & Wellness Committee is a three-person committee including the Assistant Vice President of Academics for Student Success, the Director of Financial Aid or Business Operations Manager, and the student's program director.

- Once the review is completed, the Health & Wellness Committee will then notify the student of the decision to grant or deny a Medical Leave of Absence.
- If the medical leave is granted, the student status will be coded within the University system to reflect the medical leave standing. If the medical is denied, the student is welcome to continue enrollment or pursue a non-medical Leave of Absence.

Students will not be allowed to register for future courses until their balance has been paid in full.

Returning from a Medical Leave of Absence

During the medical leave, the student will be expected to obtain treatment for the condition that warranted the medical leave. When the student is ready to return from a medical leave of absence, they must take the necessary steps to initiate the re-enrollment process:

- The student will contact the Health & Wellness Committee, in writing, of his/her intent to return at least 45 calendar days prior to the beginning of the term in which the student wishes to begin classes, unless otherwise arranged. This allows the University sufficient time to review the appropriate materials as described below and re-enroll the student.
- If treatment was recommended at the time of the medical leave, the treating provider should complete a form certifying that the student is ready to resume academic and residential (if relevant) responsibilities, with specifications regarding any support or requested accommodations needed to ensure a successful return.
- The student must provide a brief statement when ready to return describing (1) the student's experience away from the University, including the activities undertaken while away, (2) the student's current understanding of the factors that led to the need for the leave, and the insights the student has gained from treatment and time away, and (3) and, how the student plans to ensure a successful return. The student is invited to be open and honest in this statement; however, the student is not required to provide private health information.
- Once a student has sent in all the required documentation, the Health & Wellness Committee will review the materials and schedule a Health and Wellness meeting with the student. The Health & Wellness Meeting may include additional participants at the discretion of the Committee. The student will be informed of additional participants prior to the scheduled meeting. During the Health & Wellness Meeting, the faculty, staff, and student will work together to determine any resources and supports that may aid the student in a successful return to the University.
- Following the Health & Wellness Meeting, the student will contact his/her advisor to re-enroll.

While the return process is time-intensive for the University as well as for students, it is designed to ensure that a student will be in the best possible position to thrive when he or she returns to school.

Medical Leave of Absence Beyond 12 Months

Specific approval by the Health & Wellness Committee is required a medical leave in excess of 12 months. Students who do not return to the

University within 12 months will be withdrawn and must reapply to the University. Students required to reapply to the University may be subject to the program requirements and policies under the current academic catalog.

Students seeking accommodations or leave due to pregnancy and/or parenting should first reference the Pregnant & Parenting section of the Title IX Policy. (<https://www.cuw.edu/about/offices/title-ix/pregnant-parenting.html>)

Involuntary Leave of Absence

Purpose

Concordia University Wisconsin & Ann Arbor (CUWAA) is committed to maintaining a learning environment where all persons can carry out Concordia University's mission and goals. We value the health and welfare of everyone in our community. Our goal is to enable all students to participate fully as members of CUWAA's academic community.

In rare circumstances, students may experience situations that significantly inhibit their ability to function successfully and safely in their role as students. When such circumstances arise, the University encourages students to voluntarily seek a Leave of Absence for a period of time so that they may address their needs. Students may request a Leave of Absence in accordance with CUWAA policies. Students may also voluntarily withdraw from CUWAA at any time during matriculation.

When a student does not take a voluntary leave of absence and the best available objective evidence indicates that they pose a serious risk to the health and safety of themselves or to the University community, or where the student's behavior significantly disrupts the University environment or its customary functions, the University has the discretion to place a student on Involuntary Leave of Absence (ILOA).

Prior to placing a student on an ILOA, the University will conduct an individualized assessment, including consulting with the Accessibility Services Office, to determine if there are reasonable accommodations that would permit the student to continue to safely participate in the University environment without taking an ILOA.

This policy will not be used in lieu of disciplinary actions to address violations of University rules, regulations, or policies. Unless sanctioned separately through the disciplinary process, students on an ILOA will not be considered as having a student conduct record nor will they be in violation of CUWAA policy for the circumstances or behaviors which led to the ILOA. Student conduct, academic or other proceedings, may continue even when a student is subject to an ILOA pursuant to this policy.

Involuntary Leave of Absence Process

When the Dean of Students or designee (Dean of Students), receives credible information that a student may be a serious risk to the health or safety to themselves or others, or where the student's behavior significantly disrupts the University environment or its customary functions, the Dean of Students will, in consultation with the Good Samaritan Team and other appropriate offices and University officials, determine if an individualized assessment should be conducted.

If an individualized assessment is to be conducted, the Dean of Students, in consultation with the Good Samaritan Team, will determine what information is necessary to complete the individualized assessment.

- In an effort to gather the most current information about the student, the University may require the student to provide documentation or require an evaluation as part of the individualized assessment.

Any required evaluation will be at the expense of the University. In addition, the student may be asked to sign a release to enable the Dean of Students to discuss the student's condition with his/her treating health professional. If a student declines to release relevant medical information to the University, the Dean may be unable to assess the student's satisfaction of conditions to permit the student to return to the University.

At this point in the process, the student will be:

- Notified of the individualized assessment, including the reasons why an individualized assessment is being conducted;
- Notified of any required documents or evaluations;
- Provided information on the process of the individualized assessment and potential outcomes, including information on appeals; and
- Given the opportunity to provide any information they believe should be considered in this process.

Once the individualized assessment is completed, the Dean of Students will determine whether an ILOA should be imposed. The Dean of Students will confer with other appropriate campus professionals, including the Accessibility Services Office, to assess the level of risk or disruption posed by the student and whether there are any reasonable accommodations or mitigating measures which will allow the student to safely remain in some or all activities or programs of the University.

If it is determined that the student can safely and effectively maintain enrollment, the student will be notified regarding any additional accommodations or mitigating measures, and informed of any conditions required by the University to maintain enrollment (Lesser Interventions). Lesser Interventions may include adhering to individualized behavioral contracts and/or restrictions on access to the campus, or compliance with a medically prescribed treatment plan. The student's failure to comply with the Lesser Interventions may, after appropriate consideration, result in the imposition of an ILOA. The student will also be told how and to whom to appeal any Lesser Interventions.

Before placing any student on an ILOA, the University, whenever practicable, will encourage the student to take a voluntary leave of absence. If the student does not take a voluntary leave of absence, and it is determined that an ILOA is necessary, the student will be notified of:

- The rationale for the decision in writing and of any limitations placed on the student's access to University property, services, activities or academic programs;
- The conditions necessary for the student to return to the University; and
- Information on how and to whom to appeal this outcome will be provided to the student.

Interim Involuntary Withdrawal

If a threat to health or safety presents an immediate risk of harm or a genuine emergency, the Dean of Students may implement an interim involuntary withdrawal to temporarily remove the student from the University and/or restrict the student's access to the University's campus, services, or activities. Before imposing an interim involuntary withdrawal, the Dean of Students will first seek the voluntary cooperation of the student. The interim involuntary withdrawal may continue until the individualized assessment is complete, and an ILOA outcome is determined.

A student subject to an interim involuntary withdrawal shall be given an opportunity to personally appear before the Dean of Students within

two (2) business days from the effective date of the interim involuntary withdrawal to discuss the reliability of the information concerning the student's behavior. Following this meeting, the Dean of Students may either continue or cancel the interim involuntary withdrawal. If the interim involuntary withdrawal is cancelled, the procedures described in this policy regarding ILOA may still proceed.

Where an interim involuntary withdrawal has been implemented, the Dean of Students must reassess the necessity of the interim involuntary withdrawal in light of any new information that comes to their attention.

Implications of an Involuntary Leave of Absence

Students on an ILOA are ineligible for any co-curricular activity, athletic participation, campus housing, or student employment.

Students on an ILOA will not be enrolled in classes at any point during the term(s) in question and is not able to return to the University in the same semester the ILOA is issued. If active in coursework at the time of the leave, the student will be removed from all future coursework and the last date of attendance for active coursework will be used to determine financial responsibility following the Refund Policy. The student will receive a "W" in all active courses.

Students on an ILOA should consult the University's Financial Aid Office to discuss any impact the leave may have on financial aid. International students must contact the International Center to determine if an ILOA has an impact on their visa status.

Re-Enrollment Process

During an ILOA, a student will be expected to satisfy any requirements or specific conditions imposed by the University. When the conditions have been completed, the student may initiate the re-enrollment process.

To initiate the re-enrollment process, the student must contact the Dean of Students in writing at least 45 calendar days prior to the beginning of the term in which the student wishes to return, unless otherwise arranged. The student should provide the following documentation to the Dean of Students at the time of request to re-enroll:

- Documentation outlined by the University as required as a condition for return;
- If treatment was recommended at the time of the ILOA, the treating provider must complete a form certifying that the student is ready to resume academic and residential (if relevant) responsibilities, with specifications regarding any support or requested accommodations needed to ensure a successful return. A copy of this form can be found here; (<https://falcon.cuw.edu/formrepo/UploadedForms/HealthRecommendationReturnMedicalLeave.docx>)
 - The student may be asked to sign a release to enable the Dean of Students to discuss the student's condition with their treating health professional. If a student declines to release relevant medical information to the University, the Dean may be unable to assess the student's satisfaction of conditions to permit the student to return to the University.
- Additional information which the student believes supports their request.

The Dean of Students will investigate if the student has met the conditions of return, consult with appropriate members of the Good Samaritan Team or offices/individuals included in previous safety assessments involving the student, and carefully consider the recommendations of the student's licensed healthcare provider.

The Dean of Students will notify the student, in writing, if additional information is necessary to determine eligibility for return within ten (10) business days of when the student initiated the re-enrollment process.

The Dean of Students may decide to either: (a) continue the leave; (b) authorize the student to return; or (c) authorize the student to return, subject to specified conditions. The student will be provided this decision in writing, along with information on how and to whom to appeal this decision.

- Should the Dean of Student authorize the student to return subject to specified conditions, the student must abide those conditions to maintain enrollment. The conditions will be provided to the student in writing may include, but are not limited to, adherence to individually tailored behavioral contracts. The University reserves the right to modify these conditions at any time.

Once a student has been approved to return by the Dean of Students, the Health & Wellness Committee will schedule a Health and Wellness meeting with the student. The Health & Wellness Meeting may include additional participants at the discretion of the Committee. The student will be informed of any additional participants prior to the scheduled meeting. During the Health & Wellness Meeting, the faculty, staff, and student will work together to determine any resources and supports that may aid the student in a successful return to the University. Following the Health & Wellness Meeting, the student will contact his/her advisor to re-enroll.

Appeals

While an ILOA will take effect immediately, a student may appeal the decision to institute (or continue) an ILOA or the stated conditions necessary to return to the University to the Vice President for Student Success. Appeals must be in writing, made within five (5) business days from the date of the decision by the University, and include:

- A statement identifying which portion of the decision they wish to appeal; and
- The reasons why an appeal should be granted.

The Vice President for Student Success will review the written appeal and issue a determination on the appeal in a timely fashion. The Vice President for Student Success' decision is final.

Change of Name or Address

Students are to promptly notify the Registrar's Office in writing of any change in name or address. It is critical that current contact information is on file for each student as important documents may be mailed to the student's name and address on file.

Student official academic records are maintained by the Registrar's Office. Concordia University maintains the standards of the Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. 1232 et seq. (1975) which guarantees the confidentiality of all student records, while allowing the student the right to examine their official records.

A written request signed by the student shall be presented to the Registrar or appropriate office. The Registrar or other appropriate office will arrange a time and date, within 45 days after receipt of the request, for the student to review the record.

A student's name of record includes the first name, middle initial or full middle name, and the family name. Currently-enrolled students may request a name of record change on the official academic record through a written request along with legal documentation of the name change.

Request forms are available on the CUW/CUAA Registrar website or in the Registrar office. Any previous names will be archived; however, the official record will reflect the new name.

Concordia University reserves the right to make changes to the name of record based on receiving the appropriate written request and valid legal documentation of the name change.

Name changes for alumni can be done through the Office of Advancement or Alumni Relations.

Grading

Grading

Formal reports of the student's progress are available at the close of each term. The following grade point system is used in connection with these grades:

Letter Grade	Points Per Credit
A	Equals 4.00 points per credit
A-	Equals 3.67 points per credit
B+	Equals 3.33 points per credit
B	Equals 3.00 points per credit
B-	Equals 2.67 points per credit
C+	Equals 2.33 points per credit
C	Equals 2.00 points per credit
C-	Equals 1.67 points per credit
D+	Equals 1.33 points per credit
D	Equals 1.00 points per credit
D-	Equals 0.67 points per credit
F	Equals 0.00 points per credit
P	0.0 points pass in pass/no credit course, not computed in grade point average, credits earned.
NC	0.0 points, failure in pass/no credit course, not computed in grade point average, no credit earned.
W	0.0 points, withdrawn without penalty, not computed in grade point average. Given for withdrawal previous to withdrawal deadline, and for certain extenuating circumstances thereafter, such as illness.
I	0.0 points, incomplete, not computed in grade point average, (see policy on incomplete grades below)

Student Course Load for Full-Time Student

Semester	Minimum	Average	Maximum
Regular Semester	12	15	18
Summer	3	3	6

Progress Report Grades

Instructors must keep the LMS (Canvas) gradebook updated by the Progress Report deadlines so that students and academic advisors and others may access progress report grades for 16-week, 8-week and 6-

week courses. The instructor should also directly notify the students whose mid-semester and mid-session grades are below a C, or whose performance does not meet the expectations of the academic program in which the student is enrolled.

Incomplete Grades

An incomplete grade given in any term (i.e., Fall, Spring or Summer) may become a failing grade if the work is not completed within three weeks after the end of the final day of the term. A longer timeframe of 6 weeks may be justified in some cases. Requests for extension of time to resolve an incomplete (I) grade will be approved only when the instructor is satisfied that circumstances prompting the request justify waiving this three-week policy. Students must resolve the incomplete grade within six weeks from the end of term or session.

Final Exams

Faculty policy requires a culminating experience, such as a final examination, paper or project, during the final exam week of a traditional term. In certain schools, faculty may offer final exam exemptions. Specific requirements for these exemptions are outlined on the syllabus for each course offering an exemption. If a final exam exemption is not mentioned on the syllabus, no exemption is available.

Academic Honors

Academic Honors

The President's Honors List

The President's Honors List for the University is composed of those full-time undergraduate students who have completed a minimum of 12 combined undergraduate and graduate credits in a 16-week semester and have a minimum grade point average of 3.75 or above.

The Dean's List

The Dean's List for the University is composed each semester of those full-time students who have a semester grade point average of 3.6 or above. Students must earn at least 12 undergraduate credits in a semester to be eligible; graduate credits are not considered for this honor.

Academic Probation

Academic Probation and Dismissal Policy for Undergraduate Students

Academic Standing

Academic standing is calculated at the end of each semester when a student enrolls in 6 or more credits.

Good Standing

Students are considered to be in good academic standing when they maintain a minimum cumulative GPA of a 2.0 or higher, in addition to a semester GPA of 2.0 or higher.

Academic Probation I

Students are placed on Academic Probation I when their cumulative GPA falls below 2.0. Students are notified of their status via a letter and CUWAA email from the Registrar's Office. To remove probation status, students must complete a semester of coursework with a semester GPA above 2.0.

Probation Remains

Students are placed on Probation Remains when they have been placed on probation and fail to raise their cumulative GPA to at least 2.00, but have earned a semester GPA of 2.0 or higher in the most recently

completed semester. Students are notified of their status via a letter and CUWAA email from the Registrar's Office. Students will remain on Probation Remains until both their cumulative GPA and semester GPA reach 2.0.

Academic Dismissal

Any student on probation failing to raise his or her cumulative GPA to at least 2.0, and unable to earn a GPA of at least a 2.0 in his or her next semester, is placed on academic dismissal. Students are notified of their status via a letter and CUWAA email from the Registrar's Office. Students placed on academic dismissal will automatically be dropped from future course enrollment. Decisions regarding continued eligibility for federal financial aid are made independently of the academic dismissal/reinstatement policy.

Academic Recovery Resources

After being placed on Academic Probation I or Probation Remains, it is critical for the student to return to good standing as quickly as possible to maintain progress toward graduation. In the immediate next semester, after being placed on probation, the student must engage in the academic recovery process. This process includes working closely with his/her advisor to explore and address the circumstances that may have led to probation status and create a plan to earn both a semester and cumulative GPA of 2.0.

Appeal for Academic Reinstatement

If the student believes his/her academic dismissal occurred under extraordinary circumstances, he/she may file an appeal for academic reinstatement. Examples of extenuating or extraordinary circumstances that may be considered acceptable for appeal include the death of an immediate relative, serious illness of a family member or yourself, recent diagnosis of a learning disability or emotional disorder, or severe financial issues.

The Academic Standards Committee will review appeals on the following dates. Please note that students are required to submit appeal materials on or before the appeal deadline. Incomplete appeals and/or appeals submitted after the deadline will not be considered.

Appeal Deadlines

- Fall Reinstatement: July 1
- Spring Reinstatement: October 1
- Summer Reinstatement: March 1

Steps to File an Appeal

The following materials are required when appealing for academic reinstatement:

- **Academic Reinstatement Form.** The student will complete the Academic Reinstatement Form ([https://falcon.cuw.edu/formrepo/UploadedForms/\(1\)RequestForReinstatementForm.pdf](https://falcon.cuw.edu/formrepo/UploadedForms/(1)RequestForReinstatementForm.pdf)). Students are encouraged to consult with their advisor when determining their intended major, course schedule, and plans for success, should their appeal be granted.
- **Typed Appeal Narrative.** The student will write a narrative of the extraordinary circumstances and explain why he/she has not been as academically successful as anticipated. Directions regarding requirements for the written appeal narrative can be found on the Appeal for Academic Reinstatement Form ([https://falcon.cuw.edu/formrepo/UploadedForms/\(1\)RequestForReinstatementForm.pdf](https://falcon.cuw.edu/formrepo/UploadedForms/(1)RequestForReinstatementForm.pdf)).
- **Verified Documentation.** The student will submit verified documentation of the extraordinary circumstances. For example, if the student was under the care of a medical professional during the

semesters in question, provide documentation of this care including dates of service. All verification documents will be destroyed as soon as the appeal process has been completed.

Submit all required items to the Academic Office by the deadline. The Academic Standards Committee will review the appeal packet and other materials related to the student's comprehensive academic record (e.g. high school transcript, college transcript, student conduct records, etc.) when making their decision.

Appeal Results

Students will learn of the appeal decision from the Academic Office via letter and CUWAA email.

If the appeal is granted, the student will be eligible to enroll for the following semester. Students granted an appeal are not eligible to return during an 8-week session. If the appeal is granted, the student should complete the following steps:

- Register for the courses selected with your academic advisor and are written on your Appeal for Academic Reinstatement form. If you have difficulty registering for these classes, you must contact your academic advisor.
- You will be academically reinstated on Probation Remaining and have one semester to earn BOTH a semester and cumulative GPA of 2.0, thus being removed from academic probation. If this does not happen, you will be dismissed.

If the appeal is denied:

- You will be unable to enroll at CU for at least one semester. We highly encourage you to meet with your academic advisor to discuss potential options and plans during your time away from CU.

Readmission Following Dismissal

Formal readmission is required for any student who has been dismissed from Concordia University. A student dismissed for academic reasons may apply for readmission after a period of at least one semester from the point of dismissal. The applicant must submit evidence of growth in maturity and responsibility indicative of capacity to perform university-level work. Declarations of good intentions are not sufficient. If the student has attended another institution while on dismissal, the student must submit an official transcript to be considered for readmission. Applications for readmission are reviewed by the Admissions Office and the Academic Standards Committee. Decisions are made on a case-by-case basis involving review of the student's file.

A student dismissed for poor academic performance who is readmitted but fails to progress academically, resulting in a second academic dismissal, will only be readmitted after completing a minimum of 6 credits at another institution and earning a GPA of 2.0 or higher. If a student is dismissed for academic reasons a third time, the student will not be readmitted to Concordia University.

Academic Ethics

Academic Ethics

Mutual respect and concern for one another in the atmosphere of a Christian caring community is the basic principle which should govern the relationship between student and instructor. Faculty are professional in their expectations of academic excellence and students respond with an appropriate level of effort and commitment. Unprofessional conduct and unethical behavioral are serious breaches of the academic contract.

Academic Honesty

Academic honesty is the foundation of our education institution. Without it, we make a mockery of the academic endeavor and the ultimate rewards associated with a degree in higher education. At Concordia, honesty is central to our Christian identity and way of relating to one another. The names of students found guilty of engaging in academic dishonesty will be reported to the Provost's Office. Types of academic dishonesty can be defined in the following manner:

- **Cheating:** includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment; b) assisting another student in cheating on a test or class assignment, including impersonation of another student.
- **Plagiarism:** includes, but is not limited to: a) failure to give full and clear acknowledgement of the source of any idea that is not your own; b) handing in the same assignment for two different courses without the consent of the instructors.
- **Fabrication:** includes, but is not limited to: the forgery, alteration, or misuse of any University academic document, record, or instrument of instruction.
- **Academic misconduct:** includes, but is not limited to: intentionally or recklessly interfering with teaching, research, and/or other academic functions.

Disciplinary Actions

- **First instance:** The faculty member determines the penalty. This may include any of the following: an opportunity to redo the assignment or test, a reduced grade on the assignment or test, a failing grade on the assignment or test, a lower grade in the course, a failing grade in the course, or removal of the student from the course.
- **Second instance:** The faculty member determines the penalty, and the campus-specific Chief Academic Officer (CAO) or designee connects with the student at which time additional sanctions may be imposed.
- **Third instance:** The faculty member determines the penalty, and the Academic Conduct Board meets with the student at which time additional sanctions may be imposed, including suspension or expulsion. The Academic Conduct Board (ACB) consists of the CAO, the appropriate Dean and other parties as determined by the CAO. If the student is a graduate student, the appropriate Program Director joins the ACB.

Appeal Process

Students may appeal a faculty-issued academic dishonesty decision or penalty in writing to the Dean of the School in which the course was offered within 15 working days of receiving the report. The Dean (in consultation with the Department Chair or Program Director or Center Director) will consider the appeal and render a decision within 10 working days of receiving the appeal and issue a written response to the student.

Final Course Grade Appeal

Rights Concerning Grading Practices

The determination of grades is the responsibility of the course instructor. Instructors are required to inform students, through the course syllabus at the beginning of each semester, of the grading criteria for assignments and all grading policies. Instructors must apply all grading criteria uniformly and in a timely manner. A final grade is defined as the grade recorded on the student's academic record by term for each course. Final

grades submitted to the Registrar's Office are presumed to be accurate and final.

Grounds For A Final Course Grade Appeal

Students and faculty should make every effort to resolve questions about grades without seeking a grade appeal. A Final Course Grade Appeal is a last resort and should be pursued only if evidence exists that the student's final grade does not accurately reflect the grading policy. The responsibility for developing and presenting the case for changing a grade rests with the student making the appeal. In addition, depending on the nature of the appeal, a final grade appeal may involve re-examination of all components that constitute the final grade.

Procedure For Final Course Grade Appeal

This procedure involves specific deadlines for pursuing an appeal. Students are required to follow the steps and timeline outlined within this procedure. At any step in the appeal process, issues presented past the deadlines will not be considered.

The steps listed below are to be carried out by all parties with an attitude of Christian love and concern for academic, moral, and spiritual growth. Face-to-face meetings are expected throughout the process, but may not be possible depending on the specific circumstances. In such cases, a phone call or other real-time conversation may be substituted. All parties will be expected to act in a professional and civil manner and make good-faith attempts to resolve the grievance.

Step 1: The student must take the appeal, in writing, to the instructor no later than sixty (60) calendar days after the final grade is posted on the transcript. The instructor has ten (10) business days of receiving the appeal to respond to the student, in writing. If the issue is rectified, or the student is satisfied in this meeting with the instructor, the matter is settled. The dean of the school in which the class is offered has the authority to extend the deadline for an appeal due to extenuating circumstances.

Step 2: If the student is dissatisfied with the instructor's response to the appeal, the student may take an appeal to the chair of the department in which the instructor involved is a member. If the instructor is one of these officials, the appeal should be made to the instructor's immediate supervisor. This appeal must be brought within ten (10) business days of the unsatisfactory response to the initial statement of appeal. The student must provide, in writing, relevant evidence that supports the argument that the final grade was assigned incorrectly, based on the criteria established in the Grounds for Final Course Grade Appeal section.

The department chair will review the material submitted by the student. The reviewer may choose to meet individually with the student and the faculty member, or may choose to meet together, in an attempt to resolve the grade.

The reviewer's decision will be given to the student in writing within ten (10) business days of receiving the student's appeal, and a written record of the decision and its basis must be kept by the chair and shared with the instructor. The chair must confine the grade analysis to the fidelity of the scoring as presented in the syllabus, along with the published grade scale and other pertinent information, and not rescore assessments as he/she wishes. The decision of the department chair is final.

General Student Grievances

Concordia University is committed to providing students with an avenue to express concerns and to work with CU officials toward amicable

resolutions. CU believes engaging in this process can also be an inherently valuable educational experience for students and can help prepare students to address issues in a professional and productive manner after they leave CU.

Grievances applicable under this policy:

- Arbitrary and/or capricious actions by a college employee or administrative office that caused demonstrable harm to a student;
- Policy or procedure applied unfairly and/or in a different manner than it was applied to others in like circumstances; or
- Administrative error in the application of a policy or procedure.

Grievances not applicable under this policy (but which may be covered under other existing policies):

- Accessibility services (e.g., student accommodations through the ARC);
- Final grade appeals;
- Academic misconduct;
- The Code of Student Conduct and the conduct system;
- Title IX (e.g., sexual harassment);
- Residence Life;
- Parking tickets;
- Financial debt to the University;
- Financial Aid appeals; and
- University-wide requirements (e.g., student fees).

The steps listed below shall be carried out by all parties with an attitude of Christian love and concern for academic, moral, and spiritual growth. Face-to-face meetings are expected throughout the process, but may not be possible depending on the specific circumstances. All parties will be expected to act in a professional and civil manner and make good-faith attempts to resolve the grievance in the spirit of Matthew 18.

General Grievance Procedure

There are specific deadlines for pursuing a grievance. Students are required to follow the steps and timeline outlined within this procedure. At any step in the grievance procedure, issues presented past the deadlines will not be considered.

CU is committed to the Peacemakers model of conflict resolution (i.e., Biblical reconciliation). Peacemakers encourages all parties to discuss conflicts in person, when possible. Therefore, when a student does not feel comfortable directly confronting the alleged, the student is encouraged to schedule a "coaching session" with our Director of Counseling or his/her designee to help prepare the student for the conversation. The Assistant Vice President of Academics (for academic grievances) and the Dean of Students (for non-academic grievances) may also serve as resources for the grievance process.

Informal Resolution

Step 1: Student complaints should first be communicated to the appropriate person to resolve the matter informally. Resolution of a majority of complaints can likely be resolved at this informal level. This communication must take place within ten (10) business days of the alleged injustice. If the complaint is resolved, or the student is satisfied with the outcome of this meeting, the matter is settled. If resolution does not occur, the student may elect to file a formal grievance.

Formal Resolution

Step 2: Within ten (10) business days of the informal resolution attempt, a student may present the grievance in writing to the chair or director (or the dean if the complaint involves a chair or director), who hereinafter is referred to as the University Official, of the department or area where the person alleged to have caused the grievance is employed. The student shall include the following elements in his/her written grievance:

- a clear description of the incident(s) and the parties involved;
- a chronological timeline of all relevant communications and events;
- the efforts taken to resolve the matter (e.g., Informal Resolution);
- a list of potential witnesses (e.g., someone who overheard a conversation or observed something);
- the outcome being sought.

The student may use the help of an advisor or support person but the student must be the sole author of the document. The University Official will conduct an inquiry, gathering additional information if needed. Following this, the University Official will issue a formal written response within ten (10) business days of receiving the written grievance. If the student is satisfied, the matter is settled.

Step 3: If the student is dissatisfied with the decision regarding the grievance rendered by the individual at step 2, he/she may grieve the decision within ten (10) business days of the unsatisfactory decision to the supervising vice president (non-academic) or dean (academic). This grievance must be in writing, include the same elements described above, and also must indicate why a grievance should be heard.

The vice president/dean will review the documentation, may request a meeting with one or both parties, and will issue a decision within ten (10) business days of receiving the written grievance. Decisions at this level are final.

Who may file a grievance under this policy? Any student who is admitted, enrolled, or registered for study at the University for any academic period and/or those who may attend other educational institutions and reside in a University residence hall or attend University classes. The full definition of a student is listed in the Code of Student Conduct. Please note that third parties (e.g., parents, faculty) are not allowed to file a grievance on behalf of a student under this policy.

Utilizing an Advisor. The University encourages the student to create a support network with an advisor. The advisor may be a member of the campus community or a family member of the student. The advisor may not make a presentation, speak on behalf of the student, or write the documentation. During any meetings, the student and advisor may speak quietly, request a short break to talk, or communicate in writing.

Sanctions/Consequences. Please note that any administrative actions or decisions imposed on a student stand until "overturned" in any of the steps listed above. For example, a student who has been dismissed from an athletic team remains dismissed until otherwise determined by the University.

Retaliation Prohibited. Retaliation against a complainant (i.e., student) or witness involved in the investigation is prohibited. Retaliation may be an implicit or explicit act (e.g., intimidation, hostility). The University will investigate any reports of retaliation and take appropriate action.

Privacy. All communications and investigative actions related to a grievance will be treated with as much privacy as possible without

compromising the thoroughness and fairness of the process. Confidentiality cannot be guaranteed.

[1] (p.) Typically, the appropriate person in Step 1 is the person who has allegedly violated the student's rights. In some instances, the appropriate person could be the direct supervisor of the alleged.

Experiential Learning

Experiential Learning Policy

An experiential learning activity is a single, off-campus educational/instructional experience provided by CU faculty/staff to their students which normally involves travel for the group. The Experiential Learning Policy does not include internships, clinical experiences, fieldwork experiences, or practicums. Policy regarding participation in such experiences are determined by individual departments.

University experiential learning expands student learning, knowledge and understanding of a subject and adds realism to the topic of study through active hands-on experience with the rich resources of the local community. Students can expect the following with regard to experiential learning in their courses:

- All required academic experiential learning will be linked to the course objectives and objectives for student learning during the experiential learning activity will be identified in the syllabus.
- All required academic experiential learning will be clearly identified as such in the course syllabus at the beginning of the term, with detailed information about date, time, locations, means of transportation, and any fees for which the student is responsible. If an unforeseen educational opportunity arises later in the term, as soon as possible the faculty member will discuss it with the class. In that case, such a trip cannot be required of all students.
- Faculty will work to schedule the experiential learning activity during their regularly-scheduled class session or during a time that causes the least disruption to other courses whenever possible (e.g. weekends or late afternoon/evenings for traditional undergraduates, alternate weeks for blended courses).
- In order to ensure that students with disabilities have equal access to experiential learning activities, faculty members will review student accommodations provided by the ARC and work closely with the student to ensure accommodations can be provided during the experiential learning activity. Students who have concerns about access to the experiential learning activity should discuss their concerns with the Academic Resource Center Director.
- Either the faculty member or some other responsible University official designated by the faculty member will accompany students to all academic experiential learning activities.
- All faculty will be notified of students participating in an experiential learning activity via email to excuse the participating students from class.
- Students are expected to notify faculty of other courses at least three days ahead of time that they will be absent and/or miss required assignments due to an experiential learning activity.

Classroom Expectations

Student Support Services

Support Services are available to every student. These include the Counseling Center, Academic Resource Center, Residence Life, Career and Academic Advising, Financial Aid Counseling, Campus Activities, and

Information Technology. More information regarding these resources can be found on Concordia Central:

- Mequon Concordia Central (<https://www.cuw.edu/students/concordia-central.html>)
- Ann Arbor Concordia Central (<https://www.cuaa.edu/students/concordia-central.html>)

Class Attendance

Class attendance is very important, not only to the instructor and the individual student, but also to the entire campus community. Students can expect faculty to have a clear attendance policy in each course syllabus. Students are expected to be aware of the attendance policy in each course for which they are enrolled.

Enrollment Agreement

Students must complete the required enrollment agreement by:

- 8-week or less course: First Friday by noon CST
- More than 8-week course: Second Friday by noon CST

Students who have not completed their enrollment agreement will be dropped and will receive a pro-rated refund of tuition.

Unexcused/Excused Absences

For known attendance conflicts, students must contact their instructor in advance of the class session to notify him/her of the absence. In general, acceptable reasons for student absence from or failure to participate in class include:

- Participation as a representative of the University in a scheduled intercollegiate athletic event;
- Participation as a representative of the University in a scheduled professional/academic conference, academic competition or performance, or a experiential learning activity scheduled as part of a course;
- Participation as an officer of a University co-curricular organization in a scheduled conference for which participation is mandatory for the student (e.g., a required annual meeting for all presidents of a national student organization);
- Health-related absences for which valid documentation is presented;
- Accommodation-related absences for which documentation is provided through the Academic Resource Center;
- Death in the family;
- Military commitments;
- Other situations not specifically noted in this list, but approved by the Assistant Vice President of Academics and/or the dean of the school in which the student is enrolled.

Students may be required to submit documentation of absences to faculty members. Students shall be permitted a reasonable amount of time to make up the material or activities covered if their absence was excused by the instructor.

Excessive Student Absence

Concordia University reserves the right to administratively withdraw a student from class for excessive, unexcused absences based on the thresholds articulated below. The chart below documents when a student meets excessive absences (defined as approximately 15% of the course).

If administratively withdrawn for excessive absence, the Registrar's office will indicate a "W" on the student's transcript if the student's last class participation was prior to the withdrawal deadline for the term. A student

who participated in a course past the withdrawal deadline, but who reaches an excessive absence threshold, is not eligible for a withdrawal and will be assessed a final grade.

Course Duration	Course Delivery Type	Excessive Absence
16 weeks	Face-to-face & Virtual	7 or more hours of class
16 weeks	Online	No assignment submissions for 3 or more total weeks online
14 weeks	Face-to-face & Virtual	Three or more 4-hour class sessions
14 weeks	Online	No assignment submissions for 3 or more total weeks online
8 weeks	Face-to-face & Virtual	Two or more 4-hour class sessions
8 weeks	Online	No assignment submissions for 2 or more total weeks online
6 weeks	Face-to-face & Virtual	Two or more 4-hour class sessions
6 weeks	Online	No assignment submissions for 1 or more total weeks online

Consequences of Excessive Absences

An administrative withdrawal due to excessive absences may impact a student's scholarships, athletic eligibility, federal financial aid, and his/her ability to live in Concordia University Residence Halls. Residence Life requires that students maintain full-time status to live in Residence Halls. The Cashier's Office will implement applicable provisions of the Refund Policy when a student is administratively withdrawn, and Financial Aid will take appropriate action under applicable policies related to student aid.

Recording policy:

Students may record class sessions when recording is part of an accommodation specified by the Academic Resource Center (ARC) & Accessibility Services. In all other circumstances, students must obtain the written permission of the course instructor prior to recording a class.

Instructors may record and save sessions of this course for viewing by absent students through the Learning Management System course site.

Academic Integrity Policy:

Concordia University expects all students to display honest, ethical behavior at all times and under all circumstances. Academic dishonesty is defined as follows:

Cheating:

Includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment; b) assisting another student in cheating on a test or class assignment, including impersonation of another student.

Plagiarism:

Includes, but is not limited to: a) failure to give full and clear acknowledgement of the source of any idea that is not your own; b)

handing in the same assignment for two different courses without the consent of the instructors.

Fabrication:

The forgery, alteration, or misuse of any University academic document, record, or instrument of identification.

Academic Misconduct:

Intentionally or recklessly interfering with teaching, research, and/or other academic functions.

Sanctions:

Faculty members who find evidence of academic dishonesty have sole discretion to determine the penalty, using their professional judgment. This can include a failing grade in the course, or removal of the student from the course. Additional sanctions will be imposed when a student is found to have violated the academic integrity policy more than once; these sanctions may include suspension or expulsion from the university.

*Test integrity software:

Some academic courses and programs use test integrity software. Respondus LockDown Browser and/or Respondus Monitor may be required for exams taken through the Learning Management System. Students cannot print, make screen captures, access other web pages, or access other applications while taking the exam. Students may be required to complete an identity authentication procedure and be recorded using audio and video during the exam session. Although not the intent of the monitoring, any act that is inadvertently caught through Respondus Monitor that is against the Conduct Code of Concordia University or is considered a criminal act will be referred to the Dean of Students Office. In those cases, the video or audio record may be used as evidence of violations.

Students should contact the IT Help Desk with questions on how to access, download, install or use Respondus LockDown Browser or Monitor. If using Respondus Monitor, students should contact their instructor with questions or concerns related to finding a comfortable and quiet location for test-taking outside the classroom.

If a quiet, comfortable location is not available, ask your instructor to arrange an alternative option for taking the test, such as taking a proctored test through the Academic Resource Center.

- Respondus LockDown Browser information for students (<http://celt.cuw.edu/respondus-lockdown-browser/>)
- Respondus Monitor information for students (<http://celt.cuw.edu/respondus-monitor/>)
- Student terms of use for Respondus Monitor are here: <https://celt.cuw.edu/respondus-monitor-terms-of-use-student/>.

*Concordia University Required Student Technology:

Please see the following link for required technology resources. Your individual program may have different requirements. **Link to computer requirements for Mequon students** (<https://www.cuw.edu/academics/services/technology-services/computer-requirements.html>) **Or Link to computer requirements for Ann Arbor students.** (<https://www.cuaa.edu/academics/services/technology-services/computer-requirements.html>)

*Title IX Policy:

Concordia University is committed to fostering a safe, productive learning environment. University policy and federal law (Title IX) prohibit discrimination on the basis of sex which includes but is not limited to harassment, domestic and dating violence, sexual assault, and stalking. If you, or someone you know, has experienced or is experiencing these types of behaviors, know that you are not alone. #Resources and support are available and you are encouraged to report this to the Title IX Coordinator at 262-243-4331 or anonymously online here (https://cm.maxient.com/reportingform.php?ConcordiaUnivWis&layout_id=5). Sexual misconduct of any type is not permitted by the university. Concordia's policies and procedures concerning sexual misconduct and Title IX are available here: Title IX Policy (<https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/>)

Title IX also extends to any student who is pregnant, recovering from pregnancy, or breastfeeding. #These students may request accommodations based on those needs. Our policies and procedures concerning pregnant and parenting students is available here: Title IX Pregnant and Parenting Policy (<https://www.cuw.edu/about/offices/title-ix/pregnant-parenting.html>)

Graduation and Commencement

Associate

Concordia University confers the degree of Associate in Arts on a student of good character who has met the following requirements:

1. a cumulative minimum grade point average of 2.00 for all academic credit earned at Concordia University;
2. satisfied any program-specific requirements; and
3. met all financial obligations to the University.

Bachelor

Concordia University confers the degree of Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, or Bachelor of Social Work on a student of good character who has met the following requirements:

1. accumulated a cumulative minimum grade point average of 2.00 for all academic credit earned at Concordia University;
2. satisfied all program-specific requirements; and
3. met all financial obligations to the University.

Graduation Application

Each candidate for graduation must complete a Graduation Application online by the assigned deadline, prior to commencement. Graduation Application deadline dates are the following:

Fall - October 1

Spring - February 1

Summer - June 1

Graduation Application Eligibility

Students who have applied to graduate but become ineligible (low grade point average, missed prerequisite, did not defend their dissertation, etc.) must contact the Registrar's Office to have their graduation application removed by November 1st for December graduation and April 1st for May graduation. Students must reapply for the appropriate semester.

- Students can only apply to graduate in a given program once.
- Students can only attend one commencement ceremony for a given program.
- Removing ineligible graduates will ensure that a student's name is not inaccurately listed in the commencement bulletin which allows for their name to be included in the correct ceremony.
- Graduate names will only appear in one commencement bulletin for a given program.

Commencement Participation

In order to participate in commencement, the student must have:

- completed all coursework toward the degree (or be currently in or registered for the final class);
- completed the Graduation Application

Students who are enrolled for (their final) six or fewer Concordia credits in the summer or who are registered for a culminating clinical experience in the summer, will be eligible to walk in the May commencement ceremony.

Diploma Covers

Diploma covers are only given at commencement. Students not attending commencement will not receive a diploma cover.

Degree Awarding

Degrees are awarded at the end of each semester and mini-session.

There are 7 degree awarding timeframes found on the Academic Calendar.

Graduation with Honors

- A candidate who achieves a cumulative grade point average of 3.90 or better will be graduated **Summa Cum Laude**
- One who achieves a cumulative grade point average of 3.80 or better will be graduated **Magna Cum Laude**
- One who achieves a cumulative grade point average of 3.60 or better will be graduated **Cum Laude**

Graduation Cords for Honor Students

For recognition in the commencement ceremony, students' GPA and credits are calculated through their second to last CUWAA semester. The final semester grades, which have not yet been finalized, cannot be included for honors to be recognized. Adjustments are made to diplomas and transcripts as warranted after the inclusion of final semester grades and credits.

- Summa Cum Laude - Solid Gold
- Magna Cum Laude - Solid Silver
- Cum Laude - Bronze

Concordia considers it right and proper to recognize through special awards unusual proficiency and performance in a certain area of learning as well as in worthwhile and purposeful co-curricular activity. Many such awards are given annually to students who have demonstrated exceptional achievement or who have made unusual contributions. From time to time, friends of Concordia have established such awards and have usually stipulated conditions under which the respective award should be given. Since in these instances the recognition aspect is more important than the financial element, Concordia has listed these as awards rather than scholarships. Such awards include:

- American Bicentennial Award in Business
- Walter W. Stuenkel Award
- E. R. Brann Citizenship Award
- Science Awards in Life Sciences, Mathematics, and Physical Sciences
- Moeller Award in English, Greek, Hebrew, Latin, and Spanish
- Religion Award
- Northup-Bartelt Memorial Music Award
- Nightingale Nursing Award
- Charles W. Finke Health and Human Performance Award
- Marsha Konz Student Educator Award
- Marsha Konz Graduate Educator Award
- CUW Visual Arts Award
- Søren Kierkegaard Philosophy Award
- Zondervan Publishing House Award in Greek, Hebrew, and Theology

Transcripts

An official transcript bears the seal of the University and the signature of the Registrar or his/her representative. Official transcripts may be ordered by students or alumni through the National Student Clearinghouse e-transcripts system and can be sent electronically through to institutions or persons considering the applicant for admission or for employment.

Academic Programs

Traditional and Online Academic Programs

Concordia University serves diverse types of students at varying stages in their lives; therefore, it offers programs that meet the distinctive needs of its students. For the sake of clarity, Concordia identifies students by either of the two following classifications, traditional and online.

Both undergraduate and graduate/professional academic programs may attract online or traditional students. To meet the needs of those different types of students, Concordia University has developed academic programs to meet their distinctive needs.

This catalog includes all programs at Concordia University Ann Arbor and Concordia University Wisconsin (Mequon). In the undergraduate catalog, programs will be labeled with (A) if available at Ann Arbor, (M) if available at Mequon. Course modality varies and is indicated on the course schedule for each academic year. In the graduate catalog, programs specific to a certain campus will be labeled either (CUAA) or (CUW).

Traditional Academic Programs

Traditional students most often see their higher education experience as their primary vocation; they are able to devote “full-time” effort to that experience. Traditional students are most likely to reside on campus, although many commute. While traditional students might work and continue to have family responsibilities, those responsibilities are complementary to their vocations as students. These academic programs are offered during the fall and spring semesters, supplemented by a summer semester. The courses in these programs are typically offered on campus in face-to-face or blended formats. Students generally receive financial aid on a semester-by-semester basis.

Online Academic Programs

Online students include their higher education experiences as one of several vocations in their lives. Online students often have full-time employment; many have significant family responsibilities and participate

in other church and community efforts. They often bring to their educational programs a wealth of professional and personal experience. These academic programs are offered during the fall, spring, and summer terms, where students take classes in a face-to-face, blended, or online format. Students generally receive financial aid on a course-by-course basis.

Program Changes

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

The Individualized Major and Minor

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

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

Such self-designated proposals are initiated by the student with the aid of the mentor or academic advisor, developed with the assistance of a professor from an appropriate field, and submitted to the Academic Council for evaluation and recommendation. Final action rests with the Vice President of Academics. If approved, a copy of the plan must be filed in the student's records by the Registrar.

Cooperative Programs

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

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 students through Concordia University's International Center. Travel study participants must contact the sponsor of the trip to obtain the required forms and must complete the necessary paperwork. Credits earned through travel experience may apply to the core or elective areas.

Reserve Officer Training Corps

Air Force Reserve Officers Training Corps

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

Through the program, Concordia offers its students the opportunity to prepare for initial active duty assignments as Air Force Commissioned Officers. In order to receive a commission, AFROTC cadets must complete all university requirements for a degree and courses specified

by the Air Force. AFROTC offers four-, three-, two-, and one-year programs leading to a commission as an Air Force officer. Four-year program students complete the general military course, the professional officer course, in addition to a four-week summer field training between their second and third years in the program. Two-year students complete only the professional officer course. One-year students complete a seven-week field training session.

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

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

Army Reserve Officer Training Course

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

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

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

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

Online Undergraduate Program Students

The Core Curriculum

The Core Curriculum of Concordia University takes the four following concerns as central to a student's education. The ultimate goal is to form a distinctive identity in our graduates that they may carry the university's mission out into their families, communities, workplaces, and the world at large.

Mission

As a "Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the Church and the World," the development of "mature Christian students" forms the *raison d'être* for Concordia. The Core Curriculum functions as a primary means of fulfilling this mission. A Liberal Arts education at Concordia represents a broad course of study directed at educating the whole person by developing skills necessary for future careers and providing insights that shape Christian citizens for global society.

Liberal Arts

The Liberal Arts are the foundation and hallmark of Lutheran education.

At its heart, an education in the liberal arts was designed to prepare citizens for an active life of Christian public service, an invaluable goal in modern democratic society. The founders of Lutheran education urged learning in the redesigned Protestant university to cover a broad range of disciplines so that students could gain a full understanding of the world that is "genuine and useful for humankind."

Programs and Majors

The Core curriculum has dual purpose as a constituent part of a student's college career: it is both preparatory for, and complementary to, the education students receive in major programs and areas of study. In its preparatory function, it serves to provide foundational skills, knowledge, and background on which programs can build. As complementary it gives students cultural context, modes of inquiry, and opportunities for spiritual growth that enhance the many vocations they will fill in life.

Development of the Individual

Luther said, "Every occupation has its own honor before God as well as its own requirement and duties." As part of our commitment to this ideal, the Core Curriculum's design provides a framework for continued learning, development, and growth in a lifelong pursuit of Vocation. This reflects our understanding that all of us are called by God to labor for the common good of society and for the welfare of our neighbor as a means to accomplish His will. The Core also provides students, through a study of the liberal arts, a broad understanding of their place in the world and a substantial augmentation to major programs of study. Thus, the Core Curriculum provides a meaningful, unifying influence for all Concordia graduates.

Core Themes

The model of the Core outlined here is learning-centered in its structure and Christ-centered in its philosophy and approach. These six areas represent key ideas, skills, and attitudes that comprise a Liberal Arts education at Concordia. The ultimate goal is to foundationally prepare students with the skills necessary for their future careers and the insights that will shape them for vocations as Christian citizens in the global community.

Faith and Life—Students will explain and analyze the basic tenets of the Christian faith and will apply the Christian worldview to consider the paradox of humans as eternal souls in a mortal world. Students are encouraged to use this understanding to shape engagement with historical and contemporary issues in the world around them.

Natural World—Students study the laws, language, and patterns of the natural world in order to take on the responsibility of its stewardship. Students will utilize the epistemologies of science and math, that is: knowledge about the natural world can be obtained through careful observations of the natural world; the natural world operates in a way that can be understood by the development of theories that are often mathematical in nature; and appropriate manipulation of numbers is

essential to gather data, frame questions, and solve logical, algorithmic, empirical, and statistical problems.

Society and Culture—Students study the human interactions that form the basis of daily life, in order to develop a sense of citizenship in a global society. This should provide context for leading impactful lives in the church and the world through individual vocation. Society and Culture focuses on structures and systems devised by humans to maintain and provide for the common good, institutions that can be governmental or non-governmental in nature, that bring people together in social, horizontal relationships.

Human Beings and Being Human—Students study the interactions among the various aspects of being human. The understanding of human health & wellness, the workings of the human body, human thought, and psychology serves as the foundation for a joyful life of service. Human Beings and Being Human focuses on what it means to be an individual, how humans interact with systems not made by humans, such as nature, geography, and stewardship, and how humans interact with God's creation. Students here grapple with the roll of humans in the physical world and the question of what it means to be human.

Human Creativity and Expression—Students explore the expression of complex aspects of human experience through a variety of media and learn to comprehend the aesthetic expression of others across time and space.

Communication and Language—Students develop skills in oral, written, multimedia, and multimodal communication. This includes knowledge of different communication systems, varied rhetorical situations/strategies and foreign languages. Courses in this area train and require students to employ cogent, coherent, and effective language for a broad range of audiences, as well as to analyze how others have communicated effectively through language and its presentation.

Students entering Concordia University without an Associates Degree, and not transferring in at least 45 credits will be required to fulfill the Core Curriculum (p. 25).

Students entering Concordia University without an Associates Degree, and transferring in 45 to 59 credits will be required to fulfill the Intermediate Core Curriculum (p. 26).

Students entering Concordia University with an Associates Degree, or transferring in at least 60 credits will be required to fulfill the Transfer Core (p. 27).

Online Undergraduate Program - Core

Online Undergraduate Program Core Curriculum

The Concordia Core is divided into two parts: the Concordia Common Core (15 credits) and the Liberal Arts Dimensions (29 credits). The Concordia Common Core is comprised of five classes, each unique to Concordia, that cannot be transferred in; these classes would be required of all students, regardless of major. Two of the classes center on the core theme of Faith; the other three classes each address two core themes.

The intent is to build a sense of community, to instill a sense of what it means to be a Concordian, to provide an opportunity to present important subject matter from our distinctly Lutheran perspective. This will provide a framework, a commonality, to the intellectual life of the student.

Code	Title	Hours
	Common Core Experience (p. 25)	15
	<i>Liberal Arts Dimensions</i>	29
	Faith and Life (3 credits) (p. 25)	
	Natural World (6 credits) (p. 25)	
	Society and Culture (6 credits) (p. 26)	
	Human Beings and Being Human (5 credits) (p. 26)	
	Human Creativity and Expression (3 credits) (p. 26)	
	Communication and Language (6 credits) (p. 26)	
Total Hours		44

Online Undergraduate Program Common Core Experience Core Courses

Code	Title	Hours
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
REL 1590	Heritage of Faith	3
REL 2030	Biblical Theology	3
Total Hours		15

Online Undergraduate Program Faith and Life Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		3
REL 2590	Religious Education of Youth and Adults	
REL 2630	Communicating Bible Messages	
REL 2870	Christian Care Giving	
REL 3100	Religion in America Today	
REL 3120	Office of the Professional Church Worker	
REL 3140	Christian Ethics	
REL 3175	World Religions	
REL 3350	Life of Christ	
REL 3380	Gospel of Luke	
REL 3510	Christ's People through the Ages	
Total Hours		3

Online Undergraduate Program Natural World Core Courses

Code	Title	Hours
<i>Science - Select one from the following:</i>		3
ENV 1050	Introduction to Environmental Science	
JPP 3040	Forensic Investigation	
<i>Mathematics - Select one from the following:</i>		3
MATH 1250	Contemporary Math	
MATH 1280	College Algebra	
BUS 3450	Business Statistics	
Total Hours		6

Online Undergraduate Program Society and Culture Core Courses

Code	Title	Hours
<i>Select two from the following:</i>		6
COMM 2020	Intercultural Communication	
ECON 2200	Macroeconomics	
HIST 1099	History and Worldviews of the Western World	
HIST 1610	World Civilizations I	
HIST 1615	World Civilizations II	
HIST 2099	Historical Methodology	
HIST 2685	Faces of Culture	
HIST 3440	Age of Enlightenment	
POLS 1350	Voices in Democracy	
POLS 3590	Constitutional Law	
SOC 1010	Introduction to Sociology	
Total Hours		6

Online Undergraduate Program Human Beings and Being Human Core Courses

Code	Title	Hours
<i>Social World - Select one from the following:</i>		3
COMM 3400	Gender and Communication	
HCM 3500	Eldercare	
HIST 3400	Classical Greece and Rome	
JPP 1020	Criminology	
PHIL 2560	Critical Thinking & Creativity	
PSY 2710	Social Psychology in the Workplace	
PSY 3240	Introduction to Psychopathology	
SW 3110	Human Behavior in the Social Environment I	
<i>Physical Development</i>		2
HHP 1115	Fit and Well	
Total Hours		5

Online Undergraduate Program Human Creativity and Expression Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		3
ART 1000	Basic Art Experience	
ART 2000	Art History I	
COMM 2010	American Cinema	
ENG 1300	Literature	
ENG 1360	Literary Visions	
MUS 1171	Creative Arts: Music	
Total Hours		3

Online Undergraduate Program Communication and Language Core Courses

Code	Title	Hours
<i>Writing:</i>		
ENG 2100	College Writing	3
<i>Select one from the following:</i>		3
COMM 1010	Speech Communication	

COMM 2100	Interpersonal Communication	
COMM 3100	Social Media	
COMM 3300	Technical Writing and Speaking	
ENG 2050	English Language	
Total Hours		6

Online Undergraduate Program - Intermediate Core

Online Undergraduate Program Intermediate Core Curriculum

The Concordia Core is divided into two parts: the Concordia Common Core (9 credits) and the Liberal Arts Dimensions (29 credits). The Concordia Common Core is comprised of three classes, each unique to Concordia, that cannot be transferred in; these classes would be required of all students, regardless of major. Two of the classes center on the core theme of Faith; the other classes each address two core themes. The intent is to build a sense of community, to instill a sense of what it means to be a Concordian, to provide an opportunity to present important subject matter from our distinctly Lutheran perspective. This will provide a framework, a commonality, to the intellectual life of the student.

Code	Title	Hours
Common Core Experience (p. 26)		9
<i>Liberal Arts Dimensions</i>		29
Faith and Life (3 credits) (p. 26)		
Natural World (6 credits) (p. 27)		
Society and Culture (6 credits) (p. 27)		
Human Beings and Being Human (5 credits) (p. 27)		
Human Creativity and Expression (3 credits) (p. 27)		
Communication and Language (6 credits) (p. 27)		
Total Hours		38

Online Undergraduate Program Common Core Experience Intermediate Core Courses

Code	Title	Hours
<i>Select one from the following CCE courses:</i>		3
CCE 1020	Western Culture & Worldview	
CCE 1030	Western Thought & Worldview	
CCE 1040	Science & Humanity	
REL 1590	Heritage of Faith	3
REL 2030	Biblical Theology	3
Total Hours		9

Online Undergraduate Program Faith and Life Intermediate Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		3
REL 2590	Religious Education of Youth and Adults	
REL 2630	Communicating Bible Messages	
REL 2870	Christian Care Giving	
REL 3100	Religion in America Today	
REL 3120	Office of the Professional Church Worker	
REL 3140	Christian Ethics	

REL 3175	World Religions	
REL 3350	Life of Christ	
REL 3380	Gospel of Luke	
REL 3510	Christ's People through the Ages	
Total Hours		3

Online Undergraduate Program Natural World Intermediate Core Courses

Code	Title	Hours
<i>Science - Select one from the following:</i>		<i>3</i>
ENV 1050	Introduction to Environmental Science	
JPP 3040	Forensic Investigation	
<i>Mathematics - Select one from the following:</i>		<i>3</i>
MATH 1250	Contemporary Math	
MATH 1280	College Algebra	
BUS 3450	Business Statistics	
Total Hours		6

Online Undergraduate Program Society and Culture Intermediate Core Courses

Code	Title	Hours
<i>Select two from the following:</i>		<i>6</i>
COMM 2020	Intercultural Communication	
ECON 2200	Macroeconomics	
HIST 1099	History and Worldviews of the Western World	
HIST 1610	World Civilizations I	
HIST 1615	World Civilizations II	
HIST 2099	Historical Methodology	
HIST 2685	Faces of Culture	
HIST 3440	Age of Enlightenment	
POLS 1350	Voices in Democracy	
POLS 3590	Constitutional Law	
SOC 1010	Introduction to Sociology	
Total Hours		6

Online Undergraduate Program Human Beings and Being Human Intermediate Core Courses

Code	Title	Hours
<i>Social World - Select one from the following:</i>		<i>3</i>
COMM 3400	Gender and Communication	
HCM 3500	Eldercare	
HIST 3400	Classical Greece and Rome	
JPP 1020	Criminology	
PHIL 2560	Critical Thinking & Creativity	
PSY 2710	Social Psychology in the Workplace	
PSY 3240	Introduction to Psychopathology	
SW 3110	Human Behavior in the Social Environment I	
<i>Physical Development</i>		<i>2</i>
HHP 1115	Fit and Well	
Total Hours		5

Online Undergraduate Program Human Creativity and Expression Intermediate Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		<i>3</i>
ART 1000	Basic Art Experience	
ART 2000	Art History I	
COMM 2010	American Cinema	
ENG 1300	Literature	
ENG 1360	Literary Visions	
MUS 1171	Creative Arts: Music	
Total Hours		3

Online Undergraduate Program Communication and Language Intermediate Core Courses

Code	Title	Hours
<i>Writing:</i>		
ENG 2100	College Writing	3
<i>Select one from the following:</i>		<i>3</i>
COMM 1010	Speech Communication	
COMM 2100	Interpersonal Communication	
COMM 3100	Social Media	
COMM 3300	Technical Writing and Speaking	
ENG 2050	English Language	
Total Hours		6

Online Undergraduate Program - Transfer Core

Online Undergraduate Program Transfer Core Curriculum

Code	Title	Hours
Liberal Arts Dimensions		30
Faith and Life (6 credits) (p. 27)		
Natural World (6 credits) (p. 27)		
Society and Culture (6 credits) (p. 28)		
Human Beings and Being Human (3 credits) (p. 28)		
Human Creativity and Expression (3 Credits) (p. 28)		
Communication and Language (6 credits) (p. 28)		
Total Hours		30

Online Undergraduate Program Faith and Life Transfer Core Courses

Code	Title	Hours
REL 1590	Heritage of Faith	3
REL 2030	Biblical Theology	3
Total Hours		6

Online Undergraduate Program Natural World Transfer Core Courses

Code	Title	Hours
<i>Science - Select one from the following:</i>		<i>3</i>
ENV 1050	Introduction to Environmental Science	
JPP 3040	Forensic Investigation	

<i>Mathematics - Select one from the following:</i>		3
MATH 1250	Contemporary Math	
MATH 1280	College Algebra	
BUS 3450	Business Statistics	
Total Hours		6

Online Undergraduate Program Society and Culture Transfer Core Courses

Code	Title	Hours
<i>Select two from the following:</i>		6
COMM 2020	Intercultural Communication	
ECON 2200	Macroeconomics	
HIST 1099	History and Worldviews of the Western World	
HIST 1610	World Civilizations I	
HIST 1615	World Civilizations II	
HIST 2099	Historical Methodology	
HIST 2685	Faces of Culture	
HIST 3440	Age of Enlightenment	
POLS 1350	Voices in Democracy	
POLS 3590	Constitutional Law	
SOC 1010	Introduction to Sociology	
Total Hours		6

Online Undergraduate Program Human Beings and Being Human Transfer Core Courses

Code	Title	Hours
<i>Social World - Select one from the following:</i>		3
COMM 3400	Gender and Communication	
HCM 3500	Eldercare	
HIST 3400	Classical Greece and Rome	
JPP 1020	Criminology	
PHIL 2560	Critical Thinking & Creativity	
PSY 2710	Social Psychology in the Workplace	
PSY 3240	Introduction to Psychopathology	
SW 3110	Human Behavior in the Social Environment I	
Total Hours		3

Online Undergraduate Program Human Creativity and Expression Transfer Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		3
ART 1000	Basic Art Experience	
ART 2000	Art History I	
COMM 2010	American Cinema	
ENG 1300	Literature	
ENG 1360	Literary Visions	
MUS 1171	Creative Arts: Music	
Total Hours		3

Online Undergraduate Program Communication and Language Transfer Core Courses

Code	Title	Hours
<i>Writing:</i>		
ENG 2100	College Writing	3
<i>Select one from the following:</i>		3
COMM 1010	Speech Communication	
COMM 2100	Interpersonal Communication	
COMM 3100	Social Media	
COMM 3300	Technical Writing and Speaking	
ENG 2050	English Language	
Total Hours		6

Traditional Students

The Core Curriculum

The Core Curriculum of Concordia University takes the four following concerns as central to a student's education. The ultimate goal is to form a distinctive identity in our graduates that they may carry the university's mission out into their families, communities, workplaces, and the world at large.

Mission

As a "Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the Church and the World," the development of "mature Christian students" forms the *raison d'être* for Concordia. The Core Curriculum functions as a primary means of fulfilling this mission. A Liberal Arts education at Concordia represents a broad course of study directed at educating the whole person by developing skills necessary for future careers and providing insights that shape Christian citizens for global society.

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Programs and Majors

The Core curriculum has dual purpose as a constituent part of a student's college career: it is both preparatory for, and complementary to, the education students receive in major programs and areas of study. In its preparatory function, it serves to provide foundational skills, knowledge, and background on which programs can build. As complementary it gives students cultural context, modes of inquiry, and opportunities for spiritual growth that enhance the many vocations they will fill in life.

Development of the Individual

Luther said, "Every occupation has its own honor before God as well as its own requirement and duties." As part of our commitment to this ideal, the Core Curriculum's design provides a framework for continued learning, development, and growth in a lifelong pursuit of Vocation. This reflects our understanding that all of us are called by God to labor for the common good of society and for the welfare of our neighbor as a means to accomplish His will. The Core also provides students, through a study of the liberal arts, a broad understanding of their place in the world and a substantial augmentation to major programs of study. Thus, the Core

Curriculum provides a meaningful, unifying influence for all Concordia graduates.

Core Themes

The model of the Core outlined here is learning-centered in its structure and Christ-centered in its philosophy and approach. These six areas represent key ideas, skills, and attitudes that comprise a Liberal Arts education at Concordia. The ultimate goal is to foundationally prepare students with the skills necessary for their future careers and the insights that will shape them for vocations as Christian citizens in the global community.

Faith and Life—Students will explain and analyze the basic tenets of the Christian faith and will apply the Christian worldview to consider the paradox of humans as eternal souls in a mortal world. Students are encouraged to use this understanding to shape engagement with historical and contemporary issues in the world around them.

Natural World—Students study the laws, language, and patterns of the natural world in order to take on the responsibility of its stewardship. Students will utilize the epistemologies of science and math, that is: knowledge about the natural world can be obtained through careful observations of the natural world; the natural world operates in a way that can be understood by the development of theories that are often mathematical in nature; and appropriate manipulation of numbers is essential to gather data, frame questions, and solve logical, algorithmic, empirical, and statistical problems.

Society and Culture—Students study the human interactions that form the basis of daily life, in order to develop a sense of citizenship in a global society. This should provide context for leading impactful lives in the church and the world through individual vocation. Society and Culture focuses on structures and systems devised by humans to maintain and provide for the common good, institutions that can be governmental or non-governmental in nature, that bring people together in social, horizontal relationships.

Human Beings and Being Human—Students study the interactions among the various aspects of being human. The understanding of human health & wellness, the workings of the human body, human thought, and psychology serves as the foundation for a joyful life of service. Human Beings and Being Human focuses on what it means to be an individual, how humans interact with systems not made by humans, such as nature, geography, and stewardship, and how humans interact with God's creation. Students here grapple with the roll of humans in the physical world and the question of what it means to be human.

Human Creativity and Expression—Students explore the expression of complex aspects of human experience through a variety of media and learn to comprehend the aesthetic expression of others across time and space.

Communication and Language—Students develop skills in oral, written, multimedia, and multimodal communication. This includes knowledge of different communication systems, varied rhetorical situations/strategies and foreign languages. Courses in this area train and require students to employ cogent, coherent, and effective language for a broad range of audiences, as well as to analyze how others have communicated effectively through language and its presentation.

Students entering Concordia University without an Associates Degree, and not transferring in at least 45 credits, will be required to fulfill the Core Curriculum (p. 29).

Students entering Concordia University without an Associates Degree, and transferring in at least 59 credits, will be required to fulfill the Intermediate Core Curriculum (p. 31).

Students entering Concordia University with an Associates Degree, or transferring in at least 60 credits, will be required to fulfill the Transfer Core Curriculum (p. 34).

Traditional Students - Core

The Core Curriculum

The Concordia Core is divided into two parts: the Concordia Common Core (18 credits) and the Liberal Arts Dimensions (27 credits). The Concordia Common Core is comprised of six classes, each unique to Concordia, that cannot be transferred in; these classes are required of all students, regardless of major. Two of the classes center on the core theme of Faith; the other four classes each address two core themes. The intent is to build a sense of community, to instill a sense of what it means to be a Concordian, to provide an opportunity to present important subject matter from our distinctly Lutheran perspective. This provides a framework, a commonality, to the intellectual life of the campus. To this end, campus events are organized around selected themes that are presented in these classes.

Students entering Concordia University without an Associates Degree, and not transferring in at least 60 credits will be required to fulfill the Core Curriculum.

Code	Title	Hours
	Common Core Experience (p. 29)	18
	<i>Liberal Arts Dimensions</i>	27
	Faith and Life (3 credits) (p. 30)	
	Natural World (7 credits) (p. 30)	
	Society and Culture (3 credits) (p. 30)	
	Human Beings and Being Human (5 credits) (p. 30)	
	Human Creativity and Expression (3 credits) (p. 31)	
	Communication and Language (6 credits) (p. 31)	

Required Elements: (no additional credits hours needed)

Non Western Culture - One of the classes the student takes to satisfy the Liberal Arts Dimensions of the core must have a "Culture" designation. Selections are noted with an *. Any travel study (TS) course also satisfies this requirement.

Writing Intensive - Two courses must have a "Writing Intensive" designation, one of which must be in the core. Currently CCE1020 is being offered as a Writing Intensive Course. Some sections of REL1000 and REL1100 are also being offered as Writing Intensive.

Total Hours **45**

Traditional Common Core Experience Core Courses

Code	Title	Hours
REL 1000	The Bible (or)	3
REL 2010 & REL 2020	Old Testament and New Testament (Church Work students only)	
REL 1100	Christian Faith	3
REL 2030	Biblical Theology (Church Work students only)	
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3

CCE 1040	Science & Humanity	3
Total Hours		18

Traditional Faith and Life Core Courses

Code	Title	Hours
Non-church work students - any REL course with a number above 2030		
		3
Church work students - check with your advisor		
		3

Traditional Natural World Core Courses

Code	Title	Hours
Science Core with Lab - Select from the following:		4
BIO 1300	Essentials of Anatomy and Physiology	
BIO 1401	General Biology I	
BIO 1801	Human Anatomy and Physiology I	
BIO 2400	Botany	
BIO 2500	Zoology	
BIO 3760 & BIO 3761	Ecology of the Tropics and Ecology of the Tropics Lab *	
CHEM 1204	Elements of General and Biological Chemistry	
ENV 1400	Introductory GIS	
ENV 1800	Environmental Science	
ENV 2200	Water Quality and Aquaponics	
ENV 2500	Earth Science	
ENV 2600	Oceanography	
PHYS 1204	Introductory Astronomy	
PHYS 1514	General Physics I	
SCI 1100	Introduction to Life and Physical Sciences	
This requirement is also met by any 4-credit lab course, including some that may be required by specific majors.		
Mathematics or Computer Science - Select from the following:		
CSC 1010	Foundations of Computer Science	
MATH 1250	Contemporary Math ¹	
MATH 1190	Number Sense: Teaching Pre K-9 ²	
	or MATH 1200 Data & Space: Teaching Pre K-9	
Total Hours		7

¹ Or any MATH course above 1250, unless the student's program or major requires another class.

² Required for Elementary Education and Early Childhood

* Satisfies the non-western culture requirement in the core.

Traditional Society and Culture Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		
BIO 3730	Global Health and Disease	3
COMM 4100	Cross-Cultural Communication *	
ECON 2000	Principles of Economics	
ECON 2100	Microeconomics	
ECON 2200	Macroeconomics	
ED 1103	Human Relations for Teachers *	
ENG 2710	Topics in American Literature and Society	
ENG 2720	Topics in British Literature and Society	

ENG 2730	Topics in Global Literature and Society *	3
GEOG 2200	Cultural Geography *	
HIST 1000	Introduction to American Civilization	
HIST 1400	Historical Perspectives	
HIST 1600	Non-Western World *	
HIST 1610	World Civilizations I *	
HIST 1615	World Civilizations II *	
HIST 2200	The Civil War	
HIST 2210	Women in America	
HIST 2220	The City & American Culture *	
HIST 2400	History of Christianity	
HIST 2420	European National History	
HIST 2600	History of Food	
HIST 2605	Monsters	
HIST 2610	Sports of the World *	
HIST 2615	World of Superheroes *	
HIST 2620	Ancient Civilizations *	
HIST 2625	The Ancient World *	
HIST 2630	Modern Africa *	
HIST 2635	History & Culture of Latin America *	
HIST 2640	Modern Japan *	
HIST 2645	Modern Middle East *	
HIST 2650	Empires: East & West *	
HIST 2655	Asia on Fire *	
HIST 2660	Byzantium *	
HIST 2670	Modern China *	
HIST 2675	America and Vietnam *	
HIST 2680	Rats, Lice & Mice: History of Diseases & Epidemics *	
HIST 2690	Skull and Crossbones: History and Culture of Pirates *	
PH 1050	Introduction to Public Health	2
PH 3150	Introduction to Global Health	
POLS 1010	Introduction to Political Science	
POLS 2010	American Government	
POLS 2550	Presidency	
POLS 2850	American Politics and Health Care Policy	3
SOC 1010	Introduction to Sociology	
Total Hours		3

* Satisfies the non-western culture requirement in the core.

Traditional Human Beings and Being Human Core Courses

Code	Title	Hours
Select one from the following options:		2
HHP 1100	Stewardship of the Body (AND HHP Activity Course Or THTR 1200) or HHP 1115Fit and Well	
Select one from the following:		
COMM 3400	Gender and Communication	3
ED 1102	Foundations of Education	
EDU 1020	Human Growth and Development	

LEGL 2300	Environmental Law & Politics
Any PHIL course	
PSY 1010	General Psychology
SCI 2400	Cosmogony
SW 3110	Human Behavior in the Social Environment I
Total Hours	5

Traditional Human Creativity and Expression Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		3
ART 1000	Basic Art Experience	
ART 1010	Arts & Craft Fundamentals	
ART 1020	Digital Imaging Fundamentals	
ART 1030	Darkroom Fundamentals	
ART 1040	Drawing Fundamentals	
ART 1050	Ceramic Fundamentals	
ART 1060	Glass Fundamentals	
ART 1070	Jewelry Fundamentals	
ART 1200	Human Expression and the Arts	
ART 1500	2-Dimensional Design	
ART 1510	Observational Drawing	
ART 1550	Color Theory Application	
ART 2000	Art History I	
ART 2010	Art History II	
ART 2200	Art History Comprehensive	
ART 2500	Digital Imaging Production	
ART 2510	Ceramics: Throwing on the Wheel	
ART 2540	Mixed Media Drawing	
ART 2550	Typography I	
ART 2560	Painting	
ART 3800	Art Study Abroad	
GD 1010	Digital Design Fundamentals	
GD 1500	Digital Vector Design	
ENG 1030	Civilization & Worldviews: Literature	
ENG 2450	Art of the Personal Essay	
ENG 2460	Creative Writing	
MUS 1100	Piano Class for Beginners	
MUS 1130	Guitar Class	
MUS 1171	Creative Arts: Music	
MUS 3170	Jazz Ensemble	
MUS 3177	Falcon Pep Band	
MUS 3180	Chapel Ringers	
MUS 3181	University Band	
MUS 3182	Chapel Choir	
MUS 3183	Selah	
MUS 3184	Concordia Civic Chorale	
MUS 3185	String Ensemble/Chamber Orchestra	
MUS 4181	Symphonic Wind Ensemble	
MUS 4184	Kammerchor	
MUS 4185	Alleluia Ringers	
THTR 1000	Orientation to Theatre	

THTR 1400	Stagecraft I: Intro Stagecraft
THTR 2000	Voice & Speech for the Actor
THTR 2200	Acting I: Intro to Acting
THTR 2220	Acting for the Camera
THTR 2230	Musical Theatre and Dancing
THTR 2400	Producing Children's Theatre
Total Hours	3

Traditional Communication and Language Core Courses

Code	Title	Hours
<i>Writing:</i>		
ENG 1040	Introduction to Writing	3
<i>Select one from the following:</i>		3
COMM 1100	Public Speaking	
COMM 2100	Interpersonal Communication	
COMM 3100	Social Media	
COMM 3300	Technical Writing and Speaking	
FRE (any) *		
GER (any) *		
GRK (any) *		
HEB (any) *		
LAT (any) *		
SIGN (any) *		
SPAN (any) *		
Total Hours		6

* Satisfies the non-western culture requirement in the core.

Traditional Students - Intermediate Core

The Intermediate Core Curriculum

The Concordia Core is divided into two parts: the Concordia Common Core (12 credits) and the Liberal Arts Dimensions (27 credits). The Concordia Common Core is comprised of four classes, each unique to Concordia, that cannot be transferred in; these classes are required of all students, regardless of major. Two of the classes center on the core theme of Faith; the other classes each address two core themes. The intent is to build a sense of community, to instill a sense of what it means to be a Concordian, to provide an opportunity to present important subject matter from our distinctly Lutheran perspective. This provides a framework, a commonality, to the intellectual life of the campus. To this end, campus events are organized around selected themes that are presented in these classes.

Students entering Concordia University without an Associates Degree, and transferring in 45 to 59 credits will be required to follow the intermediate core curriculum listed below.

Code	Title	Hours
Common Core Experience (p. 32)		12
<i>Liberal Arts Dimensions</i>		27
Faith and Life (3 credits) (p. 32)		
Natural World (7 credits) (p. 32)		
Society and Culture (3 credits) (p. 32)		

Human Beings and Being Human (5 credits) (p. 33)	
Human Creativity and Expression (3 credits) (p. 33)	
Communication and Language (6 credits) (p. 33)	
Required Elements: (no additional credits hours needed)	
Non Western Culture - One of the classes the student takes to satisfy the Liberal Arts Dimensions of the core must have a "Culture" designation. Selections are noted with an *. Any travel study (TS) course also satisfies this requirement.	
Writing Intensive - Two courses must have a "Writing Intensive" designation, one of which must be in the core. Currently CCE1020 is being offered as a Writing Intensive Course. Some sections of REL1000 and REL1100 are also being offered as Writing Intensive.	
Total Hours	39

Traditional Common Core Experience Intermediate Core Courses

Code	Title	Hours
REL 1000	The Bible (or)	3
REL 2010 & REL 2020	Old Testament and New Testament	
REL 1100 or REL 2030	Christian Faith Biblical Theology	3
<i>Select two from the following CCE courses:</i>		6
CCE 1010	Christian Citizen	
CCE 1020	Western Culture & Worldview	
CCE 1030	Western Thought & Worldview	
CCE 1040	Science & Humanity	
Total Hours		12

Traditional Faith and Life Intermediate Core Courses

Code	Title	Hours
Non-church work students - any REL course with a number above 2030		3
Church work students - check with your advisor		3

Traditional Natural World Intermediate Core Courses

Code	Title	Hours
<i>Science Core with Lab - Select from the following:</i>		4
BIO 1300	Essentials of Anatomy and Physiology	
BIO 1401	General Biology I	
BIO 1801	Human Anatomy and Physiology I	
BIO 2400	Botany	
BIO 2500	Zoology	
BIO 3760 & BIO 3761	Ecology of the Tropics and Ecology of the Tropics Lab *	
CHEM 1204	Elements of General and Biological Chemistry	
ENV 1400	Introductory GIS	
ENV 1800	Environmental Science	
ENV 2200	Water Quality and Aquaponics	
ENV 2500	Earth Science	
ENV 2600	Oceanography	
PHYS 1204	Introductory Astronomy	
PHYS 1514	General Physics I	
SCI 1100	Introduction to Life and Physical Sciences	

This requirement is also met by any 4-credit lab course, including some that may be required by specific majors.

<i>Mathematics or Computer Science - Select from the following:</i>		3
CSC 1010	Foundations of Computer Science	
MATH 1250	Contemporary Math ¹	
MATH 1190	Number Sense: Teaching Pre K-9 ²	
	or MATH 1200	
	Data & Space: Teaching Pre K-9	
Total Hours		7

¹ Or any MATH course above 1250, unless the student's program or major requires another class.

² Required for Elementary Education and Early Childhood

* Satisfies the non-western culture requirement in the core.

Traditional Society and Culture Intermediate Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		3
BIO 3730	Global Health and Disease	
COMM 4100	Cross-Cultural Communication *	
ECON 2000	Principles of Economics	
ECON 2100	Microeconomics	
ECON 2200	Macroeconomics	
ED 1103	Human Relations for Teachers *	
ENG 2710	Topics in American Literature and Society	
ENG 2720	Topics in British Literature and Society	
ENG 2730	Topics in Global Literature and Society *	
GEOG 2200	Cultural Geography *	
HIST 1000	Introduction to American Civilization	
HIST 1400	Historical Perspectives	
HIST 1600	Non-Western World *	
HIST 1610	World Civilizations I *	
HIST 1615	World Civilizations II *	
HIST 2200	The Civil War	
HIST 2220	The City & American Culture *	
HIST 2210	Women in America	
HIST 2400	History of Christianity	
HIST 2420	European National History	
HIST 2600	History of Food	
HIST 2605	Monsters	
HIST 2610	Sports of the World *	
HIST 2615	World of Superheroes *	
HIST 2620	Ancient Civilizations *	
HIST 2625	The Ancient World *	
HIST 2630	Modern Africa *	
HIST 2635	History & Culture of Latin America *	
HIST 2640	Modern Japan *	
HIST 2645	Modern Middle East *	
HIST 2650	Empires: East & West *	
HIST 2655	Asia on Fire *	
HIST 2660	Byzantium *	
HIST 2670	Modern China *	
HIST 2675	America and Vietnam *	

HIST 2680	Rats, Lice & Mice: History of Diseases & Epidemics *	
HIST 2690	Skull and Crossbones: History and Culture of Pirates *	
PH 1050	Introduction to Public Health	
PH 3150	Introduction to Global Health	
POLS 1010	Introduction to Political Science	
POLS 2010	American Government	
POLS 2550	Presidency	
POLS 2850	American Politics and Health Care Policy	
SOC 1010	Introduction to Sociology	
Total Hours		3

* Satisfies the non-western culture requirement in the core.

Traditional Human Beings and Being Human Intermediate Core Courses

Code	Title	Hours
<i>Select one from the following options:</i>		2
HHP 1100	Stewardship of the Body (AND HHP Activity Course Or THTR 1200) or HHP 1115Fit and Well	
<i>Select one from the following:</i>		3
COMM 3400	Gender and Communication	
ED 1102	Foundations of Education	
EDU 1020	Human Growth and Development	
LEGL 2300	Environmental Law & Politics	
Any PHIL course		
PSY 1010	General Psychology	
SCI 2400	Cosmogony	
SW 3110	Human Behavior in the Social Environment I	
Total Hours		5

Traditional Human Creativity and Expression Intermediate Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		3
ART 1000	Basic Art Experience	
ART 1010	Arts & Craft Fundamentals	
ART 1020	Digital Imaging Fundamentals	
ART 1030	Darkroom Fundamentals	
ART 1040	Drawing Fundamentals	
ART 1050	Ceramic Fundamentals	
ART 1060	Glass Fundamentals	
ART 1070	Jewelry Fundamentals	
ART 1200	Human Expression and the Arts	
ART 1500	2-Dimensional Design	
ART 1510	Observational Drawing	
ART 1550	Color Theory Application	
ART 2000	Art History I	
ART 2010	Art History II	
ART 2200	Art History Comprehensive	
ART 2500	Digital Imaging Production	

ART 2510	Ceramics: Throwing on the Wheel	
ART 2540	Mixed Media Drawing	
ART 2550	Typography I	
ART 2560	Painting	
ART 3800	Art Study Abroad	
GD 1010	Digital Design Fundamentals	
GD 1500	Digital Vector Design	
ENG 1030	Civilization & Worldviews: Literature	
ENG 2450	Art of the Personal Essay	
ENG 2460	Creative Writing	
MUS 1100	Piano Class for Beginners	
MUS 1130	Guitar Class	
MUS 1171	Creative Arts: Music	
MUS 3170	Jazz Ensemble	
MUS 3177	Falcon Pep Band	
MUS 3180	Chapel Ringers	
MUS 3181	University Band	
MUS 3182	Chapel Choir	
MUS 3183	Selah	
MUS 3184	Concordia Civic Chorale	
MUS 3185	String Ensemble/Chamber Orchestra	
MUS 4181	Symphonic Wind Ensemble	
MUS 4184	Kammerchor	
MUS 4185	Alleluia Ringers	
THTR 1000	Orientation to Theatre	
THTR 1400	Stagecraft I: Intro Stagecraft	
THTR 2000	Voice & Speech for the Actor	
THTR 2200	Acting I: Intro to Acting	
THTR 2220	Acting for the Camera	
THTR 2230	Musical Theatre and Dancing	
THTR 2400	Producing Children's Theatre	
Total Hours		3

Traditional Communication and Language Intermediate Core Courses

Code	Title	Hours
<i>Writing:</i>		
ENG 1040	Introduction to Writing	3
<i>Select one from the following:</i>		3
COMM 1100	Public Speaking	
COMM 2100	Interpersonal Communication	
COMM 3100	Social Media	
COMM 3300	Technical Writing and Speaking	
FRE (any) *		
GER (any) *		
GRK (any) *		
HEB (any) *		
LAT (any) *		
SIGN (any) *		
SPAN (any) *		
Total Hours		6

* Satisfies the non-western culture requirement in the core.

Traditional Students - Transfer Core

The Transfer Core Curriculum

Code	Title	Hours
Liberal Arts Dimensions		31
	Faith and Life (6 credits) (p. 34)	
	Natural World (7 credits) (p. 34)	
	Society and Culture (6 credits) (p. 34)	
	Human Beings and Being Human (3 credits) (p. 35)	
	Human Creativity and Expression (3 credits) (p. 35)	
	Communication and Language (6 credits) (p. 35)	
Total Hours		31

Traditional Faith and Life Transfer Core Courses

Code	Title	Hours
REL 1000	The Bible	3
REL 1100	Christian Faith	3

Code	Title	Hours
<i>Church Work students:</i>		
REL 2010	Old Testament	3
REL 2030	Biblical Theology	3

Traditional Natural World Transfer Core Courses

Code	Title	Hours
<i>Science Core with Lab - Select from the following:</i>		4
BIO 1300	Essentials of Anatomy and Physiology	
BIO 1401	General Biology I	
BIO 1801	Human Anatomy and Physiology I	
BIO 2400	Botany	
BIO 2500	Zoology	
BIO 3760 & BIO 3761	Ecology of the Tropics and Ecology of the Tropics Lab *	
CHEM 1204	Elements of General and Biological Chemistry	
ENV 1400	Introductory GIS	
ENV 1800	Environmental Science	
ENV 2200	Water Quality and Aquaponics	
ENV 2500	Earth Science	
ENV 2600	Oceanography	
PHYS 1204	Introductory Astronomy	
PHYS 1514	General Physics I	
SCI 1100	Introduction to Life and Physical Sciences	

This requirement is also met by any 4-credit lab course, including some that may be required by specific majors.

<i>Mathematics or Computer Science - Select from the following:</i>		3
CSC 1010	Foundations of Computer Science	
MATH 1250	Contemporary Math ¹	
MATH 1190	Number Sense: Teaching Pre K-9 ²	
	or MATH 1200 Data & Space: Teaching Pre K-9	
Total Hours		7

¹ Or any MATH course above 1250, unless the student's program or major requires another class.

² Required for Elementary Education and Early Childhood

* Satisfies the non-western culture requirement in the core.

Traditional Society and Culture Transfer Core Courses

Code	Title	Hours
<i>Select two from the following:</i>		6
BIO 3730	Global Health and Disease	
COMM 4100	Cross-Cultural Communication	
ECON 2000	Principles of Economics	
ECON 2100	Microeconomics	
ECON 2200	Macroeconomics	
ED 1103	Human Relations for Teachers	
ENG 2710	Topics in American Literature and Society	
ENG 2720	Topics in British Literature and Society	
ENG 2730	Topics in Global Literature and Society	
GEOG 2200	Cultural Geography	
HIST 1000	Introduction to American Civilization	
HIST 1400	Historical Perspectives	
HIST 1600	Non-Western World	
HIST 1610	World Civilizations I	
HIST 1615	World Civilizations II	
HIST 2200	The Civil War	
HIST 2220	The City & American Culture	
HIST 2210	Women in America	
HIST 2400	History of Christianity	
HIST 2420	European National History	
HIST 2600	History of Food	
HIST 2605	Monsters	
HIST 2610	Sports of the World	
HIST 2615	World of Superheroes	
HIST 2620	Ancient Civilizations	
HIST 2625	The Ancient World	
HIST 2630	Modern Africa	
HIST 2635	History & Culture of Latin America	
HIST 2640	Modern Japan	
HIST 2645	Modern Middle East	
HIST 2650	Empires: East & West	
HIST 2655	Asia on Fire	
HIST 2660	Byzantium	
HIST 2670	Modern China	
HIST 2675	America and Vietnam	
HIST 2680	Rats, Lice & Mice: History of Diseases & Epidemics	
HIST 2690	Skull and Crossbones: History and Culture of Pirates	
PH 1050	Introduction to Public Health	
PH 3150	Introduction to Global Health	
POLS 1010	Introduction to Political Science	
POLS 2010	American Government	
POLS 2550	Presidency	
POLS 2850	American Politics and Health Care Policy	

SOC 1010	Introduction to Sociology	
Total Hours		6

Traditional Human Beings and Being Human Transfer Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		<i>3</i>
COMM 3400	Gender and Communication	
ED 1102	Foundations of Education	
EDU 1020	Human Growth and Development	
LEGL 2300	Environmental Law & Politics	
Any PHIL course		
PSY 1010	General Psychology	
SCI 2400	Cosmogony	
SW 3110	Human Behavior in the Social Environment I	
Total Hours		3

Traditional Human Creativity and Expression Transfer Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		<i>3</i>
ART 1000	Basic Art Experience	
ART 1010	Arts & Craft Fundamentals	
ART 1020	Digital Imaging Fundamentals	
ART 1030	Darkroom Fundamentals	
ART 1040	Drawing Fundamentals	
ART 1050	Ceramic Fundamentals	
ART 1060	Glass Fundamentals	
ART 1070	Jewelry Fundamentals	
ART 1200	Human Expression and the Arts	
ART 1500	2-Dimensional Design	
ART 1510	Observational Drawing	
ART 1550	Color Theory Application	
ART 2000	Art History I	
ART 2010	Art History II	
ART 2200	Art History Comprehensive	
ART 2500	Digital Imaging Production	
ART 2510	Ceramics: Throwing on the Wheel	
ART 2540	Mixed Media Drawing	
ART 2550	Typography I	
ART 2560	Painting	
ART 3800	Art Study Abroad	
GD 1010	Digital Design Fundamentals	
GD 1500	Digital Vector Design	
ENG 1030	Civilization & Worldviews: Literature	
ENG 2450	Art of the Personal Essay	
ENG 2460	Creative Writing	
MUS 1100	Piano Class for Beginners	
MUS 1130	Guitar Class	
MUS 1171	Creative Arts: Music	
MUS 3170	Jazz Ensemble	
MUS 3177	Falcon Pep Band	

MUS 3180	Chapel Ringers	
MUS 3181	University Band	
MUS 3182	Chapel Choir	
MUS 3183	Selah	
MUS 3184	Concordia Civic Chorale	
MUS 3185	String Ensemble/Chamber Orchestra	
MUS 4181	Symphonic Wind Ensemble	
MUS 4184	Kammerchor	
MUS 4185	Alleluia Ringers	
THTR 1000	Orientation to Theatre	
THTR 1400	Stagecraft I: Intro Stagecraft	
THTR 2000	Voice & Speech for the Actor	
THTR 2200	Acting I: Intro to Acting	
THTR 2220	Acting for the Camera	
THTR 2230	Musical Theatre and Dancing	
THTR 2400	Producing Children's Theatre	
Total Hours		3

Traditional Communication and Language Transfer Core Courses

Code	Title	Hours
<i>Writing:</i>		
ENG 1040	Introduction to Writing	3
<i>Select one from the following:</i>		<i>3</i>
COMM 1100	Public Speaking	
COMM 2100	Interpersonal Communication	
COMM 3100	Social Media	
COMM 3300	Technical Writing and Speaking	
FRE (any)		
GER (any)		
GRK (any)		
HEB (any)		
LAT (any)		
SIGN (any)		
SPAN (any)		
Total Hours		6

Admission Procedures

Traditional Undergraduate Programs

Concordia University admits qualified students of any race, color, or national or ethnic origin to all programs and activities and is nondiscriminatory in the administration of its policies and programs.

To be considered for admission to Concordia University a student must meet one or more of the following criteria:

1. Graduated from a regionally accredited high school or one approved by its state university.
2. Has the recognized equivalent of a high school diploma.
3. Is beyond the age of compulsory school attendance in the state in which the institution is physically located.

Requests for exceptions to these requirements may be submitted by candidates who are otherwise qualified. Concordia University reserves

the right to request additional supporting documents if there are concerns about the validity of transcripts or insufficient evidence of meeting these criteria.

Entrance Requirements

Each entering student must submit evidence of adequate preparation for college. A minimum of sixteen (16) units of secondary school work is required of which at least eleven (11) should be in basic liberal arts areas and should be distributed as follows:

- **English:** At least three units of English but four are strongly recommended.
- **Mathematics:** Two units of college preparatory mathematics, preferably, one each in algebra and geometry.
- **Social Studies:** Two units in social studies, preferably one each in world history and American history.
- **Natural Science:** Two units of science, preferably, one each in biology, physics or chemistry.
- **Liberal Arts Electives:** Two units of the same foreign language or additional units in one or more of the areas above or in fine arts.
- **Miscellaneous Electives:** Five units from any area of academic study. The student will find it to his/her advantage if the majority of this work is additional work in the areas listed above. German or Latin is recommended for the pre-seminary student.

Required is a minimum entrance grade point average of 2.5 which is based on at least:

- 3 units of English
- 2 units of Mathematics (Algebra and Geometry)
- 2 units of Science (Biology, Chemistry, Physics)
- 2 units of Social Studies (American History plus one elective)

However, certain programs require a higher grade point average. The University accepts the ESL Academic Report as satisfaction of English language proficiency for international students.

Procedure for Admission

An application should be filed during the student's senior year in high school; however, later applications may be considered if space is available. Students may enter at the beginning of any term. The formal application can be completed online through our website at www.cuw.edu/apply or www.cuaa.edu/apply.

The application consists of the following documents and information:

1. The completed application form.
2. Official secondary/high school transcript (6 or more semesters) including test records. A final transcript is to be submitted after graduation.
3. Official transcript from each college attended.
4. *(Optional)* Report of ACT scores from the American College Testing Program. Information concerning this program may be obtained by writing American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240, or may be available from the high school guidance department. The SAT (Scholastic Aptitude Test) may be accepted in lieu of the ACT. Please note, International Students are not required to take the ACT or SAT tests.
5. English: Students without demonstrated experience in an English medium academic or professional setting must present a minimum score for **one** of the following: TOEFL score of 61 on the internet

based test; an overall band score of 6 on the IELTS; an overall 55 on the PTE; 6.5 Oxford ELLT; 160/B2 First Cambridge; 53 MET (Michigan English Test); 445 KTE (Kaplan Test of English); or an overall 95 on Duolingo for regular acceptance. Admission to the School of Nursing requires a TOEFL score of > 79, an IELTS score of > 6.5, a PTE score of 61 or a Duolingo score of 100. Students may still be considered for conditional admission without providing an English test result.

Test Optional Policy

We understand that standardized test scores (SAT/ACT) do not always accurately reflect the strength of every student's academic achievements. Students applying to the university are not required to provide their SAT/ACT score as part of their application. Students with a cumulative GPA below 3.0 are recommended to submit an SAT/ACT.

Conditional Admission

Conditional admission at the undergraduate level is defined as admission to the university for students who do not meet the undergraduate admission standards (2.5 or higher cumulative GPA/ 18 or higher ACT). Upon review of a student's academic record, the Admissions Committee may grant applicants conditional admission to Concordia University.

Conditional admission requires the student to achieve good academic standing (GPA of a 2.0 or higher) and successful completion of the PROSPER Program within the first semester of enrollment. Students who are conditionally admitted may be required to fulfill stipulations specific to their program. Students who earn a semester GPA of 2.0 or higher within their first semester of enrollment are removed from conditional admission status. Failure to fulfill stipulations of conditional admission, including successful completion of the PROSPER Program, and/or failure to maintain good academic standing as an undergraduate student (GPA of 2.0 or higher) during enrollment in the first semester will result in probationary status (see the Probation and Dismissal Policy).

Non-Degree Admission

1. Individuals registering on a full or part-time basis for courses without the intention of receiving a degree are classified as non-degree students. The work can be for audit or for credit but does not automatically apply toward a degree program.
2. Non-degree students who desire to make application for acceptance into a degree program must follow the regular application procedures for degree students. At the time of such application, credits earned as a non-degree student will be reviewed and the student apprised of how the credits can be used in meeting degree requirements.

Readmission Policy - Undergraduate Programs

Students who wish to resume their studies after an absence of one year or more must submit a new application. Students will re-enter the program under the rules and regulations of the current catalog. A new evaluation form will be completed at that time. Any new course requirements in either the major or the core must be met.

Advanced Standing

The University will recognize unusual secondary school work by means of advanced placement, and will grant credit to those who have taken especially enriched or accelerated courses before entering college or who have appropriate vocational or professional experience. Applicants qualify for such credit by satisfactory achievement on college-approved placement examinations, including the College Board Advanced Placement Tests, CLEP (College Level Examination Program), or faculty-authored challenge examinations. College credit total a maximum of

30 semester credits may be earned by satisfactorily completing such examinations.

Retroactive credit is available in foreign languages, wherein credit may be given for pre-college foreign language study if the student takes the next highest level of the foreign language at this university and achieves a C or better. The student must request credit for the lower level course(s) that were bypassed.

For further information regarding how transfer credits are awarded and applied, please contact the Registrar's Office.

Transfer Policy

Transfer students applying for transfer credit at Concordia University are subject to the following requirements:

- They must furnish the Admission Office with an official college transcript from each college attended. Transfer credit may be awarded for each course in which the student received a grade of "D" or better provided that the course is similar to one being given at Concordia University or is one which could be considered an elective. Some programs may have specific grade requirements for transfer courses. The Office of the Registrar will issue an evaluation showing the transfer credit allowed established on the basis of an individual review of each student's transcripts.
- Normally only credits from a regionally accredited institution will be considered for transfer. Any exceptions will be made on an individual basis. In some cases there are articulated agreements that govern the transfer of credits.
- Transfer students must take entrance and other examinations in the same way as entering freshmen.
- Transfer credits are not used in calculating the student's grade point average.
- A maximum of 84 semester credits will be accepted in transfer.

Pre-College Program

This program allows high school students in grades 9-12 to earn high school and college credit simultaneously through dual credit; or at CUW through utilizing the Early College Credit Program (ECCP)*

The goal of the program is to help high achieving students get a head start on college, while paying a fraction of the cost for courses.

Students can enroll in courses online, face to face at the Mequon campus (CUW), Ann Arbor campus (CUAA) or blended at their high school by approved teachers. A student can enroll in two courses each semester with the ability to earn up to 36 credits total. *Additional information can be found on the Pre-College web page (<https://www.cuw.edu/admissions/undergraduate-admissions/high-school-students/pre-college.html>).*

In order to be considered for admission, you must meet the following requirements and submit the following items:

- Students must have a 3.0 grade point average in high school core academic subjects
- Typically juniors and seniors enroll but freshmen and sophomores with an 11th grade reading and writing skills may be admitted. A writing sample or test score may be required for younger students.
- A completed non-degree Pre-College application
- high school transcript

- Returning students must earn at least a 'C' grade in college courses to continue in the program

** CUW: If receiving funding through ECCP, the WAICU ECCP form is needed with approval from school district. CUAA: For state of MI funding, a qualifying college entrance test score must be submitted.*

Admission Procedures (ONLINE)

Online Undergraduate Programs

Admission Requirements

1. Complete the online application at www.cuw.edu/apply (<http://www.CUW.edu/apply/>).
2. Official transcripts from all post-secondary institutions attended. In cases where the student has less than 60 transferable credits, an official high school transcript or proof of GED must also be submitted. Students will be required to have a minimum cumulative GPA of 2.00 or above.
3. Brief video introduction recorded and submitted through applicant portal.
4. Government-issued ID.
5. International students should visit www.cuw.edu/international (<http://www.CUW.edu/international/>) to view additional admission requirements.

Admission Decisions

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

1. The student is fully admitted to the program.
2. The student is conditionally admitted to the program. 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 Status – Non Degree Seeking Student. 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.*

**If an applicant is denied and is eligible to appeal, they must write a letter to the director of admission stating their intentions and reasons for appealing the decision.*

Applications may be denied if suspected fraudulent activity or irregularities in the provided information are detected during the application process. Applicants have the right to appeal such decisions by undergoing further verification, which may include meeting with the Director or Vice President of Enrollment and submitting additional supporting documents.

Conditional Admission

Conditional admission at the undergraduate level is defined as admission to the university for students who do not meet the undergraduate admission standards (2.0 or higher cumulative GPA). Upon review of a student's academic record, the Admission Committee may grant applicants conditional admission to Concordia University.

Conditional admission requires the student to achieve good academic standing (GPA of 2.0 or higher) and successful completion of the PROSPER Program within the first semester of enrollment. Students who are conditionally admitted may be required to fulfill stipulations specific to their program. Students who earn a semester GPA of 2.0 or higher within their first semester of enrollment are removed from conditional admission status. Failure to fulfill stipulations of conditional admission, including successful completion of the PROSPER Program, and/or failure to maintain good academic standing as an undergraduate student (GPA of 2.0 or higher) during enrollment in the first semester will result in probationary status (see the Probation and Dismissal Policy).

Non-Degree Applicants

1. Individuals registering on a full or part-time basis for courses without the intention of receiving a degree are classified as Non-degree students. The work can be for audit or for credit but does not automatically apply toward a degree program.
2. Non-degree students who desire to apply for acceptance into a degree program must follow the regular application procedures for degree seeking students. At the time of such application, credits earned as a non-degree student will be reviewed and the student apprised of how the credits can be used to meet degree requirements.

Readmission Policy - Undergraduate Programs

Students who wish to resume their studies after an absence of one year or more must submit a new application. Students will re-enter the program under the rules and regulations of the current catalog. A new evaluation form will be completed at that time. Any new course requirements in either the major or the core must be met.

Concordia International Center (CIC)

Nature and the Scope of CUWAA International Services

The CUWAA Office of International Education is responsible for the internal and external international operations of Concordia University, which includes International Student Services, Study Abroad and International Relations, Programs & Partnerships. The Office of International Education is housed in the Concordia International Center (CIC) along with the Office of International Admissions.

International Recruitment and Admission is designed to provide a seamless international student experience starting with international student recruitment activities leading to comprehensive admission support through the collection of paperwork and admission counseling services. The admission team also provides immigration paperwork and support leading up to international student arrival and on-boarding at orientation.

International Student & Scholar Services (ISSS) is part of the Office of International Education, housed within the Concordia International Center, with a focus on supporting international students and scholars from orientation to graduation/post-graduation work experience. We provide advising on F- and J-visa regulations, assist with travel guidelines, serve as a liaison between academic advising and student visa compliance, offer guidance on obtaining social security numbers, assist with on- or off-campus employment for international students/scholars, and process applications for Curricular Practical Training (CPT), Optional Practical Training (OPT), STEM Optional Practical Training opportunities, and visa extensions. We offer assistance with everyday life including information on food services, housing, transportation, health insurance, banking, tax preparation and assist our international students with appropriate

referrals as needed. Our vision is to create a welcoming, supportive and culturally enriching campus experience for our international students/scholars and to build a strong global community of Concordians in mind, body, and spirit.

The Study Abroad Office links Concordia students to learning opportunities around the world, facilitating both short-term and semester-long academic programs abroad for undergraduate and graduate students. The office convenes a faculty advisory committee to assure academic excellence and oversees program evaluation, risk mitigation, faculty leader training, and travel insurance enrollment.

International Relations, Programs & Partnerships oversees Concordia's international operations and relationships and on-campus international programming. Concordia has a number of international partnerships that are designed to be sustainable, mutually beneficial relationships between two or more universities. We engage faculty and staff from both universities to design academic program offerings, provide students with a world-class education, and develop international awareness, cross-cultural sensitivity, and professional competency. We plan on-campus programming to facilitate the smooth integration of international students into the campus community, and to promote cross-cultural friendships and understanding.

Financial Aid Overview

Student Financial Aid

Concordia believes that the talents, hopes and ambitions of our students are among the most valuable resources our church and nation possess. With this in mind, Concordia continues to promote scholarship, loan, and employment opportunities for its qualified, deserving students who must find funds to attend college. The fundamental purpose of the financial aid program at Concordia is, therefore, to make it possible for students who would normally be deprived of a college education because of inadequate funds to attend Concordia. The amount of financial aid awarded is based mainly on the applicant's financial need. As a general rule the primary financial responsibility lies with the student and parents. Therefore, in order to help determine student need and make it possible to grant aid fairly, the parents of aid applicants are asked to file the Free Application for Federal Student Aid (FAFSA). On the basis of this financial information, the University is able to determine the difference between University costs and the amount a student and parents can reasonably be expected to provide. This difference is defined as need. If a student is independent according to the Federal Department of Education definition, the student would submit a financial statement without parental information.

How to Apply for Aid

A Free Application for Federal Student Aid (FAFSA) is necessary for application for scholarships, grants, loans, or employment from Concordia. These forms need to be completed annually for possible renewal of financial assistance. The FAFSA is to be completed after October 1 and returned for processing to the address indicated on the FAFSA. Signed copies of you and your parent's previous year's Federal Income Tax Returns are also required if federal verification is required. Within one month after your complete application has been received at Concordia, you will be advised as to the various types of financial assistance for which you are eligible. These include employment, loans, grants, and scholarships administered by Concordia. If you are accepted for admission, a firm financial commitment will be made to you. Students are encouraged to apply as early as they can, applications received by March 1st will receive full consideration for all Concordia assistance

which is available. Applications received after that date will be subject to the limitations of available Concordia resources. As a general rule, one half of the grants, scholarships, and loans are applied toward each semester's tuition and fees. If you have any questions or need any forms, write or phone the Financial Aid Office. Detailed information is also available in the form of a fourteen page flipchart on the CUW web site. Any of the above forms are available on the CUW Financial Aid Website.

Renewal of Financial Aid

Concordia makes every effort to continue assistance to a student through his/her years of college.

Renewal is based upon the following guidelines:

1. The non-need application must be filed with the Office of Financial Aid by January 31st (if not submitting the FAFSA). Late applications will be accepted and funded according to the availability of Concordia funds.
2. Free Application for Federal Student Aid (FAFSA) are encouraged to be filed between October 1st and March 1st in order to assure a timely application.
3. Renewal of scholarships, grants, campus employment, and loans depends upon Financial Aid, and the availability of funds and renewal criterion, including FAFSA results.
4. Any award or any portion thereof may be either declined by a student or revoked by Concordia if such assistance is not to the advantage of the student or the University.
5. As funds available must be divided among all deserving students, grants, scholarships, employment, or loans may not always be renewed in their original amounts.
6. You must be making satisfactory academic progress as defined below and maintain at least a 2.00 grade point average.

Student Financial Responsibilities

Grade level is based on the below completed credits:

Table Columns Not Defined for tbl_acceleratedlearninggradelevel
A student's financial aid eligibility may change if a student changes their schedule after the term has begun by adding or dropping courses. It is highly recommended students meet with their academic advisor and financial aid counselor prior to dropping a course or registering for courses to avoid any schedule changes during the term. If a student fails to meet academic standards (maintain a 2.0 or better cumulative GPA), he/she will become ineligible for financial aid.

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

Federal Pell Grant

This federal grant is awarded to undergraduate students on the basis of financial need and is prorated per class enrollment. The maximum amount of this grant per year is \$7,395.

Federal Direct Subsidized Loan

This federal loan may be offered up to \$5,500 per year depending on financial need and grade level. A Subsidized Loan does not accrue interest until repayment which begins 6 months after separation from the University or when a student is enrolled less than half-time (6 credits per

term). The interest rate is fixed and changes each year. Interest fees and origination fees are subject to change per acts of Congress.

Federal Direct Unsubsidized Loan

This federal loan is an additional loan for educational expenses of up to \$7,000 per year depending on eligibility and grade level. Interest begins when the loan is disbursed. Payments may be deferred while the student is enrolled at least half-time but interest does accrue during this time. Repayment with interest begins 6 months after separation from the University or when enrollment drops to less than half-time (6 credits per term). The interest rate is fixed and changes each year. Interest rates and origination fees are subject to change per acts of Congress.

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

Credits Earned	Loan	Subsidized	Unsubsidized
0-29	\$9,500 annually	\$3,500	\$6,000
30-59	\$10,500 annually	\$4,500	\$6,000
60 or more	\$12,500 annually	\$5,500	\$7,000

Financial Aid Types of Assistance

CUW Scholarships

Concordia does encourage, through scholarships, those students who present a strong composite picture of outstanding academic achievement, unusual diligence, consecrated creativity, and self-sacrificing service.

Traditional Undergraduate Scholarships – CUW

<https://www.cuw.edu/admissions/financial-aid/undergraduate/scholarships/index.html> (<https://www.cuw.edu/admissions/financial-aid/undergraduate/scholarships/>)

Traditional Undergraduate Scholarships – CUAA

<https://www.cuaa.edu/admissions/financial-aid/undergraduate/awards-eligibility/index.html> (<https://www.cuaa.edu/admissions/financial-aid/undergraduate/awards-eligibility/>)

Adult Accelerated Undergraduate & Graduate Scholarships

<https://www.cuw.edu/admissions/financial-aid/uncommon-scholarships.html>

Grants

The following grants (non-repayable funds) offered at Concordia are based primarily on the undergraduate student's demonstrated financial need.

Pell Grants

A federal Pell Grant provides funds to help pay for higher education. Awards range from \$500 to \$7,395 per year. The actual amount the student receives depends on the financial information reported on the Free Application for Federal Student Aid (FAFSA), whether a full-time or part-time student and the cost of education.

An application must be filed annually through the Office of Financial Aid, Concordia University Wisconsin.

Wisconsin Tuition Grant Program

Wisconsin residents attending Concordia University Wisconsin are eligible to apply for the Wisconsin Grant. The purpose of the grant is "to provide the Wisconsin student with greater freedom of education choice, thus enabling students to follow a path of self-development in harmony with their desires and the welfare of society." The amount of the grant is based on the student's financial need and the tuition at Concordia. Grants range up to \$4,850 per year. An application should be filed by August 1st through the Office of Financial Aid, Concordia University Wisconsin.

Supplemental Educational Opportunity Grant (SEOG)

A Federal Supplemental Educational Opportunity Grant (FSEOG) is a grant to help pay for education after high school. It is for undergraduates only and it does not have to be paid back.

Awards average \$750, depending on need, the availability of FSEOG funds, and the amount of other aid the student is receiving. FAFSA must be filed annually, are not automatically renewed, and should be filed through the Office of Financial Aid, Concordia University Wisconsin.

Concordia University Grants - Scholarships

Through the generosity of many friends of Concordia University, numerous endowments have been established. The earnings of these endowments financially assist students on the basis of merit and/or need. These grants and scholarships can be up to \$5,000 per year. Additional information about the nature of the endowments and program eligibility is available from the Financial Aid Department.

Route 36

Route 36 allows full-time traditional undergraduate students to utilize up to 36 credits of work in the fall, spring, and summer terms as part of the undergraduate tuition rate. Students must take a minimum of twelve credits in the fall and spring terms. Overload and winterim credits are not considered part of the 36 allowed total credits. Online and individualized courses will include a course fee equivalent to 25% of the summer tuition. *Please note, that this program is being taught out and students beginning in the fall of 2023 or later are not eligible- please see your academic advisor or Financial Aid for the most current policy information.

Congregational Grants

Lutheran Church - Missouri Synod

Many congregations directly assist their students with some educational expenses. Concordia encourages you to inquire about possible assistance through your pastor.

District Grants

Most districts of The Lutheran Church-Missouri Synod, through their Board of Student Aid and/or Recruitment, provide grants to students preparing for a church vocation. Grants, and on occasion loans, are awarded in amounts ranging from \$100 to \$1000 per year. The contact person and address for your district may be obtained from Concordia, your pastor, or the Lutheran Annual. Application deadlines vary by district.

Self Help

Student Employment

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

Career Services office. Concordia participates in the Federal Work Study Program, which enhances the opportunities for employment.

Loans

In some cases it is advisable for students to borrow in order to finance their education, provided they borrow only what is needed to maintain a minimum living standard. Students should use caution in borrowing and generally should not rely primarily on loans. Students who borrow will need to complete a promissory note for a Direct Student Loan through the federal web site or from the Financial Aid Office. This loan program allows students to begin repayment after they graduate or after they discontinue their education. No interest accrues for the subsidized loan while the student is enrolled in school as at least a half-time student. Repayment begins six months after the student terminates his education. A Federal PLUS loan is a program for parents. Parents may borrow up to the cost of education minus any other financial assistance and repayment begins within 60 days after the second disbursement. Interest rates and origination fees on these loans vary based on when they are first disbursed. These programs operate through Concordia's Financial Aid Office.

Employee Reimbursement

Many employers offer tuition reimbursement for students advancing their education. Students using Employer Reimbursement must have either the payment for each class or have financial aid in place on the start day of the class.

Veteran's Benefits

Concordia is dedicated to working with our Veteran students and their families to ensure affordable tuition and our education programs have been consistently recognized as a great return on investment. Veterans have numerous options using military education benefits, applying for scholarships, and utilizing financial aid if needed. Our department of specialists are dedicated to assisting you through the Admissions, Transfer, and Academic process. Our goal is to help every Active, Reserve, Veteran and their family member achieve their goal of graduating. Veterans can utilize their military experience and training to receive college credits. The Joint Service Transcript (JST) has replaced the following:

- Coast Guard Institute Transcript (CGI)
- Army/American Council on Education Registry Transcript System (AARTS)
- Sailor/Marine American Council on Education Registry Transcript (SMART)
- Air Force personnel should contact the Community College of the Air Force (CCAF) to receive transcripts.

To order your official transcript from JST, set up an account by visiting <https://jst.doded.mil/official.html> Please order a free official copy to be sent to the Mequon Campus (it will be received by the VA Certifying Official office within 48 hours).

Here is a list of Military Benefits used at Concordia University:

Federal Benefits:

<https://www.va.gov/education/#get-gi-bill-and-other-educatio>

- Chapter 30 Montgomery G.I. Bill®
- Chapter 31 Veteran Readiness and Employment
- Chapter 33 Post 9/11 G.I. Bill®
- Chapter 35 Survivors and Dependents Educational Assistance

- Transfer of Post 9/11 to Dependents (TEB)
- Chapter 1606 Selected Reserve
- Military Spouse Career Advancement Accounts (MyCAA)
- Concordia University is a Yellow Ribbon Program School

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill> (<https://www.benefits.va.gov/gibill/>)

State of Wisconsin Benefits:

<https://dva.wi.gov/Pages/educationEmployment/Education.aspx>

- Wisconsin Veteran Grant for Private Non-Profit Schools
- Veterans Education Grant (VetEd)
- Wisconsin National Guard Tuition Grant

Processing of Military Benefits:

We recommend for all veteran personnel who have not applied for education benefits, to do so at www.vets.gov (<https://www.vets.gov/>). Veterans will complete an application with their personal information and after submission, the process will review the eligibility status, and provide documentation regarding benefits that are available to use.

Active Duty Personnel

Concordia University accepts the Armed Forces Tuition Assistance (TA) Programs. This program offers eligible Army, Navy, Air Force, Marines, Coast Guard, National Guard, and Reserve members a benefit that pays up to 100% of tuition expenses for voluntary higher education taken during off-duty hours in support of professional and personal self-development goals.

Reserve Duty Personnel

Reserve personnel who are activated under Title 10 orders may qualify for the Tuition Assistance (TA) Program. Each branch of service administers its own benefits criteria, including award amounts, eligibility, restrictions, and application process.

For more information regarding the use of Tuition Assistance please visit the following website: <http://www.fafsa.com/student-financial-aid/tuition-assistance-programs> (<https://fafsa.gov/student-financial-aid/tuition-assistance-programs/>)

Veterans Benefits and Transition Act of 2018 (Chapter 31 and Chapter 33)

Allowing Veterans to attend or participate in courses pending VA payment

Background: Section 103 of Public Law (PL) 115-407, 'Veterans Benefits and Transition Act of 2018,' amends Title 38 US Code 3679 by adding a new subsection (e) that requires disapproval of courses of education, beginning August 1, 2019, at any educational institution that does not have a policy in place that will allow an individual to attend or participate in a course of education, pending VA payment, providing the individual submits a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33.

Pending payment compliance: In accordance with Title 38 US Code 3679(e), Concordia University Wisconsin/Ann Arbor adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Readiness & Employment (Ch. 31)

benefits, while payment to the institution is pending from VA. Concordia University Wisconsin/Ann Arbor will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill> (<https://www.benefits.va.gov/gibill/>)

If you have additional questions and would like to speak with someone in our Veterans Service Department, please feel free to contact our VA Certifying Officials. For CUW students, contact Barb Ellmaker at 262-243-4350 or email barb.ellmaker@cuw.edu and for CUAA students, contact Kwesi Betserai at 734.995.7396 or email Kwesi.betserai@cuaa.edu.

Financial Aid Good Standing and Satisfactory Progress Policy

Concordia University Wisconsin is required to establish and consistently apply standards of good standing and satisfactory progress to all students who receive funds from Title IV programs of federal financial assistance. These standards are applied to all students, in all levels, and in all programs, even to students in periods they are not receiving federal aid. This federal requirement is meant to ensure that only those students who make good progress toward their degree or certificate objective continue to receive financial assistance. Satisfactory Academic Progress or SAP, is run after each term where a student has enrollment. Concordia has three main semesters; fall, spring, and summer.

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

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

probationary policies are not eligible to attend Concordia or obtain financial aid.

2. **Satisfactory Academic Progress:** Satisfactory academic progress is defined as successfully completing cumulative course requirements for a minimum of 67% of the cumulative number credits attempted (this includes transfer credits that are being used towards a student's program), thereby making it possible for a student to make good progress toward a degree or certificate objective. "Successfully completing course requirements" is interpreted to mean that a grade of at least D- or P is received by a student. Incompletes, withdrawals/no credits, and audits, are considered unsatisfactory. Students repeating a course will be evaluated on the basis of whether or not the class taken in the given term is passed. However, incompletes, which are later changed into a grade of at least D- or P are satisfactory for Financial Aid Satisfactory Academic Progress policy purposes (please note that D- is only "satisfactory" by financial aid standards not by University academic standards). It is the student's responsibility to notify the Financial Aid Office of such changes to previously incomplete grades. Progress is also calculated on the basis of, the student having a cumulative GPA of 2.0 or better (including the school of pharmacy), this qualitative standard is reviewed again every term. Students repeating a course will have the lower grade omitted for cumulative calculations. Students in graduate programs (excluding the school of pharmacy) are required to have a cumulative GPA of 3.0.
3. **Normal Completion Time:** As a full-time student, your eligibility for financial aid continues for a number of years equal to 150% of the normal completion time for the degree or certificate you are seeking to earn. This is tracked on the basis of the number of credits attempted. Transfer credits that are accepted, and used towards a degree, are included in the 150% criteria. The normal completion time for particular degrees or certificates are as follows (this is calculated in years, based on a student attending full-time each term):

Degree	Time
Doctorate in Physical Therapy	3 years
Master's Degree	3 years
Master's in Occupational Therapy	6 years
Bachelor's Degree - Education	5 years
Bachelor's Degree - All Other Programs	4 years

5. **Financial Aid Eligibility Warning Statuses:** When a student does not successfully complete a minimum of 67% of cumulative credits earned versus attempted or does not have a CGPA of 2.0, a financial aid eligibility status of "WARNING" is imposed. Aid automatically continues through one semester of financial aid eligibility status of "WARNING". If a student does not make satisfactory progress during the semester of the financial aid eligibility status of "WARNING", or the student has reached the 150% of normal completion time, the student's eligibility for financial aid in later semesters is terminated. Eligibility can be regained by raising the completion rate of credits attempted to 67% and CGPA to above 2.0 (including the school of pharmacy), unless terminated for exceeding the 150% of normal completion time. The appeal procedure detailed in Section E exists for those students whose aid eligibility is terminated. Students in graduate programs (excluding the school of pharmacy) are required to have a cumulative GPA of 3.0.
6. **Appeal Procedure:** Upon receiving a completed Satisfactory Academic Progress appeal form from a student whose financial aid eligibility has been terminated according to the provisions of

section D, the Director of Financial Aid may reinstate the student's eligibility. The appeal form will be sent to the students who were terminated, by official University delivery, and must be completed by the student and by the student's academic advisor. Students can only appeal this status under one of the following extraordinary circumstances; illness, injury, death of family member or close friend, short-term hardship, change of academic major (for completion time extension), or other significant extraordinary circumstances. The appeal must also include evidence that the academic advisor believes that the student can be successful, as well as including a plan from the student detailing what the extraordinary circumstance(s) were/are and their plan to be successful in future terms. Completed appeal forms must be returned to the Financial Aid Office, and will be reviewed by the Director of Financial Aid, or their designee. The outcome of the student's appeals will be sent via official University delivery. Students reinstated will be placed on Satisfactory Academic Progress "Probation", and if they do not meet the standards in the next term will be terminated again. In circumstances where a student has appealed and is unable to meet both the 67% completion rate and the 2.0 CGPA requirements for SAP, the outcome of the appeal may include an academic plan. This plan which will be created from the SAP appeal process will outline specific criteria that a student must meet during the semesters that this plan covers. Students who do not meet these criteria will be SAP terminated. Students in graduate programs (excluding the school of pharmacy) are required to have a cumulative GPA of 3.0.

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

Student Services

Student Life

Student life at Concordia is full of opportunities for the students to find and express themselves in their own way. Indeed, the whole educational venture is directed toward and dependent upon the individual student. What happens in the classroom, in the residence halls, and in the community is what a Concordia education is all about.

This may be accomplished in many ways. Students may elect to be a part of student leadership structure and serve on one of the student activity committees. They may decide to develop skills in the performing and creative arts and take part in some of the many dramatic, musical, artistic, and literary pursuits available on campus. They may want to participate in intercollegiate or intramural athletics, religious or service activities, and social programs.

The co-curricular program at Concordia is designed to help explore many avenues.

Christian Service and Worship

Concordia, in its Christian service and worship program, endeavors to give the students a real purpose in life, to believe more firmly in the redemption wrought by Jesus Christ, and to learn to live their lives more fully and more understandingly as constrained by the love of Jesus Christ.

Chapel services are held on both campuses Monday through Friday, as well as a Sunday morning worship service at Concordia University Wisconsin. Staff, faculty and students participate in these services through songs and messages, chancel dramas and other special presentations, along with guest speakers who have broad backgrounds in Christian service.

Devotions are held in the residence halls and personal Bible study is encouraged. In the classroom environment, faculty members seek to conduct classes emphasizing Christian growth and maturity along with the attainment of academic goals. Numerous opportunities exist on and off campus for students who seek to serve the University and its larger community.

A variety of Christian service opportunities help individuals to express service through such related activities as tutoring fellow students, sharing the problems of the aged in area rest homes or joining with local churches in evangelism outreaches.

Co-Curricular Activities

The co-curricular activities of the University are under the supervision of the Vice President for Student Success. Faculty advisors and/or student leaders in the areas of Spiritual Life and Student Success do most of the planning for co-curricular activities.

Even though co-curricular activities are on a voluntary basis and no college credit is granted, except for specific music activities, students who do participate are afforded the opportunity to explore their leadership potential and learn basic skills of organization, planning, implementation, and evaluation.

Co-curricular activities include lectures, concerts, dances, exhibits, forums, and other social functions. Campus organizations and clubs include religious, music, dramatic, business, nursing and recreational.

Drama is an exciting area of campus life. Productions have included musicals, children's theatre, one-act plays and a variety of other dramatic offerings.

The Concordia student has a wide range of musical activities to choose from. The student can audition for a role in a musical drama and participate in a full range of musical activity in choral, handbell, or instrumental ensembles.

Intramurals

A healthy balance between mental and physical activity is at the root of Concordia's intramural offerings. Exercise and competition can also help men and women grow and mature, whether possessing many athletic talents or very few. The important result of participation will be fun.

To help make maximum use of leisure time, Concordia provides extensive intramural opportunities through a program of leagues, tournaments, and recreational free play.

Intercollegiate Athletics

Concordia University offers a wide variety of intercollegiate level athletic options for students. Concordia University Wisconsin competes in NCAA Division III athletics and Concordia University Ann Arbor complete in NAIA athletics. Please see our websites for a full listing by campus.

Being a Concordia athlete isn't just about out-scoring competitors in the athletic arena. It's about developing as an individual, both in and out of the game. Dedicated coaches and staff put in the time to see that you

walk away from your Concordia experience as a better athlete, a stronger Christian, and a champion of character.

Professional Counseling

At Concordia University every student receives personal consideration and attention. The Counseling Center is staffed with professional counselors who are available to our students for counseling concerns that they may have. Currently, there is no fee for counseling services. Students are referred to agencies in the community as individual needs warrant and where there are costs for service.

Computer Labs

Concordia University has several computer labs available for general use. In addition, computer lab, e-mail, and software access are accessible to all Concordia University students who fill out the Appropriate Use Agreement and agree to abide by the university's ethical use guidelines. Printing is free of charge for all students.

PC's and Mac's are available for student use in several labs on both campuses. Some labs are open to students 24 hours a day, seven days a week. In addition, Concordia University computers provide a variety of software applications.

Bookstore

The CU Bookstore is located on the Mequon Campus. Textbooks, supplies, clothing, and gift items can be purchased in the CUW Bookstore. Textbooks for the CUAA and CUW campuses are available to purchase online at cuwshop.com or via the CU Portal ==> Student Tab ==> My Books. Some titles are available on a rental basis - ideal for students who want to save some money and don't want to keep the book after the class is complete. Head to the campus store website as soon as you know your courses and section numbers to view the materials. This way you'll be most likely to snag a used copy, and you can sign up for an email alert for anything not yet available. You can choose to ship the materials to any address or have them reserved and waiting for you to pick up in the Bookstore for free. It is also a good idea to check for your books on the Bookstore website because even if the Bookstore does not have an in-store copy, there may be one in another location that can ship to your Bookstore for free pickup. The Bookstore works every angle to provide students with the best prices - from partnering with faculty to choose the most cost-efficient items - to offering used or rental books. The Bookstore also have Care Packages on our website (cuwshop.com); parents and/or students can order Care Packages to be shipped to the Bookstore for free pickup or to a student's home address. At the end of each term (or whenever you no longer need the book), the Bookstore will buy back books based on the book's current market value. If you're not in the area, visit cuwshop.com and sell your textbook(s) online.

For a listing of hours, questions, or additional information, contact the CUW Bookstore at 262-243-4349.

Academic Resource Center (ARC)

The Academic Resource Center (ARC) provides free services, programs and supports for undergraduate, graduate and online students. The Academic Resource Center is located on the Mequon & Ann Arbor campuses. For more information email Mequon campus at arc-as@cuw.edu or Ann Arbor campus at arc-as@cuaa.edu.

Tutoring - Tutoring is available for frequently requested traditional courses offered at CUW. The ARC's trained tutors help students understand course objectives, review material, prepare for quizzes and tests, and identify study techniques necessary to succeed in class.

Students are typically matched with tutors who have taken the same class and instructor the prior year. Depending upon individual needs, either peer-to-peer or small group tutoring can be arranged.

Supplemental Instruction (SI) - SI is a peer-facilitated, large group study session for courses that are historically difficult. SI leaders will collaborate with students and compare notes, discuss readings, develop organizational tools, and predict test items. It's all about insider information. Supplemental Instruction sessions are led by students who've successfully completed your course — with the same professor. Simply put: they've been there!

The Writing Center - The Writing Center serves undergraduate and graduate students in all academic disciplines. Writing Consultants are available to help with all aspects of writing, including: generating ideas, conducting research, organization, editing, revising, and more. In person and online consultations are available for individual students or small groups. Students have two options to utilize the Writing Center: they can make in-person appointments at the Mequon campus and/or they can submit their work online through the Online Writing Lab (OWL). For information on how to make an appointment or submit work online, contact the ARC for more information.

Math Drop-In Desk - The Math Drop-In Desk offers free tutoring for most 100-200 level and some 300-400 level math courses at CUW. Students may seek assistance with math questions in relation to a math course, finance/business course, or even a science course, by just dropping by. Tutoring takes place on a first-come first-served basis, in short 30-minute sessions.

Online Tutoring - Free online tutoring service staffed by trained online instructors who can tutor students in the general undergraduate subject areas of Mathematics (Algebra, Geometry, Trigonometry, and Calculus), Science (General and Organic Chemistry, Physics, Biology, Anatomy, Physiology), Business (Introduction to Accounting, Economics, Statistics, Finance), Spanish, and Writing. This service is available for students on both campuses.

Peer Academic Coaches/Mentors (PACs) - PACs mentor their fellow students to develop the executive functioning skills necessary for success in college, such as time management, note-taking, test prep, understanding your syllabus, talking to your professor, and goal setting. PACs may also connect students to other campus support services/resources. Students who are off-site and unable to travel to either campus should contact the ARC to access online workshops, videos and other resources.

For more information on these services, contact the ARC.

Accessibility Support Services

The Academic Resource Center (ARC) is home to Accessibility Services. Our office collaborates with the CUW and CUAA communities to coordinate support services and programs for students with disabilities. The ARC assists students with obtaining and implementing reasonable accommodations in accordance with Section 504 of the Vocational Rehabilitation Act, the Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendments Act (ADAAA). Any CUW/ CUAA enrolled student with a disability who requires accessible accommodations in order to obtain equal access to an education and university life and accessible educational environments, can visit our website to get registered and request accommodations: www.cuw.edu/arc or www.cuaa.edu/arc. The ARC – Accessibility Services office is

committed to students with disabilities and ensuring academic and campus life accessibility needs.

Academic Advising

Academic Advising bolsters the holistic development of Concordia students by providing comprehensive academic support toward the development, implementation, and fulfillment of academic and vocational goals. We operate from a learning-centered paradigm; in essence, through your advising experience you will learn several skills with complement your academic preparation. We recognize God created you on purpose, for purpose and thus strive to learn about your many talents, interests, and aspirations. Our goal is to help you develop an awareness of what makes you *uncommon* so harness those gifts to fully engage with meaningful learning opportunities in the classroom, in the community and in the workforce. As with your academic experience, the ultimate responsibility is upon you—the learner—to fully engage in your educational and career pursuits. We will be with you every step of the way and simply ask that you keep us informed of questions, concerns, and changes to your plans as they arise, so we may best assist you along your journey.

Career Engagement & Industry Relations (CEIR)

“The Office of Career Engagement & Industry Relations (CEIR) is designed to build a vibrant culture that blends and strengthens academic/professional development and industry relations both in and out of the classroom. This vision guides our efforts to develop access and opportunity for all students to extend their academic studies/service and connect with and learn from alumni, industry leaders, and potential employers in an intentional way.

On campus, the Career Engagement Studio is the beacon for career education and management programming and offers exceptional interactive resources and career coaching in areas of identifying God-given uniqueness, career and vocational exploration, and connecting students with workforce readiness and professional development opportunities. Moreover, the Career Engagement team and ambassadors are committed to helping all students and alumni assess key aspects of their aspirational design that will impact career choices; explore and reality test career options; make career decisions and develop action plans; prepare for their chosen career; make the transition from college to career or grad school successful; and, effectively induct into their first career destination as well as subsequent jobs. The success of the Career Engagement Studio, in collaboration with other factors in the University such as committed faculty, exists to equip our students to discern and obtain work that is a calling, empowering them to steward their strengths and confidence for service to Christ in the Church and the world.”

Housing

Residence halls at Concordia are in a real sense living/learning centers. We have mini-communities largely directed and managed by students serving in the capacities of Resident Assistants.

All rooms are suite style, one resident to a room. The University provides a desk, chair, wardrobe, and bed. The resident must furnish his/her own desk lamp, blankets, linens, pillows, towels, and toilet articles. All residential students are required to have a meal plan. Students who desire to stay in University housing should obtain further information from the Office of Residence Life. Each resident must submit an application and sign a housing food contract before receiving a room assignment.

Center for Academic Advising & Career Engagement (CAACE)

The Center for Academic Advising & Career Engagement (CAACE) bolsters the holistic development of Concordia students and alumni by providing comprehensive academic and career support toward the development, implementation, and fulfillment of academic, career, and vocational goals. This mission is enhanced by the myriad of partnerships we have built both on campus and in the extended Concordia community.

By connecting with alumni and community partners throughout their academic and career journey, students complement their classroom learning with experiential learning. These opportunities help student gain valuable experiences to enhance their resume and refine their networking abilities; two critical components in their career toolbox.

Departmental Structure

The CAACE team is comprised of staff who serve in varying capacities of academic and career advising. On the CUW campus, some advisors serve students as Academic & Career Advisors, primarily serving students in their first two years of their undergraduate program. Some Academic & Career Advisors primarily serve post-traditional students, both undergraduate and graduate, throughout the duration of their academic program.

Residence Life

Concordia University seeks to provide a quality, caring residential community for students which supports their academic goals and personal development. Living on campus provides a meaningful compliment to the classroom experience and shapes our learning community in ways that encourage holistic development. In line with this concept, Concordia University requires all full-time first-year and second-year, degree-seeking students to live in university residence halls. Research across the United States over the last 30 years has provided compelling evidence that students who live in university-provided housing perform better academically, and enjoy a higher degree of satisfaction with their college experience, than students who live off-campus or commute.

Specifically, the housing policy applies to students who are first-year and second-year traditional undergraduate AND are 20 years of age or younger as of the first day of classes of the academic year in question.

A student is eligible to request an exemption from the residency requirement if:

- The student is married or getting married before the start of the semester;
- The student, because of a disability, provides the University with appropriate documentation for reasonable accommodations that the University is unable to provide;
- The student resides within 20 miles, measured by driving distance, of the campus with their parents (father, mother, or stepparent) or an immediate family member (grandparent, or a sibling who is 22 years of age or older);
- The student has extreme financial hardship condition based on similar guidelines for Financial Aid;
- The student is a parent or primary care-giver to a child.

Students living in Concordia's residence halls are held accountable for the Code of Student Conduct and all Concordia residence hall procedures, and policies stated in the Academic Catalog, and added to them in the future. Any student approved for a housing exemption based on residing within the proximity of the campus with parents or an immediate family

member, but is later found to be residing elsewhere, will be subject to the requirement to move back on campus with applicable room and board charges and for violating the Code of Student Conduct. Students whose Residence Hall and Food Service Agreement is terminated by the University due to violation(s) of the Code of Student Conduct are responsible for payment of all housing costs associated for the entire academic year in which the violation(s) took place.

Residency Policy Exemption Applications must be completed and approved. Students can find the Exemption Application on the StarRez Housing Portal. Exemptions to the residency requirement are not guaranteed and will be examined according to housing capacity needs and documentation provided. All exemptions are made at the sole discretion of the Housing Appeals Committee. The University reserves the right to deny housing to any applicant. These policies apply to all prospective students beginning in the fall of 2025 and moving forward.

Housing placement decisions are made based on student answers to the roommate questionnaire, hall preference (and availability), student gender and age, and roommate request(s). CUWAA makes every effort to house students with roommates of similar interests and lifestyle; however, the Director of Residence Life reserve the right to deny a student's hall, room, or roommate(s) request when circumstances dictate.

CUW has 8 different residence halls, each with its own unique characteristics. There are singles, doubles, triples, quads and suite-style rooms. The University provides a desk, chair, wardrobe, and bed for every student. All residential students are required to have a meal plan. Each student is required to sign an annual room and board contract and submit a one-time housing deposit of \$300. Students can find further information by contacting Residence Life by email at residence.life@cuw.edu or by calling 262-243-4328.

Library Services

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

Student Wellness

The mission of student wellness is to foster the well-being of mind, body, and spirit for all our students. Through Student Wellness, students have access to our on-campus Student Wellness, Health, and Counseling centers for any health needs students may experience at CUW. Student Wellness is the place to start when looking for mental health and wellness support for students.

Student Health Center at CUW

The Student Health Center (SHC) is a convenient, efficient, confidential and affordable health care clinic right on campus, located in the Student Life corridor. Staffed by nurses, nurse practitioners and physician assistants, the SHC strives to work in partnership with students to meet student's health care needs while on campus.

We offer many services, including:

- Assessment, diagnosis and treatment of illness/injury
- Complete physical exam for program of study, athletic requirement and annual physical

- Diagnostic testing (strep, mono, influenza, COVID, UTI, STI, ECG, drug screens, etc.)
- Immunizations, over-the-counter medications, prescriptions
- Wellness education and support, nutritional counseling
- TB screening & testing
- Pre-travel assessments & immunizations
- Referrals to and collaboration with CUW's counseling center and local medical and mental health professionals as needed

Hours of operation are Monday through Friday from 9:00 am - 4:00 pm. Appointments are required. There is no office visit charge and no limited number of appointments per semester. Minimal charges for diagnostic testing, medication and complete physical exams are billed to student's CUW account after discussion and consent from patient.

Every CUW student is encouraged to carry adequate health insurance that provides coverage in Southeastern Wisconsin. There is a voluntary WPS student health insurance plan available to interested students. For information regarding coverage, rates and application, please visit www.wpshealth.com/waicu/ (<http://www.wpshealth.com/waicu/>)

Appointments may be made by calling the Student Health Center at 262-243-4574. Please reach out with any concerns/questions/needs and the staff of the SHC will be happy to assist.

Student Success Policies & Procedures

Policy for Cultural and Religious Events on Campus

CUWAA seeks to support all of our students, domestic and international, as they live and study in our community. We do this as a Lutheran institution of higher education, committed to the saving Gospel of Jesus Christ as the only way to salvation. This policy is meant to guide our efforts to support and welcome our students while remaining faithful to our belief in Jesus as the Savior of the world.

- We aim to provide students with opportunities for cross-cultural events. Often these events allow students to share elements of their culture (food, customs, etc.) with the rest of our student body. In this way we seek to broaden the cultural literacy of all our students through non-religious cultural activities.
- As a Lutheran University, we do not observe, celebrate, promote, or participate in festivals, holidays, ceremonies, or worship from non-Christian religions or other denominations. We do not do or say anything to suggest that we are participating in such religious observations. Our institution provides space for robust theological education, including opportunities in our academic classes for the study of other religions. Per federal law, the university does not prohibit our students from practicing their religion. However, we do not provide resources for any religious practice that does not align with the Lutheran Confessions on campus.
- We strive at all times to witness to our students about the saving love in Christ Jesus for all people.
- For questions regarding any part of this policy, including questions on the nature of a particular holiday, proposed activities, etc. contact the Vice President of Mission and Church Relations or the Campus Pastor before scheduling or promoting an event.
- Refer to Related policies for further guidance on:

- Social media
- Publicity
- Student life events

Scripture references shaping policy:

- Acts 4:11-12
- John 14:6
- I John 4:1-3; 13-15
- Exodus 20:1-6

Student Clubs and Organizations Request for Affiliation with National Organizations

Introduction

The goal of this document is to create a streamlined process for nationally affiliated clubs and organizations to become officially chartered at Concordia University-Wisconsin & Ann Arbor (CUWAA).

It is evident to students that nationally affiliated clubs and organizations would make a great positive impact on CUWAA's student life and academic pursuits. Although such clubs and organizations offer multiple benefits, it is important to note that they may challenge Scripture and the confessions of the Lutheran Church – Missouri Synod.

CUWAA expects that the national organization will fully support and follow the policies and best practices of Concordia University, especially regarding local autonomy. If the national organization cannot demonstrate its ongoing support of the University mission, values, and policies, including local student decision-making, program planning and funding, the student organization, as an affiliate of the national organization, may not be permitted to continue.

Student organization members and officers should be aware that the organization and officers may be held responsible for injury or loss to others arising from their operations and activities. Therefore, officers and members should consider whether they need liability insurance to protect the organization, its members, or officers. Organizations should check with national chapters and their associations to see if plans are available to them.

The Student Code of Conduct and all other Concordia University policies supersede and preempt all conflicting policies and/or decisions made by the national organizations.

Definition of a Club or Organization

A student Club or Organization is any group that has been approved by either the Student Success Council or Academic Council that supports a student interest or affinity group. These entities are required to have followed all University regulations on formation and annual reorganization status. Unlike individual students, only University recognized Clubs and Organizations may reserve space, publicize events, have University recognized logos and request cords at graduation.

Student clubs and organizations that are academic in nature (e.g., academic honor societies, clubs affiliated with specific academic programs or professions) will be reviewed by the Academic Council; all others will be reviewed by the Student Success Council.

Overview of approval process

A student group wishing to have a club or organization approved by CUWAA must follow the steps outlined below:

1. Complete the application. Applications will only be considered when all parts are complete, including attachments that must include a letter from the parent or national organization. When referring to its relationship to the university, an Affiliated Student Organization must use 'the student chapter of (organization) at Concordia University Wisconsin & Ann Arbor.'
1. Submit the completed application to the Student Organization Review committee (see below). The Review Committee will determine whether the organization aligns with Concordia's mission and values, and will recommend approval, where warranted, to either the Student Success Council or the Academic Council. The Committee can choose to approve, deny or ask for modifications with respect to applications.
1. The review committee will submit the completed application to the Academic Council or the Student Success Council for formal approval. If approved, the new club/organization will be recognized by CUWAA. Denied groups will be referred to the student submitter and requests for modifications will be sent back to the student submitter with recommendations for changes.

Annual requirements

After the initial approval, approved clubs and organizations are required to resubmit a completed updated application to the Review Committee each year by June 1st. Clubs who do not refile will be considered out of compliance and will automatically be unchartered.

Role of Review Committee

The Review Committee will include the following 5 members: One member from Student Government, appointed jointly by the SGA presidents from both campuses; A student life representative from each campus, appointed by the Vice President of Student Success; the Vice President of Mission and Identity, and an academic representative appointed by the Vice President of Academics.

The Committee will appoint a chair responsible for scheduling meetings to review and vote on all applications, new and renewals. Meetings will be scheduled as needed based on submissions, within two weeks of receipt of any application completed. The Review Committee will review all applications to ensure they are complete and determine if the parent organization has views or policies that are contrary to Scripture and the confessions of the Lutheran Church-Missouri Synod.

Alcohol & Student Social On and Off-Campus Events

As Christians, we view the care of our bodies as part of our total context for life. God in His Word gives life and sustains it (Genesis 1:27). He affirms the proper and good care of our bodies as His temple (1 Corinthians 6:19-20). As such, He forbids misuse, overuse, and abuse of substances that are harmful for our bodies (2 Corinthians 7:1). Further, God invites and commands us to care for each other, assisting our neighbor in avoiding the abuse of any drug or substance that harms the body and the mind (John 13:34-35). Therefore, Concordia University is a drug-free and dry campus. Use, possession, manufacturing, and distribution of alcoholic beverages, and possession of alcohol containers on University premises is prohibited.

The University may permit registered and approved student-events, which are held on or off-campus, that include the legal distribution of alcoholic

beverages. The sponsors of these events must first obtain approval from the University President, complete an event with alcohol form, adhere to the process outlined below, and abide by the regulations for all registered campus events. Permission from the University President is required for alcoholic beverages to be served at any University sponsored student event on or off campus.

There is a responsibility shared by all members of the University community for individual behavior. Student groups, organizations, or clubs which sponsor social events are also responsible for the behavior that occurs at their events.

Regulations for registered and approved event(s) with alcohol:

- Non-alcoholic beverages and a sufficient quantity of food must also be available at all events with alcohol at no additional cost to the student.
- Alcoholic beverages may not be removed from the designated area of the event.
- Whenever alcoholic beverages are to be served at an event, the sponsoring group must hire a bartender who is responsible for serving alcoholic beverages to persons who demonstrate that they are 21 years of age or older. Students 21 or older will be given a wristband to wear with two drink tabs attached.
- The bartender will be responsible for checking student IDs to verify those who are 21 or older. Event participants may not serve themselves or others any alcoholic beverages.
- Alcoholic beverages will only be served to persons 21 years of age or older who have proper identification and the amount to be served may be limited. Alcoholic beverages will be distributed according to the following procedure:
 - Students over the age of 21 will receive wristbands containing up to two tickets;
 - Each ticket is redeemable for one drink, for up to 2 drinks per event;
 - Alcohol options are limited to beer and wine. No single shots, mixed drinks, or hard seltzers will be served.
 - No person showing any signs of intoxication will be served alcoholic beverages at any time.
 - Only one alcoholic beverage at a time may be served to each person attending the event.
 - Serving alcoholic beverages at events with alcohol must stop at least one hour before the event's scheduled end-time.
- Disruptive behavior shown by students will be reported to venue staff and University chaperones. The disruptive student will be removed from the venue space and transported back to campus, if at an off-campus event.
- If the event is for traditional undergraduate student, the sponsor of the off-campus event must provide free transportation, that has regular pick up and drop off throughout the event, to attending students.
- The sponsor of the event must provide an emergency plan, in conjunction with University chaperones, in the event a student is injured and/or intoxicated at the venue.

Regulations for event(s) where alcohol may be accessible to students:

- Disruptive behavior shown by students will be reported to venue staff and University chaperones. The disruptive student will be removed from the venue space and/or transported back to campus, at their own cost.

- The sponsor of the event must disclose that alcohol will be accessible and the following statement:
 - Students of legal drinking age, 21, will be allowed to purchase alcoholic beverages responsibly. Students who are not of legal drinking age, 21, are not allowed to purchase alcoholic beverages. If you are returning to campus after the event, please note that CUW is a dry campus and alcohol is not allowed on campus and/or the bus.
 - Students who choose not to follow this policy will be referred to the Dean of Students and will face disciplinary action. Remember you are representing not only yourself but also Concordia University. Please be respectful and show good manners to those you interact with during your trip.

Student Organization, Club, and Athletics Travel Policy

Concordia University Wisconsin & Ann Arbor (CUWAA) seeks to promote safe travel to events and activities occurring beyond the boundaries of University property. As such, this Policy applies to students traveling for various University purposes, including recognized student organizations/ clubs, and University athletics. Accordingly, prior to travel, each trip will be reviewed and approved by the advisor, trip leader, or designated University official based on several factors, including distance, route, departure times, weather, number of drivers, etc. No student will be permitted to travel without prior approval from the advisor, trip leader, or designated University official, or necessary waiver (as applicable). Travel approval does not eliminate the responsibility of the advisor, trip leader or organization members to make sound decisions during the trip and reduce their amount of travel for a given day if conditions dictate.

Examples of activities and events that fall under this Policy include, but are not limited to club sports trips, the activities of recognized student organizations, University athletic competitions, student government-funded travel, and in situations where a student or recognized student organization officially represents the University, e.g., academic team competitions, conferences, and other programs. Travel must be consistent with the organization's mission/purpose. Travel must be planned so as not to create an undue interference with academic responsibilities.

Travel/Trip Cancellation

Concordia reserves the right to make cancellations, changes, or substitutions in emergencies or changed conditions or, in the interest of each group, prior to trip departure. Concordia also reserves the right to alter travel plans throughout the trip in the event of an emergency or in the best interest of the group.

Advisor/Chaperone Requirements

The necessity of a University representative on a student organization trip is dependent on the nature, destination, and duration of the trip. A University representative, preferably the organization's advisor, if required, should chaperone the trip. If the advisor is not available to travel with the student organization, they can assign full-time Concordia University faculty or staff member as a chaperone. The chaperone will be responsible for ensuring the safety of the students on the trip as well as being the point of contact between the student organization and the University.

An Advisor / Chaperone will be in attendance for one or more of the following traveling conditions:

- Student Organizations travels further than 150 miles
- Student Organizations traveling internationally
- Student Organizations traveling by air
- Student Organizations traveling with more than 6 students

For trips not requiring an advisor / chaperone, the student responsible for organizing the trip (Trip Leader) must be present during all phases of the trip. The University reserves the right to require an advisor / chaperone for any student organization trip.

Trip Leader Role

In instances where a trip is planned an advisor / chaperone is not required, the student organization must have a designated Student Trip Leader responsible for all facets of trip planning.

The Student Trip Leader will work with the advisor on the trip details prior to the event in which the trip is needed. The University regards the trip leader as the primary contact for the group. This individual must be accessible by cell phone during the trip and must take a copy of the travel itinerary with them on the trip.

University Provided Transportation

The use of transportation provided by the University is strongly encouraged for student travel, but not always possible. Circumstances may occur where a student may need to drive separately from the University provided transportation. Anyone who chooses to use non-University provided transportation does so at their own risk. If a privately-owned vehicle is used for traveling to/from University event the following requirements must be met:

- The advisor, trip leader, or University official must be informed of the plan to drive separately.
- The vehicle must be insured for liability with limits of at least \$300,000 per accident.
- The insurance carried by the owner of the vehicle is primary, and the University's insurance will not cover any accidents. In some cases, the University insurance will cover once the limits of the owner's policy are exhausted.
- The vehicle must be current on all maintenance.
- If the vehicle is owned by someone other than the driver, the owner must give permission for its use.

All student clubs, organizations, and athletics teams must adhere to the University's policy regarding vehicle and driver safety policy and complete the required steps to drive on behalf of the University. The Vehicle and Drive Safety Policy can be found on the forms repository on the CUWAA portal.

Logo Approval & Usage Policy

Definition and Approval Process

A logo is a symbol or design adopted by a University entity, including official University clubs, organizations, and academic programs, etc. to visually represent the entity itself. This includes any marks, seals, logos, or any other graphics, designs, artwork, or the like.

All University recognized clubs, organizations, academic student groups, academic programs, departments, and Student Government Association-sponsored clubs must seek logo approval before its use from the Concordia University Logo Approval Committee. This Committee of five members includes the University Lead Creative Designer (Chair), Dean of

Students (one from each campus for total of two), Campus Pastor (one from either campus for a total of one—Appointed by the Vice President of Student Life), and the Assistant Vice President of Academics for Student Success. The decision of the committee is final. The committee also reserves the right to revoke a previously approved logo.

Prohibited Use

No Endorsements

Neither the name of the University nor any University logo, may be used in any way that states or implies endorsement of a commercial product or service, gives a false impression, is misleading, or could cause confusion regarding the University's relationship with any person or entity.

Mission & Identity

Logos are intended to present an image that is consistent with the University mission, as well as the confession and practice of the Lutheran Church-Missouri Synod. The Committee reserves the right to prohibit other uses which it deems inappropriate as being inconsistent with the identity and/or mission of Concordia University and/or the Lutheran Church-Missouri Synod.

General Prohibited Use

Logos may not include any words or symbols using profanity, vulgarity, or sexually suggestive language or images; racial, ethnic, gender, or religious insensitivity; name, likeness, or unapproved use of a logo of a national organization; content including the likeness or suggestion of alcohol or other drugs and related paraphernalia, or anything that violates the Code of Student Conduct is prohibited. Any unapproved logo conflicts with the Student Code of Conduct, and permission for use will be restricted.

Trademark & Copyright

The student organization must ensure that any requests for designs containing non-University names and marks, seals, logos or other graphics, designs, artwork, or like (e.g., "Clip Art") include written permission from the owner or evidence that such permission is not required. A statement signed & dated by the author, indicating they grant full rights to the University and the student organization to use their original work, is required before presenting the design to the University Lead Creative Designer for approval. An original artwork permission statement is included in the student organization logo application.

The Concordia University Logo Application can be found on the CUW (<https://www.cuw.edu/about/offices/compliance/logo-approval.html>) and CUAA (<https://www.cuaa.edu/about/offices/compliance/logo-approval.html>) website.

Hazing Policy

Policy Statement

This policy prohibits Hazing of any kind at Concordia University Wisconsin and Ann Arbor (CUWAA). This policy applies to all faculty, staff, students, student organizations, athletic teams, CUWAA recognized groups, volunteers and alumni of CUWAA. CUWAA has jurisdiction under this policy whether the conduct occurs on or off-campus.

Definition of Hazing

Hazing is any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against another

person or persons regardless of the willingness of such other person or persons to participate, that—

1. is committed on or off-campus, by an individual or group of individuals in connection with recruitment, initiation into, rite of passage, affiliation, or the maintenance of membership in a CUWAA recognized group, student organization, athletic team, or other group; and
2. causes or creates a risk, above the reasonable risk encountered in the course of participation at CUWAA or the groups, organizations, or team (such as the physical preparation necessary for participation in an athletic team), of physical or psychological injury including—
 - whipping, beating, striking, electronic shocking, placing of a harmful substance on someone's body, or similar activity;
 - causing, coercing, or otherwise inducing sleep deprivation, exposure to the elements, confinement in a small space, extreme calisthenics, or other similar activity;
 - causing, coercing, or otherwise inducing another person to consume food, liquid, alcohol, drugs, or other substances;
 - causing, coercing, or otherwise inducing another person to perform sexual acts;
 - any activity that places another person in reasonable fear of bodily harm through the use of threatening words or conduct;
 - any activity against another person that includes a criminal violation of local, State, Tribal, or Federal law; and
 - any activity that induces, causes, or requires another person to perform a duty or task that involves a criminal violation of local, State, Tribal, or Federal law;
 - causing, coercing, or otherwise inducing activities that endangers the mental or emotional health;
 - any activity that creates an atmosphere for potential or actual humiliating, intimidating, degrading, or demeaning treatment; and
 - any activity that compromises the academic mission and/or reputation of CUWAA, or violates any CUWAA policy.

Examples of Hazing

Hazing includes, but is not limited to:

- All forms of physical activity deemed dangerous or harmful;
- The application of foreign substances to the body;
- Scavenger hunts involving illegal activities, kidnapping, or ditching a member of the community;
- Depriving students of sleep;
- Participation in any act of a sexual nature;
- Not providing decent and edible foods;
- Physical assault and/or abuse to the body by others and/or using object(s);
- Depriving students' means of maintaining personal hygiene;
- Forcing, coercing, pressuring, or requiring students to consume alcohol or foreign or unusual amounts of substances;
- Nudity or forcing students to dress in a degrading manner; and/or
- Psychological hazing: any act which is likely to compromise the dignity of a student; cause embarrassment or shame to a student; cause a student to be the object of ridicule or malicious amusement; or inflict psychological or emotional harm.

Accountability

No faculty or staff member, student, student group, athletic team, CUWAA recognized group, volunteer, or alumni shall engage in or participate as a witness in Hazing.

Student organizations, athletic teams, and CUWAA recognized groups whose members engage in Hazing will be held accountable as an organization, team, or group for Hazing. Individual student members, advisors, and coaches of such organizations, teams, and groups will also be held accountable for Hazing.

Justifications or excuses cannot be used to avoid responsibility for Hazing. Specifically:

- Unofficial Status is Not a Defense- Even if the hazing activity was not an official event of an organization or was not formally approved by it, those involved are still responsible for their actions.
- Consent is Not a Defense- Even if the person being hazed agrees to participate, that does not excuse the behavior or make it acceptable.
- Passive Presence is Not a Defense- Simply being present while hazing occurs, even without actively participating, does not absolve someone of responsibility.
- Apathy or Complicity is Considered Hazing- Ignoring hazing or failing to intervene when witnessing it is also considered a form of participation and is not a neutral act.

Reporting Hazing

Allegations of Hazing, including anonymous allegations, may be reported at any time via an online reporting form or calling Concordia Wisconsin Campus Safety 262-243-4344 or Concordia Ann Arbor Campus Safety 734-995-7502. In addition, allegations of Hazing may be reported to the Mequon Police Department 262-242-3500 or the Ann Arbor Police Department 734-994-2911 or always 911 in an emergency.

The Dean of Students, or designee will investigate the Hazing complaint in accordance with the Code of Student Conduct process and procedures.

Consequences of Violating This Policy

Failure to comply with this policy will result in disciplinary action. Disciplinary action may include, but is not limited to:

- Suspension or expulsion for students,
- Suspension or de-recognition for student organizations, CUWAA recognized groups, athletic teams,
- Campus Ban for volunteers or alumni.
- Suspension without pay, or termination of employment or association with CUWAA for employees, in accordance with applicable staff and faculty disciplinary procedures.

Hazing is also prohibited by the criminal laws of Wisconsin and Michigan: Wisconsin statute 948.51 (<https://docs.legis.wisconsin.gov/statutes/statutes/948/51/?view=section>) or Michigan statute 750.411t ([https://www.legislature.mi.gov/Laws/MCL/?objectName=mcl-750-411t#:~:text=750.411t%20Hazing%20prohibited%3B%20violation,the%20hazing%20of%20an%20individual.\),\(https://www.legislature.mi.gov/Laws/MCL/?objectName=mcl-750-411t#:~:text=750.411t%20Hazing%20prohibited%3B%20violation,the%20hazing%20of%20an%20individual.\)](https://www.legislature.mi.gov/Laws/MCL/?objectName=mcl-750-411t#:~:text=750.411t%20Hazing%20prohibited%3B%20violation,the%20hazing%20of%20an%20individual.),(https://www.legislature.mi.gov/Laws/MCL/?objectName=mcl-750-411t#:~:text=750.411t%20Hazing%20prohibited%3B%20violation,the%20hazing%20of%20an%20individual.))) also known as Garret's Law. CUWAA may refer the matter for criminal prosecution

depending on the nature and extent of the Hazing. Those responsible for Hazing may also be personally liable under civil law.

Mandatory Hazing Prevention Training

Mandatory Hazing Prevention Training is required for all faculty, staff and students.

At the start of every academic year, Student Success will provide hazing prevention education to all incoming students through on-line training courses. The Human Resources Department will provide hazing prevention education to all new hires upon employment at the institution.

Technology Requirements

Technology Requirements

Student laptop requirements needed for taking classes at Concordia University:

Windows

Operating System: Windows 10 Home, Pro, Ent

Processor: Core- minimum i3, recommended i5, highly recommended i7 or i9

Memory: 8 GB or higher, recommended 16 GB

Hard Drive: 250/500 GB or higher, recommended SSD

Graphics Card: Integrated min 512 MB video memory or higher, recommended HD

Wireless: 802.11

Camera with Microphone: Required

Battery: Minimum life of 2 plus hours

Warranty: Highly recommended 3 year

Apple

Operating System: Apple OS X 10.13x or higher

Processor: Core- minimum i3, recommended i5, highly recommended i7 or i9

Memory: 8 GB or higher, recommended 16 GB

Hard Drive: 250/500 GB or higher, recommended SSD

Graphics Card: Integrated min 512 MB video memory or higher, recommended HD

Wireless: AirPort

Camera with Microphone: Required

Battery: Minimum life of 2 plus hours

Warranty: Highly recommended 3 year

Optional, but recommended:

- USB Flash Memory Storage Device or External USB hard drive for data daily backup
- Antivirus and Malwarebytes (Windows does come with free Anti-virus)

Software required and supplied by Concordia University:

- Microsoft Office 365 (download / instructions) (https://www.cuw.edu/academics/services/technology-services/_assets/Office365-Student.pdf)
- Zoom (download / instructions) (<https://cuwaa.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=0bba12c9-34cf-49ee-b06d-aa7100c8b7cc>)
- Respondus Lock Down Browser (download / instructions) (<http://celt.cuw.edu/respondus-monitor/>)

Please Note:

- Listed are University minimum recommendations. Specific programs of study may have additional technology needs. Please visit our website (www.cuw.edu) and your program for more details
- Chrome Books, iPads, tablets or similar units are useful tools, but do NOT meet all course requirements
- For Mac users that need access to Windows, click here for BootCamp setup instructions (https://www.cuw.edu/academics/services/technology-services/_assets/BootCampInstructions.pdf)
- Although a laptop is recommended, online students may use a desktop. The requirements above still apply

If you have related questions or have concerns about the affordability of this requirement, please contact Assistant Vice President of Academics for Student Success, Dr. Elizabeth Polzin at Elizabeth.Polzin@cuw.edu. Specific questions regarding technology should be directed to your program chair and/or Technology Services.

Student University Email

Students will receive an email account upon enrollment and will retain it as long as they remain enrolled at the university.

- Students who withdraw from the university will have their email accounts deactivated.
- Students who are on an approved leave of absence will retain access to their cuw.edu or cuaa.edu email address.
- Students who graduate from the university will retain their email accounts for one year after graduation. However, access to many applications, such as Zoom and Microsoft Office, will be discontinued for cybersecurity and licensing reasons.

Prior to deactivation, each student is responsible for moving personal emails to a personal account (e.g. Google, Yahoo, etc.). Each student is also responsible for changing the primary email address on all external accounts (e.g. Google Drive, Dropbox, etc.) BEFORE the student's last day of enrollment

Transfer Credit Policy and Options

A student may be allowed credit for work completed at the undergraduate level before enrolling at Concordia University Wisconsin / Ann Arbor (CUWAA). In some cases, an articulation agreement may govern the transfer of credits. In the absence of an articulation agreement, the following requirements are established.

- College level courses taken at CUWAA, no matter the format, are considered 'residency' courses. Some pre-identified continuing education unit (CEU) credits taken through CUWAA Continuing Education Studies may be used for transfer credit. CEU credits cannot be used to fulfill residency requirements.

- A maximum of nine Concordia undergraduate level academic credits may be fulfilled by the CEU to academic credit transfer gateway.
- To be considered for CEU transfer credits, a student must complete the continuing education offering(s) with a passing grade of "B" or better.
- Prospective students have one year to apply to either a certificate or degree program and pay the required CEU to academic credit transfer fee of \$1500.
- Any credit awarded through this avenue only qualifies toward a CUWAA degree and is not transferable to other institutions.

- Students must earn a minimum of 18 residency credits at CUWAA to be awarded an associate degree and a minimum of 36 residency credits at CUWAA for a bachelor's degree.
 - A minimum of 12 residency credits are required within a student's major.
 - A minimum of 6 residency credits are required within a student's minor/concentration.
- If there is no specified program policy, the university allows for transfer of up to 42 credits toward an associate degree and 84 credits toward a bachelor's degree, provided credits are from another regionally accredited university. For a certificate program, up to 25% of the overall credits may be transferred from another regionally accredited university.
- If the maximum number of transfer credits is not brought in at the start of a student's program, the student may discuss options with his/her academic advisor for additional course credit.

Before awarding transfer credits:

- The student must provide official transcripts documenting completion of undergraduate-level coursework and the grade(s) obtained for this work.
- Students transferring fewer than 60 college credits may be required to submit their official high school transcript.
- The number of undergraduate credits for a course taken at another institution must be equal to or greater than the number of credits for a comparable course at CUWAA (i.e., a two-credit course will not transfer in for a three-credit course).
- If there is no specified program policy, each course grade must meet the CUWAA undergraduate admission standard of a 'D' or better. Courses in which the student received lower than a 'D' will not be considered for transfer.
- Transfer credits related to a student's area of study (major/minor/concentration) may be reviewed by the specific program for age and content relevancy.

Additional Information:

- Transfer credits are not used in calculating a student's grade point average (GPA).
- Students must be 'in residence' (i.e., complete at least one course) at CUWAA during the graduation semester. It is recommended that students meet with their academic advisor prior to the final semester to review their degree evaluation and make plans for completion of all remaining program requirements.
- Specific program policies related to maximum transfer credits, currency of coursework, or minimum grade requirements will be

listed in the program's section of the catalog or in the department's handbook.

In case of special extenuating circumstances, the Academic Office may approve exceptions to the policy.

Approaches to Earning Credits

This option may not be applicable within all academic programs. Prior approval by a department level official 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.

Acadeum Course Sharing

Acadeum is a course-sharing platform that allows students to take courses taught by institutions of our choosing. Acadeum is a tool meant to support the mission of CUWAA by supporting student progression and retention. It also allows us to open our unfilled courses for other institutions' students to take.

Acadeum online courses should only be used for students who have immediate course scheduling needs that cannot be fulfilled by taking a course at CUWAA:

1. Transfer and non-traditional students who need to take a prerequisite course and/or are off sequence and unable to follow the student educational plan.
2. Graduating students needing a final course not offered prior to graduation.
3. Students whose class session has been canceled and have no other course options within the current academic year and/or cannot wait until it is offered to remain on track for graduation.
4. Students who fail a course and need to retake it without waiting until the next time it is offered to remain on track for graduation.
5. Students who must demonstrate improved academic ability due to continued probation.

Eligible CUWAA students will work with their staff or faculty advisor and department chair for Acadeum course approval. Eligible CUWAA graduate students will work with their program chair/director for Acadeum course approval. The program chair/director will send the approvals to the Registrar's Office for Acadeum course enrollment.

Advanced Placement / Dual Credit

The University will recognize unusual secondary school work by means of advanced placement and dual credit courses and will grant credit to those who have taken especially enriched or accelerated courses before entering college or who have appropriate vocational or professional experience. Applicants qualify for such credit by satisfactory achievement on college-approved placement examinations, including the College Board Advanced Placement Tests, CLEP (College Level Examination Program), DSST (formerly DANTES Subject Standardized Tests) or faculty-authored challenge examinations. College credit total a maximum of 30 semester credits may be earned by satisfactorily completing such examinations.

Retroactive Credit for Foreign Languages

Retroactive credit is available in foreign languages, wherein credit may be given for pre-college foreign language study if the student takes the next highest level of the foreign language at this University and achieves

a C or better. The student must request credit for the lower-level course(s) that were by passed.

Military Credits

Military Credits are granted based on the evaluation of an Official Joint Service (JST) transcript or Community College of the Air Force (CCAF) transcript. Concordia accepts up to 63 credits applied towards; electives, lower/upper level core, and/or major requirements.

Prior Learning Assessment

Prior Learning Assessment of experiential learning allows accepted students to seek credit by documenting real-world performance, college-level knowledge and outcome-based competence acquired outside a classroom setting.

Prior learning credits, if awarded, may apply either toward the academic major or required elective coursework within the bachelor's degree. A maximum of 21 prior learning credits can be awarded and these credits may not be included within the thirty-six residency credits which must be completed at Concordia University in order to be awarded a bachelor's degree. Any other residency requirements, such as within majors and minors, may not be met through PLA.

All official transcripts for any credits to be transferred to Concordia should be on file prior to submitting a Prior Learning Assessment portfolio to avoid duplication of credits. Prior Learning Assessment petition submissions may also not duplicate any coursework completed at Concordia. Petitions and their supporting documentation are evaluated by a subject matter expert. Petitions should be submitted for only the number of credits needed. Students will be notified by university email of subject matter expert's decision. Credits denied may be resubmitted for reconsideration in certain cases. If the Prior Learning Assessment Committee requests a revision to a submitted proposal, there is no new fee assessed.

A per credit evaluation fee (\$150) is charged for Prior Learning Assessment portfolio submissions and is due at the time of submission. This evaluation fee is not returned if credits are not awarded. This fee is also ineligible within the university financial aid process. Credits awarded through Prior Learning Assessment are extremely unlikely to be transferrable to another school.

Cambridge Assessment

A and AS levels for credit will be reviewed based on course content per a review of the syllabus. A grade of C or better is required for credit. These credits may be awarded toward general education requirements, degree requirements, or elective credit. In order to grant the credit, an official copy of the Exam Certificate or the Statement of Provisional Results from the examination board will be required. Course transfer equivalencies will be determined by the registrar upon admission to the university.

International Baccalaureate

IB focuses on personal, professional and academic development and is globally recognized by universities for the holistic and rigorous education it provides.

- Students who attend schools authorized by the International Baccalaureate Organization (<http://www.ibo.org>) (IBO) can earn credits by participating in the IB curriculum. Credit awarded depends on the level and content of the exam, the score earned, and the Concordia University degree being pursued. Please contact the International Admissions office for more details on transfer credit.

Alternative Credit Earning Options

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.

Tuition and Fees

Concordia University seeks to keep costs as low as is consistent with sound education requirements and proper provision for the daily needs of the student. Student costs for an education depends also on his/her living and spending habits. Payment of fees is an integral part of the registration. A student will not be fully registered and cannot attend class until full payment of fees has been made. A student will not be permitted to register if previous financial obligations have not been met, nor will any student receive an official statement of credits grades or a degree/ diploma if all obligations have not been satisfied.

The University reserves the right to modify fees without advance notice.

Room and Board Fees

Room fees cover the cost of furniture, utilities and maintenance. Board fees pay for meals in the university dining hall and other food options during the regular semester, not including vacations. A room security deposit will be assessed to resident students, refundable under the terms of the housing contract after proper checkout, assuming no damage claims.

Please contact Student Life for current room and board charges.

Special Fees

Academic Fees are not refundable. All debit and credit card transactions are subject to a 2.75% transaction fee.

Food service fees are refunded on a pro-rated basis for the entire semester.

Tuition Deposit

Accepted traditional undergraduate students are required to pay a refundable deposit of \$200.00 to reserve their space in the class. The deposit deadline is May 1, deposits will be accepted after that date on a space-available basis. The deposit is refundable if submitted prior to May 1, and if the student withdraws the deposit prior to May 1.

Consolidated Fees

This fee includes the student government fee, the Technology fee, and the student health fee.

CUW Consolidated Fee-\$260.00

CUAA Consolidated Fee-\$230.00

Student Government Program Fee

This fee is allocated upon the recommendation of the Student Government Association. The fee is administered by the Board for the support of student organizations, activities, and endeavors. Individuals, groups, and organizations may petition the Student Government Association for funding.

Technology Fee

All students pay a technology fee based on total credits per semester, 3-11 credits or 12 or more credits.

Student Health Fee

This fee gives students access to a first aid kit and over-the-counter medicine.

International Student Fees

The tuition deposit for international students is \$300 and is non-refundable. Additional fees that may be applicable include:

- International Orientation Fee \$150
- International OPT Fee \$80
- International STEM OPT Fee \$220
- Deferral Fee \$100

Student Teaching, HHP, Lab and Other Course Fees

An additional course fee is charged for Student Teaching. The fee is assessed at the current fee schedule amount. Several courses require additional fees for materials, studio time, labs, and other specialized activities where appropriate. Course fees are listed under course detail information on the official university schedule.

Applied Music Fee

An additional per credit fee is assessed for certain applied music courses. The fee is assessed at the current fee schedule amount.

Independent Study and Individual Instruction Fees

A fee will be assessed for independent study or individual instruction to cover special instructional costs. A full-time student, in a traditional program, will be assessed \$150 per credit during the fall or spring semesters for independent study or individual instruction up to an 18-credit load.

All fall or spring semester independent study or individual instruction credits which result in more than 18 credits in that semester, or that are taken during summer term are charged the current regular per credit fee.

A student in an online program pays the standard class per credit fee.

Prior Learning Assessment

A per credit evaluation fee (\$150) is charged for Prior Learning Assessment portfolio submissions and is due at the time of submission. This evaluation fee is not returned if credits are not awarded. This fee is also ineligible within the university financial aid process. Credits awarded through Prior Learning Assessment are extremely unlikely to be transferrable to another school.

Overload Fee

A student will be assessed the per credit overload fee for the amount of credits that exceed 18 in a semester.

Parking Fee

Commuter and Residential students are required to pay a parking fee for the fall and spring semesters.

CUW Parking Fee - \$100 per semester

CUAA Parking Fee - \$75 per semester

Transcript Fee

A \$10.00 fee plus processing fees are charged for each transcript requested.

Summer Tuition

Full-time students attending both the fall and spring semesters are entitled to the summer offering at the current summer fee schedule. Students who are not enrolled and attending or working on campus are not permitted to use housing facilities during this time. Room and board fees will be pro-rated for students desiring housing.

Methods of Payments

1. The University requires full payment of each semester's charges by August 15 or January 15 before the semester's classes. Failing to observe this schedule or to make other satisfactory arrangements with the Business Office, the student will forfeit the right to begin or continue work at Concordia.
2. Notification from the Financial Aid Office of grants, scholarships, or a Guaranteed Student loan will be accepted in lieu of payment by cash. Only one-half of such aid will be credited to the student's account for each semester.
3. Pay by Credit/Debit card via the portal at www.my.cuw.edu (<https://my.cuw.edu/dashboard/>). All credit/debit card transactions are subject to a 2.75% transaction fee.
4. Pay by check via the portal at www.my.cuw.edu (<https://my.cuw.edu/dashboard/>). All fee payments should be addressed to Concordia University Wisconsin, 12800 N. Lake Shore Drive, Mequon, Wisconsin 53097. ATTN: Accounts Receivable. Please include the student ID # on all check payments.
5. CashNet Payment Plans are available to Undergraduate and Graduate students. To enroll in a payment plan please visit, www.my.cuw.edu (<https://my.cuw.edu/dashboard/>). Exclusions may apply.

* If students must rely on others for financial resources, they are held responsible for seeing to it that financial sponsors observe the payment schedule.

Payment Plan

Tuition payments may be made automatically each month, for a maximum of 6 payments per semester. Students have the ability to pay either by ACH (checking or savings account) or by credit card. To sign up for the Cashnet payment plan please have the student log into [my.cuw.edu](https://www.my.cuw.edu) there will be a link on the student tab. Questions about the payment plan should be directed to the Business Office at 262-243-2609. There is a \$35 enrollment fee for each plan set up each semester and there is a 2.75% convenience fee associated with the credit card option.

Read all of the terms and conditions of the Cashnet payment plan here. (https://www.cuw.edu/academics/services/billing/_assets/CashnetPaymentPlanTerms.pdf)

Refund Policies

No refunds may be applied to the student's account without the completed official drop forms. Students who withdraw from classes will

receive a pro-rated refund of educational fees and residence hall fees, according to the following schedule:

Tuition

Students who withdraw from the University, or from one or more classes, will receive a pro-rated refund of tuition based on the following table. For traditional undergraduates, if the student remains at full-time status (12-18 credits), no adjustment in tuition is made.

Week # in Co	Week #	Week #	Week #	Week #	Week #	Week #
16	Week 1 80% ¹	Week 2 75% ¹	Week 3 60% ²	Week 4 40% ²	Week 5 25% ²	Weeks 6-10 0% ²
14	Week 1 80% ¹	Week 2 75% ¹	Week 3 60% ²	Week 4 40% ²	Week 5 25% ²	Weeks 6-9 0% ²
12	Week 1 80% ²	Week 2 75% ²	Week 3 50% ²	Week 4 25% ²	Weeks 5-8 0% ²	Weeks 9-12 0% ³
10	Week 1 75% ²	Week 2 50% ²	Week 3 25% ²	Weeks 4-7 0% ²	Weeks 8-10 0% ³	
8	Week 1 75% ¹	Week 2 50% ²	Week 3 25% ²	Weeks 4-5 0% ²	Weeks 6-8 0% ³	
6	Week 1 60% ¹	Week 2 40% ²	Weeks 3-4 0% ²	Weeks 5-6 0% ³		
4	Week 1 50% ²	Week 2 25% ²	Week 3 0% ²	Week 4 0% ³		
3	Week 1 50% ²	Week 2 0% ²	Week 3 0% ³			
1	Day 1 50% ²	Day 2 25% ²	Day 3 0% ²	Days 4-5 0% ³		

Grades reflected on transcript due to dropping of a class:

¹ Course not reflected on transcript.

² Grade of W will be issued for the course

³ Student not eligible to withdraw. The letter grade earned will be issued for the course.

Room Charges

Students who choose to live on campus are required to sign a housing contract effective for both the fall and spring semesters and have a room deposit on file. If the student cancels the housing contract after signing, the deposit will be forfeited, in addition to any damages assessed and/or any outstanding balance owed to the University. Students who cancel their housing contract after the start of a semester will not receive any refund of the room fee for that semester.

Board Charges

Students who choose to live on campus are required to select a meal plan for each semester. Students who cancel their housing contract after the start of a semester will be able to receive a pro-rated refund of a meal plan charge according to the following schedule (a week runs Monday to Sunday):

Date	Percentage
During the first week of classes	90
During the second week of classes	80
During the third week of classes	70
During the fourth week of classes	60
During the fifth week of classes	50
During the sixth week of classes	40
During the seventh week of classes	30
During the eighth week of classes	20
During the ninth week of classes	10
During the tenth week of classes	0

Ann Arbor Main Campus (A)

On September 30, 1962, Lutherans from across Michigan gathered on the grounds of the former Earhart estate in Ann Arbor to install the cornerstone of a building that would soon become the centerpiece of a new college. The motto inscribed on the cornerstone, "That in All Things Christ Might Have Preeminence," set the tone and function for the Chapel of the Holy Trinity and the surrounding buildings that would embody the college. Soon after the dedication, construction began and the college opened the following fall with 236 students and 24 instructors.

The institution was originally established as Concordia Lutheran Junior College, but underwent multiple name changes over time. The institution changed its name to Concordia College when it began offering four-year degree programs in 1976, and ultimately became Concordia University Ann Arbor in 2001.

In July 2013, a strategic partnership between CUAA and Concordia University Wisconsin became official. Within the first years after the merger, the campus underwent major renovations and enhancements, including to residence halls, the student union, athletic fields, and the dining hall.

In 2015, the university purchased a former law school building located just over two miles north of the main campus. The "North Building" now houses the campus' School of Nursing as well as the Athletic Training and Physician Assistant programs.

Online Programs (ONLINE)

Concordia University Wisconsin's online undergraduate programs are designed for adults navigating today's fast-paced, digital world. Whether you're advancing your career, rediscovering your ambitions, or starting a new path, we equip you to achieve your goals with programs rooted in Christian values.

Program Highlights

- **Excellence in distance education:** Serving the working adult since 1989
- **Empowering format:** Classes are flexible and are offered online asynchronous and virtual synchronous
- **Flexible start dates:** Multiple start dates in the fall, spring, and summer semesters for most programs
- **Maximize transfer credits (up to 84):** Transfer relevant coursework, professional experience, or military training to help you complete your degree sooner.
- **Choose your flexible courses:** Online eight-week courses tailored to fit your life and learning style.

- **Graduate at your own pace:** Gain the skills to excel in emerging career fields

Arts and Sciences Programs

The School of Arts and Sciences educates men and women to be thoughtful and articulate people of faith who, rooted in the liberal arts, contribute in meaningful ways to their families, communities, and cultures.

- Bachelor Degrees (p. 55)
 - Applied Computer Science (ONLINE) (p. 55)
 - Applied Psychology (ONLINE) (p. 57)
 - Communication and Leadership (ONLINE) (p. 58)
 - Public Service (ONLINE) (p. 59)
 - Theological Studies (ONLINE) (p. 61)
- Associate Degrees (p. 62)
 - Theological Studies (ONLINE) (p. 62)
- Minors (p. 63)
 - Public Service Minor (ONLINE) (p. 63)
 - Theological Studies Minor (ONLINE) (p. 63)
- Certificates (p. 64)
 - Director of Church Ministries (ONLINE) (p. 64)
 - Mathematics Certificate (M) (p. 64)
 - Public Service Certificate (ONLINE) (p. 64)
- Applied Computer Science (ONLINE) (p. 55)
- Applied Psychology (ONLINE) (p. 57)
- Communication and Leadership (ONLINE) (p. 58)
- Public Service (ONLINE) (p. 59)
- Theological Studies (ONLINE) (p. 61)
- Theological Studies (ONLINE) (p. 62)
- Public Service Minor (ONLINE) (p. 63)
- Theological Studies Minor (ONLINE) (p. 63)
- Director of Church Ministries (ONLINE) (p. 64)
- Mathematics Certificate (M) (p. 64)
- Public Service Certificate (ONLINE) (p. 64)

Majors

- Applied Computer Science (ONLINE) (p. 55)
- Applied Psychology (ONLINE) (p. 57)
- Communication and Leadership (ONLINE) (p. 58)
- Public Service (ONLINE) (p. 59)
- Theological Studies (ONLINE) (p. 61)

Applied Computer Science (ONLINE)

The Online Bachelor's in Applied Computer Science program at Concordia University Wisconsin is tailored for working professionals and busy adults who want to earn a degree without putting their lives on hold. This flexible program equips students with essential computing skills and prepares them to meet the growing demand for tech-savvy problem-solvers in today's workforce. With an emphasis on practical application, the curriculum focuses on software development, data management,

web and mobile development, and integrating ethical considerations into computing practices.

Rooted in Concordia's Christian values, the program not only provides students with cutting-edge technical knowledge but also encourages them to approach technology with a mindset of service, responsibility, and integrity. Graduates are prepared to thrive in diverse environments, using their expertise to support organizational goals, drive innovation, and make a positive impact on society.

Whether seeking to advance in their current careers or transition to a new role in technology, students will find this program designed to build the confidence and competence needed to succeed. With a clear focus on applied knowledge, graduates of this accelerated online program are equipped to enter the workforce quickly or pursue further studies in the field.

Program Learning Outcomes

- **Practical Software Development Skills:** Demonstrate proficiency in designing, coding, testing, and maintaining software applications, with a focus on meeting real-world business and organizational needs.
- **Technical Problem-Solving:** Apply critical thinking and computational problem-solving approaches to analyze challenges and implement effective solutions using current industry-standard tools and methodologies.
- **Data Management and Analysis:** Utilize database systems and data analysis techniques to store, retrieve, and interpret information, supporting sound decision-making and strategic planning in professional settings.
- **Web and Mobile Development Expertise:** Develop web and mobile applications that are efficient, user-friendly, and responsive, ensuring optimal user experiences and alignment with organizational goals.
- **Integration of Christian Ethics and Technology:** Address ethical and societal issues in computing by applying Christian values and professional codes of conduct, ensuring that technological solutions promote the common good and respect human dignity.
- **Collaboration and Communication in Technology Teams:** Communicate technical concepts effectively to various audiences, work collaboratively in diverse teams, and contribute positively to project environments in remote and global contexts.
- **Adaptability to Emerging Technologies:** Stay informed about emerging trends and technologies, and adapt quickly to changes in the field to remain effective in a fast-paced, ever-evolving industry.
- **Preparation for Graduate Studies or Professional Advancement:** Build a strong foundation of applied computer science knowledge and skills that prepares graduates for advanced education or immediate entry into a wide range of computing-related careers.

Curriculum

Code	Title	Hours
Post-Traditional Core Requirements (p. 25)		44
Major Requirements		36
Electives		40
Total Hours		120

Major Requirements

Code	Title	Hours
Required Courses		
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 2000	Coding I - Fundamentals	3
CSC 2050	Coding II - Algorithms	3
CSC 2400	Machine Learning and Robotics	3
CSC 3030	Database Fundamentals	3
CSC 3050	Operating Systems	3
CSC 3070	Software Engineering	3
CSC 3400	Artificial Intelligence	3
CSC 3600	Cybersecurity	3
CSC 4060	Advanced Database and Web Development	3
CSC 4400	Coding III - Data Structures	3
CSC 4950	Capstone Project	3
Total Hours		36

Plan

Course	Title	Hours
Semester 1		
CSC 1070	Theory and Fundamentals of Computer Science	3
REL 1590	Heritage of Faith	3
ELECTIVE		3
CSC 2000	Coding I - Fundamentals	3
Hours		12
Semester 2		
CSC 2050	Coding II - Algorithms	3
ELECTIVE		3
FAITH & LIFE		3
CSC 4400	Coding III - Data Structures	3
Hours		12
Semester 3		
HHP 1115	Fit and Well	2
REL 2030	Biblical Theology	3
ELECTIVE		1
ELECTIVE		3
ENG 2100	College Writing	3
Hours		12
Semester 4		
ELECTIVE		3
ELECTIVE		3
COMMUNICATION & LANGUAGE		3
CSC 3070	Software Engineering	3
Hours		12
Semester 5		
ELECTIVE		3
NATURAL WORLD - MATHEMATICS		3
ELECTIVE		3
SOCIETY & CULTURE		3
Hours		12
Semester 6		
CSC 3050	Operating Systems	3
SOCIETY & CULTURE		3
CSC 3400	Artificial Intelligence	3
HUMAN CREATIVITY & EXPRESSION		3
Hours		12
Semester 7		
ELECTIVE		3

CSC 2400	Machine Learning and Robotics	3
ELECTIVE		3
NATURAL WORLD - SCIENCE		3
HUMAN BEING & BEING HUMAN		3
ELECTIVE		3
CSC 3030	Database Fundamentals	3
CCE 1030	Western Thought & Worldview	3
Hours		24
Semester 8		
CCE 1020	Western Culture & Worldview	3
CSC 3600	Cybersecurity	3
ELECTIVE		3
CCE 1040	Science & Humanity	3
Hours		12
Semester 9		
ELECTIVE		3
CSC 4060	Advanced Database and Web Development	3
CSC 4950	Capstone Project	3
ELECTIVE		3
Hours		12
Total Hours		120

Course options and schedule are subject to change.

Applied Psychology (ONLINE)

The BA in Applied Psychology connects to the mission of Concordia University by contributing to the development of adult learners in mind, body, and spirit for service to Christ in the area of psychology. Integrating a Biblical worldview is important as psychology has applications to everyday life that can make a positive impact on individuals and communities. In CUW's Applied Psychology program, students will develop fundamental research skills (such as being able to assess the literature), improve critical thinking skills, deepen knowledge of the various subfields, explore ethical issues, serve others, and prepare for the job market and/or apply for a variety of graduate programs.

Program Learning Outcomes:

Goal 1: Content Knowledge and Applications

- Describe key concepts, principles, and theories in psychology
- Develop a working knowledge of psychology's subfields
- Apply psychological content and a Biblical perspective to solve practical problems

Goal 2: Scientific Inquiry and Critical Thinking

- Use scientific reasoning to investigate psychological phenomena
- Demonstrate psychology information literacy and critical thinking
- Incorporate sociocultural factors, including a Biblical perspective, in scientific inquiry

Goal 3: Values in Psychological Science

- Apply ethical standards to evaluate psychological science and practice
- Build and enhance interpersonal relationships
- Apply psychological principles and a Biblical perspective to strengthen individuals and communities

Goal 4: Communication

- Write and present effectively for different purposes
- Exhibit appropriate technological skills
- Interact effectively with others

Goal 5: Biblical Worldview and Psychology

- Apply the five themes of a Biblical perspective on human nature to psychology content
- Interpret Lutheran vocation in the context using psychology knowledge for Christian Service

Curriculum

Code	Title	Hours
Post-Traditional Core Requirements (p. 25)		44
Major Requirements		30
Electives		46
Total Hours		120

Major Requirements

Code	Title	Hours
Required Courses		
COMM 2100	Interpersonal Communication	3
JPP 3030	Criminal Psychology	3
PSY 1010	General Psychology	3
PSY 2300	Life Span Development	3
PSY 2710	Social Psychology in the Workplace	3
PSY 3100	Theories of Personality	3
PSY 3240	Introduction to Psychopathology	3
PSY 3500	Experimental Psychology	3
PSY 4210	Human Sexuality	3
PSY 4650	Psychology Capstone	3
Total Hours		30

Plan

Course	Title	Hours
Semester 1		
PSY 1010	General Psychology ^{8-week Session I}	3
ENG 2100	College Writing ^{8-week Session I}	3
ELECTIVE ^{8-week Session II}		3
REL 1590	Heritage of Faith ^{8-week Session II}	3
Hours		12
Semester 2		
ELECTIVE ^{8-week Session I}		3
SOCIETY AND CULTURE	^{16-week Semester}	3
MATH 2050	Statistics I ^{16-week Semester}	3
REL 2030	Biblical Theology ^{8-week Session II}	3
Hours		12
Semester 3		
ELECTIVE ^{8-week Session I}		3
FAITH AND LIFE ^{8-week Session I}		3
ELECTIVE ^{8-week Session II}		3
ENV 1050 or JPP 3040	Introduction to Environmental Science ^{8-week Session II} or Forensic Investigation	3
Hours		12
Semester 4		
ELECTIVE ^{8-week Session I}		3
CCE 1020	Western Culture & Worldview ^{8-week Session I}	3
PSY 2300	Life Span Development ^{8-week Session II}	3

ELECTIVE	8-week Session II	3
Hours		12
Semester 5		
ELECTIVE	8-week Session II	3
COMM 2100	Interpersonal Communication	8-week Session I 3
ELECTIVE	8-week Session II	3
PSY 2710	Social Psychology in the Workplace	8-week Session I 3
Hours		12
Semester 6		
ELECTIVE	8-week Session I	3
ELECTIVE	8-week Session I	3
CCE 1040	Science & Humanity	8-week Session II 3
HUMAN BEINGS AND BEING HUMAN	8-week Session II	3
Hours		12
Semester 7		
COMM 1010	Speech Communication	8-week Session I 3
ELECTIVE	8-week Session I	3
PSY 3100	Theories of Personality	8-week Session II 3
CCE 1030	Western Thought & Worldview	8-week Session II 3
Hours		12
Semester 8		
HHP 1115	Fit and Well	8-week Session I 2
PSY 3500	Experimental Psychology	8-week Session I 3
ART 1000	Basic Art Experience	8-week Session II 3
or ART 2000	or Art History I	
or ENG 1300	or Literature	
or COMM 2010	or American Cinema	
JPP 3030	Criminal Psychology	8-week Session II 3
ELECTIVE	8-week Session II	1
Hours		12
Semester 9		
ELECTIVE	8-week Session I	3
Human Sexuality	8-week Session I	3
ELECTIVE	8-week Session II	3
PSY 3240	Introduction to Psychopathology	8-week Session II 3
Hours		12
Semester 10		
ELECTIVE	8-week Session I	3
SOCIETY AND CULTURE	8-week Session I	3
PSY 4650	Psychology Capstone	8-week Session II 3
ELECTIVE	8-week Session II	3
Hours		12
Total Hours		120

Course options and schedule are subject to change.

Communication and Leadership (ONLINE)

The Communication and Leadership program emphasizes a Christian approach to leadership in today's complex and diverse world. Graduates of this program will carry out Concordia's mission in a variety of institutional settings, providing ethical leadership in organizations both large and small. The program is embedded in Concordia's liberal arts traditions, emphasizing problem-solving, critical thinking, written and oral communication skills, and the integration of faith and learning. It addresses all of Concordia's Global Learning Outcomes. The program is designed to reach post-traditional students with a delivery method that is flexible and convenient - ensuring access and opportunity - while also enhancing our strategic vision of bringing a Concordia education to the post-traditional population.

Program Learning Outcomes

Students will:

- Apply concepts of Christian faith to contemporary issues
- Exercise ethical leadership while working collaboratively with diverse individuals and groups
- Integrate interdisciplinary knowledge to confront real-world problems
- Think creatively and critically
- Communicate effectively and professionally, both orally and in writing
- Evaluate, analyze and present data

Curriculum

Code	Title	Hours
Post-Traditional Core Requirements (p. 25)		44
Major Requirements		27
Electives		49
Total Hours		120

Major Requirements

Code	Title	Hours
Required Core Courses		
MATH 2050	Statistics I (Counts as Core - Natural World: Mathematics)	
PSY 2710	Social Psychology in the Workplace (Counts as Core - Social World)	

Required Courses		
LA 1020	Student Success Strategies	3
COMM 1010	Speech Communication	3
ENG 2500	Academic Writing and Research	3
BCOM 3000	Group Dynamics	3
HIST 3470	Contemporary Studies	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
ENG 4100	Professional Writing Seminar	3
COMM 3010	Servant Leadership	3
COMM 4500	Multicultural Leadership	3
Total Hours		27

Plan

Course	Title	Hours
Semester 1		
LA 1020	Student Success Strategies	3
NATURAL WORLD - SCIENCE		3
HHP 1115	Fit and Well	2
ENG 2100	College Writing	3
ELECTIVE		1
Hours		12
Semester 2		
PSY 2710	Social Psychology in the Workplace	3
ELECTIVE		3
ELECTIVE		3
COMM 1010	Speech Communication	3
Hours		12
Semester 3		
ELECTIVE		3
REL 1590	Heritage of Faith	3

ENG 2500	Academic Writing and Research	3
ELECTIVE		3
Hours		12
Semester 4		
COMM 2100	Interpersonal Communication	3
SOCIETY & CULTURE		3
ELECTIVE		3
CREATIVITY & EXPRESSION		3
Hours		12
Semester 5		
ELECTIVE		3
REL 2030	Biblical Theology	3
COMM 3010	Servant Leadership	3
RELIGION ELECTIVE		3
Hours		12
Semester 6		
NATURAL WORLD - MATHEMATICS		3
ELECTIVE		3
SOCIETY & CULTURE		3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
Hours		12
Semester 7		
CCE 1020	Western Culture & Worldview	3
ELECTIVE		3
CCE 1030	Western Thought & Worldview	3
ELECTIVE		3
Hours		12
Semester 8		
CCE 1040	Science & Humanity	3
ELECTIVE		3
MATH 2050	Statistics I	3
ELECTIVE		3
Hours		12
Semester 9		
ENG 4100	Professional Writing Seminar	3
ELECTIVE		3
COMM 4500	Multicultural Leadership	3
ELECTIVE		3
Hours		12
Semester 10		
ELECTIVE		3
BCOM 3000	Group Dynamics	3
HIST 3470	Contemporary Studies	3
ELECTIVE		3
Hours		12
Total Hours		120

Course options and schedule are subject to change.

Public Service (ONLINE)

The Public Service program prepares exceptional public leaders for ethics-based solving of diverse public service issues. Graduates acquire analytical writing skills, critical thinking skills, and go on to practice in organizations fostering service and commitment to serve local, national, and international communities as practitioners, public officials, and social innovators.

Program Learning Outcomes

Students in the Public Service program will:

- 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.

Curriculum

Code	Title	Hours
Post-Traditional Core Requirements (p. 25)		44
Core Courses		24
Concentration Courses		12
Electives		40
Total Hours		120

Code	Title	Hours
Public Service Core Courses		
PS 1010	Foundations of Leadership	3
PS 2010	Crisis and Emergency Management	3
PS 2020	Public Information and Community Relations	3
JPP 2060	Stress Management	3
JPP 3080	Public Finance and Budgeting	3
JPP 3999	Career & Internship in Justice and Service	3
JPP 4010	Ethics in Justice and Public Service	3
PS 4090	Leading in an Inclusive, Diverse and Equitable Organization	3
Total Hours		24

Code	Title	Hours
<i>Leadership Concentration</i>		
PS 1020	Intro to Public Policy	3
SW 3230	Social Welfare Policy and Programs	3
BUS 3450	Business Statistics	3
MGMT 3600	Human Resource Management	3
Total Hours		12

Code	Title	Hours
<i>Management of Criminal Justice Concentration</i>		
JPP 2040	Criminal Justice Research Methods	3
JPP 3040	Forensic Investigation (Counts as Online Core)	
JPP 3060	Management of Public Service Agencies	3
JPP 3070	Criminal Justice Liability Law	3
Total Hours		9

Plan - Leadership Concentration

Course	Title	Hours
Semester 1		
PS 1010	Foundations of Leadership	3
REL 1590	Heritage of Faith	3
JPP 2060	Stress Management	3
ENG 2100	College Writing	3
Hours		12
Semester 2		
PS 2010	Crisis and Emergency Management	3
ELECTIVE		3
PS 2020	Public Information and Community Relations	3
ELECTIVE		3
Hours		12
Semester 3		
SOCIETY & CULTURE		3
ELECTIVE		3
SOCIAL WORLD		3
ELECTIVE		3
Hours		12
Semester 4		
MATH 1250 or MATH 1280	Contemporary Math or College Algebra	3
ELECTIVE		3
REL 1590	Heritage of Faith	3
SOCIETY & CULTURE		3
Hours		12
Semester 5		
COMMUNICATION & LANGUAGE		3
ELECTIVE		3
JPP 3040	Forensic Investigation	3
ELECTIVE		3
Hours		12
Semester 6		
REL 2030	Biblical Theology	3
ELECTIVE		3
MGMT 3600	Human Resource Management	3
ELECTIVE		3
Hours		12
Semester 7		
CCE 1020	Western Culture & Worldview	3
HHP 1115	Fit and Well	2
ELECTIVE		1
JPP 3080	Public Finance and Budgeting	3
ELECTIVE		3
Hours		12
Semester 8		
CCE 1030	Western Thought & Worldview	3
ELECTIVE		3
JPP 3999	Career & Internship in Justice and Service	3
ELECTIVE		3
Hours		12
Semester 9		
CCE 1040	Science & Humanity	3
HUMAN CREATIVITY & EXPRESSION		3
JPP 4010	Ethics in Justice and Public Service	3
ELECTIVE		3
Hours		12
Semester 10		
PS 4090	Leading in an Inclusive, Diverse and Equitable Organization	3
FAITH & LIFE		3
SW 3230	Social Welfare Policy and Programs	3

ELECTIVE	3
Hours	12
Total Hours	120

Course options and schedule are subject to change.

Plan - Criminal Justice Concentration

Course	Title	Hours
Semester 1		
PS 1010	Foundations of Leadership	3
REL 1590	Heritage of Faith	3
JPP 2060	Stress Management	3
ENG 2100	College Writing	3
Hours		12
Semester 2		
PS 2010	Crisis and Emergency Management	3
ELECTIVE		3
PS 2020	Public Information and Community Relations	3
ELECTIVE		3
Hours		12
Semester 3		
SOCIETY & CULTURE		3
ELECTIVE		3
SOCIAL WORLD		3
ELECTIVE		3
Hours		12
Semester 4		
MATH 1250 or MATH 1280	Contemporary Math or College Algebra	3
ELECTIVE		3
JPP 2040	Criminal Justice Research Methods	3
SOCIETY & CULTURE		3
Hours		12
Semester 5		
COMMUNICATION & LANGUAGE		3
ELECTIVE		3
JPP 3040	Forensic Investigation	3
ELECTIVE		3
Hours		12
Semester 6		
REL 2030	Biblical Theology	3
ELECTIVE		3
JPP 3060	Management of Public Service Agencies	3
ELECTIVE		3
Hours		12
Semester 7		
CCE 1020	Western Culture & Worldview	3
ELECTIVE		1
HHP 1115	Fit and Well	2
JPP 3070	Criminal Justice Liability Law	3
ELECTIVE		3
Hours		12
Semester 8		
JPP 3999	Career & Internship in Justice and Service	3
ELECTIVE		3
JPP 3080	Public Finance and Budgeting	3
ELECTIVE		3
Hours		12
Semester 9		
CCE 1030	Western Thought & Worldview	3
HUMAN CREATIVITY & EXPRESSION		3
JPP 4010	Ethics in Justice and Public Service	3

ELECTIVE		3
Hours		12
Semester 10		
PS 4090	Leading in an Inclusive, Diverse and Equitable Organization	3
FAITH & LIFE		3
CCE 1040	Science & Humanity	3
ELECTIVE		3
Hours		12
Total Hours		120

Course options and schedule are subject to change.

Theological Studies (ONLINE)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

God reveals himself through his Word and, to a lesser degree, through his world. The Theological Studies Major examines the Bible, God's revealed Word, in broad introductory overviews of the Holy Scriptures (isagogics) as well as in close reading of a particular biblical book (exegetical studies). The major also studies God's providence in history. In addition, students receive practical training in the application of their studies in ministry to others. The Theological Studies Major offers some students the opportunity for a vocation in the church, either as a primary or secondary calling.

Through participation in, and upon completion of, the Theological Studies Major at Concordia University Wisconsin, students will:

- Have a greater understanding of God's Word, the Holy Scripture
- Appreciate the value of sound Christian doctrine based squarely on the Bible
- Develop a heightened awareness of God's working throughout history
- Grow in their relationship with Christ and put His teachings into practice in their vocations
- Employ various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups
- Demonstrate an understanding of research skills

Students who complete this major and who wish to become certified through the The Lutheran Church – Missouri Synod with the designation "Minister of Religion Commissioned – Director of Church Ministries (DCM)" should apply to the Director of Church Ministries Certification Program. Application forms are available from the church ministries

office at churchministriesprogram@cuw.edu or at 262-243-4343.

Applicants must be of good moral character and must meet other qualifications specified by the program. Completion of the courses in the Director of Church Ministries Online Certificate program are required for certification. Graduates may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church - Missouri Synod.

Program Learning Outcomes

- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's Word, and appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.
- Students will develop an appreciation for how God has worked in history, recognize key figures and movements in the life of the Church, and identify the state of theology today.
- Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual.

Curriculum

Post-Traditional Core Students

Code	Title	Hours
Post-Traditional Core Requirements (p. 25)		44
Major Requirements (listed below)		33
Electives		43
Total Hours		120

Post-Traditional Intermediate Core Students

Code	Title	Hours
Post-Traditional Intermediate Core Requirements (p. 26)		38
Major Requirements (listed below)		33
Electives		49
Total Hours		120

Major Requirements

Code	Title	Hours
Required Core Courses		
ENG 2100	College Writing	
HIST 3400	Classical Greece and Rome	
REL 1590	Heritage of Faith	
REL 2030	Biblical Theology	
REL 3510	Christ's People through the Ages	
Required Courses		
LA 1020	Student Success Strategies	3
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2590	Religious Education of Youth and Adults	3
REL 2630	Communicating Bible Messages	3
REL 2870	Christian Care Giving	3
REL 3100	Religion in America Today	3
or REL 3175	World Religions	
REL 3120	Office of the Professional Church Worker	3
REL 3140	Christian Ethics	3

REL 3350	Life of Christ	3
REL 3380	Gospel of Luke	3
Total Hours		33

Curriculum

Post-Traditional Transfer Core Students

Code	Title	Hours
Post-Traditional Core Requirements (p. 27)		30
Major Requirements		36
Electives		54
Total Hours		120

Major Requirements

Code	Title	Hours
Required Core Courses		
ENG 2100	College Writing	
HIST 3400	Classical Greece and Rome	
REL 1590	Heritage of Faith	
REL 2030	Biblical Theology	
Required Courses		
LA 1020	Student Success Strategies	3
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2590	Religious Education of Youth and Adults	3
REL 2630	Communicating Bible Messages	3
REL 2870	Christian Care Giving	3
REL 3100	Religion in America Today	3
or REL 3175	World Religions	
REL 3120	Office of the Professional Church Worker	3
REL 3140	Christian Ethics	3
REL 3350	Life of Christ	3
REL 3380	Gospel of Luke	3
REL 3510	Christ's People through the Ages	3
Total Hours		36

Plan

Course	Title	Hours
Semester 1		
REL 2020	New Testament	3
LA 1020	Student Success Strategies	3
REL 2010	Old Testament	3
ENG 2100	College Writing	3
Hours		12
Semester 2		
REL 2030	Biblical Theology	3
ELECTIVE		3
ELECTIVE		3
REL 1590	Heritage of Faith	3
Hours		12
Semester 3		
REL 2870	Christian Care Giving	3
ELECTIVE		3
ELECTIVE		3

COMM 1010	Speech Communication	3
or COMM 2100	or Interpersonal Communication	
Hours		12
Semester 4		
REL 2590	Religious Education of Youth and Adults	3
ELECTIVE		3
MATH 1250	Contemporary Math	3
or MATH 1280	or College Algebra	
ELECTIVE		3
Hours		12
Semester 5		
REL 2630	Communicating Bible Messages	3
ELECTIVE		3
REL 3120	Office of the Professional Church Worker	3
HUMAN CREATIVITY & EXPRESSION		3
Hours		12
Semester 6		
REL 3100	Religion in America Today	3
or REL 3175	or World Religions	
ELECTIVE		3
ELECTIVE		3
HHP 1115	Fit and Well	2
ELECTIVE		1
Hours		12
Semester 7		
ELECTIVE		3
CCE 1040	Science & Humanity	3
REL 3510	Christ's People through the Ages	3
ELECTIVE		3
Hours		12
Semester 8		
REL 3350	Life of Christ	3
REL 3175	World Religions	3
REL 3140	Christian Ethics	3
CCE 1020	Western Culture & Worldview	3
Hours		12
Semester 9		
RELIGION ELECTIVE		3
HIST 3400	Classical Greece and Rome	3
ELECTIVE		3
CCE 1030	Western Thought & Worldview	3
Hours		12
Semester 10		
REL 3380	Gospel of Luke	3
ELECTIVE		3
ELECTIVE		3
ENV 1050	Introduction to Environmental Science	3
Hours		12
Total Hours		120

Course options and schedule are subject to change.

Associate Degrees

- Theological Studies (ONLINE) (p. 62)

Theological Studies (ONLINE)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

God reveals himself through his Word and, to a lesser degree, through his world. This program examines the Bible, God's revealed Word, in broad introductory overviews of the Holy Scriptures (isagogics) as well as in close reading of a particular biblical book (exegetical studies). The program also studies God's providence in history. In addition, students receive practical training in the application of their studies in ministry to others. This program may offer some students the opportunity for a vocation in the church, either as a primary or secondary calling.

Through participation in, and upon completion of, the Associate of Arts in Theological Studies at Concordia University Wisconsin, students will:

- Have a greater understanding of God's Word, the Holy Scripture
- Appreciate the value of sound Christian doctrine based squarely on the Bible
- Develop a heightened awareness of God's working throughout history
- Grow in their relationship with Christ and put his teachings into practice in their vocations
- Employ various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups
- Demonstrate an understanding of research skill

Program Learning Outcomes

- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's Word, and appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.
- Students will develop an appreciation for how God has worked in history, recognize key figures and movements in the life of the Church, and identify the state of theology today.
- Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual.

Curriculum - Associate Degree

Code	Title	Hours
Required Core Courses		24
Required Courses		33
Electives		6
Total Hours		63

Code	Title	Hours
Required Core Courses		
CCE 1020	Western Culture & Worldview	

CCE 1040	Science & Humanity	
ENG 2100	College Writing	
HIST 3400	Classical Greece and Rome	
REL 1590	Heritage of Faith	
REL 2030	Biblical Theology	
REL 3510	Christ's People through the Ages	
Natural World - Mathematics		
Required Courses		
LA 1020	Student Success Strategies	3
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2590	Religious Education of Youth and Adults	3
REL 2630	Communicating Bible Messages	3
REL 2870	Christian Care Giving	3
REL 3100	Religion in America Today	3
REL 3120	Office of the Professional Church Worker	3
REL 3140	Christian Ethics	3
REL 3350	Life of Christ	3
REL 3380	Gospel of Luke	3
Total Hours		33

Minors

- Theological Studies Minor (ONLINE) (p. 63)

Public Service Minor (ONLINE)

The Public Service program minor prepares exceptional public leaders for ethics-based solving of diverse public service issues. Graduates acquire analytical writing skills, critical thinking skills, and go on to practice in organizations fostering service and commitment to serve local, national and international communities as practitioners, public officials, social innovators, and educators.

Curriculum

Code	Title	Hours
Required Course		
PS 1010	Foundations of Leadership	3
PS 2010	Crisis and Emergency Management	3
PS 2020	Public Information and Community Relations	3
JPP 3080	Public Finance and Budgeting	3
JPP 3060	Management of Public Service Agencies	3
PS 4090	Leading in an Inclusive, Diverse and Equitable Organization	3
Total Hours		18

Theological Studies Minor (ONLINE)

God reveals himself through his Word and, to a lesser degree, through his world. This program examines the Bible, God's revealed Word, in broad introductory overviews of the Holy Scriptures (isagogics) as well as in close reading of a particular biblical book (exegetical studies). The program also studies God's providence in history.

Curriculum

Code	Title	Hours
Required Courses		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2590	Religious Education of Youth and Adults	3
REL 2630	Communicating Bible Messages	3
REL 2870	Christian Care Giving	3
REL 3140	Christian Ethics	3
Total Hours		18

Certificates

- Director of Church Ministries (ONLINE) (p. 64)

Director of Church Ministries (ONLINE)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

The online Director of Church Ministries (DCM) Certificate is a certificate consisting of a minimum of twelve courses. Application to the certificate program involves steps in addition to application to the university. All courses are offered online, with each course being eight weeks in length. In order to be certified students must have a bachelor's degree. Most students enter the online program already possessing the degree. If a student does not, one can take additional courses through online adult learning theological studies and gain a bachelor's degree.

The online Director of Church Ministries (DCM) Certificate is especially helpful for the person already working in a congregation who lacks the training and credential to be eligible for a call in The Lutheran Church – Missouri Synod. The online program is also available for lay persons desiring to dig deeper into theology at a collegiate level without necessarily seeking certification as a Director of Church Ministries (DCM). Lay persons are welcome to take as much of the program as they desire.

Certification and Placement

Upon full completion of all requirements, including a written and oral examination, students are eligible for certification through The Lutheran Church - Missouri Synod. Director of Church Ministries Bachelor of Arts students and Online Certificate students receive the same certification. Students may be solemnly called to positions in congregations or

recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church – Missouri Synod with the designation "Minister of Religion Commissioned – Director of Church Ministries (DCM)." The placement process for online certificate students is the same as for the four year graduates. Concordia University Wisconsin is the only synod school at which this program is offered.

Curriculum

Code	Title	Hours
Required Courses		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
REL 3100	Religion in America Today	3
REL 3510	Christ's People through the Ages	3
REL 3120	Office of the Professional Church Worker	3
REL 4000	Lutheran Confessions	3
REL 4200	Church Ministries Internship ¹	3
<i>Theology in Practice - Choose a minimum of 4 courses among the following:</i>		12
REL 2590	Religious Education of Youth and Adults	
REL 2630	Communicating Bible Messages	
REL 2870	Christian Care Giving	
REL 3110	Church in Mission	
REL 3190	Family and Youth Ministry	
REL 4010	Lutheran Worship: Theology and Practice	
Total Hours		36

¹ For students who are already working in a church environment, upon successful completion of a Prior Learning Assessment, as outlined by the Theology Department, they are not required to take this course.

Mathematics Certificate (M)

The Mathematics Certificate gives students a foundation in college-level math, helping to prepare them to pursue an additional area of licensure.

Curriculum

Code	Title	Hours
Required Courses		
MATH 1500	Trigonometry	3
MATH 2010	Calculus I	4
MATH 2050	Statistics I	3
MATH 3310	Geometry	3
Total Hours		13

Public Service Certificate (ONLINE)

The Public Service program minor prepares exceptional public leaders for ethics-based solving of diverse public service issues. Graduates acquire analytical writing skills, critical thinking skills, and go on to practice in organizations fostering service and commitment to serve local, national, and international communities as practitioners, public officials, and social innovators.

Curriculum

Code	Title	Hours
PS 1010	Foundations of Leadership	3
PS 2010	Crisis and Emergency Management	3
PS 2020	Public Information and Community Relations	3
JPP 3080	Public Finance and Budgeting	3
JPP 3060	Management of Public Service Agencies	3
PS 4090	Leading in an Inclusive, Diverse and Equitable Organization	3
Total Hours		18

Batterman School of Business Programs

The Batterman School of Business offers a complete range of business education programs and degrees including associate's and bachelor's degrees for undergraduate and online students, licensures, and certifications. Graduate programs include our highly ranked Master's of Business Administration (with a complement of concentrations), Master of Science in Leadership (MSL), Master of Science in Accountancy, and Master of Science in Business Analytics. Business undergraduate students also participate in the Concordia Core (<https://www.cuw.edu/academics/concordia-core.html>), a rigorous, liberal arts curriculum integrated with Lutheran distinctives.

All students pursuing a Business major must earn a grade of C - or better in business required courses.

- Accounting (ONLINE) (p. 65)
- Business Administration (ONLINE) (p. 66)
- General Business (ONLINE) (p. 68)
- Accounting Minor (ONLINE) (p. 68)
- Business Management Minor (ONLINE) (p. 68)
- Health Care Management Minor (ONLINE) (p. 68)
- Human Resource Management Minor (ONLINE) (p. 68)
- Marketing Minor (ONLINE) (p. 69)
- Nonprofit Management Minor (ONLINE) (p. 69)
- Business Management Certificate (ONLINE) (p. 69)
- Health Care Management Certificate (ONLINE) (p. 69)
- Human Resource Management Certificate (ONLINE) (p. 69)
- Marketing Certificate (ONLINE) (p. 69)
- Nonprofit Management Certificate (ONLINE) (p. 70)

Bachelor Degrees

- Accounting (ONLINE) (p. 65)
- Business Administration (ONLINE) (p. 66)

Accounting (ONLINE)

The Accounting major provides online students with the opportunity to complete an undergraduate degree in Accounting. Students receive in-depth training in accounting systems, state and federal laws, and IRS policies that will prepare them to serve in their vocations. They will be

prepared to work within both businesses and government agencies. Options are available for completing a double major or combining an undergraduate and graduate program. Rigorous classes prepare students who wish to study for the Certified Public Accounting (CPA) Licensure exam.

Our dedicated accounting professors are committed to enhancing learning by working with students inside and outside of the classroom. Students are encouraged to participate in the on-campus, student-led, Accounting Club, which provides a network of support. CUW accounting graduates have had a 100% job placement rate for two years running.

Those who want to sit for the CPA exam would continue with two additional semester-length undergraduate courses (ACCT 3300 Advanced Accounting I, and ACCT 4300 Governmental/NFP Accounting) and graduate courses and credits toward an MBA to meet the 150 credit hour CPA requirement.

Due to the rigor of the accounting profession, students who wish to register for ACCT 3100 Intermediate Accounting I or higher accounting courses will be required to have earned a minimum grade of "B" in ACCT 2100 Financial Accounting and ACCT 2200 Managerial Accounting. Each student will then be required to earn a minimum grade of C in each of their upper-level accounting courses to be awarded a bachelor's degree in accounting from Concordia University.

Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Accounting, students will be able to:

1. Create and analyze financial statements prepared in accord with Generally Accepted Accounting Principles (GAAP).
2. Understand and correctly use the basic terms and concepts of the accounting profession, as applied in actual accounting activities.
3. Demonstrate an understanding of the domestic and international economic and regulatory environment of business.
4. Demonstrate an understanding of Information Systems appropriate to entry-level business positions.
5. Demonstrate an understanding of the legal and ethical responsibilities of accountants, businesses and businesspersons from a Christian perspective.

Curriculum

Code	Title	Hours
Post-Traditional Core Requirements (p. 25)		44
Major Requirements		66
Electives		10
Minor: Optional		
Total Hours		120

Major Requirements

Code	Title	Hours
Required Courses		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
ACCT 3100	Intermediate Accounting I	3
ACCT 3110	Intermediate Accounting II	3

ACCT 3200	Accounting Information Systems	3
ACCT 3250	Cost Accounting	3
ACCT 4400	Business Combinations, Governmental, and NFP	3
ACCT 4200	Auditing	3
ACCT 3500	Income Tax I	3
ACCT 3510	Income Tax II	3
BUS 2660	Organizational Management Principles	3
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
BUS 3450	Business Statistics (Counts as Mathematics Post-Traditional Core)	
MKTG 4200	Marketing Management	3
MGMT 3600	Human Resource Management	3
ECON 2100	Microeconomics	3
FIN 3000	Principles of Finance	3
BUS 3240	Philosophy of Values & Ethics	3
MGMT 4620	International Business	3
BUS 4420	Business Policy and Ethics	3
ECON 2200	Macroeconomics (Counts as Society and Culture Post-Traditional Core)	
LA 1020	Student Success Strategies	3
FIN 4200	Advanced Excel for Financial Analysis	3
Total Hours		66

Plan

Course	Title	Hours
Semester 1		
LA 1020	Student Success Strategies	3
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
ENG 2100	College Writing	3
Hours		12
Semester 2		
ACCT 3100	Intermediate Accounting I	3
COMM 2100	Interpersonal Communication	3
ACCT 3110	Intermediate Accounting II	3
PSY 2710 or PHIL 2560	Social Psychology in the Workplace or Critical Thinking & Creativity	3
Hours		12
Semester 3		
ECON 2100	Microeconomics	3
BUS 2660	Organizational Management Principles	3
ECON 2200	Macroeconomics	3
BUS 2200	Business Law I	3
Hours		12
Semester 4		
FIN 3000	Principles of Finance	3
REL 1590	Heritage of Faith	3
BUS 3240	Philosophy of Values & Ethics	3
SOCIETY & CULTURE		3
Hours		12
Semester 5		
ACCT 3250	Cost Accounting	3
REL 2030	Biblical Theology	3
MGMT 3600	Human Resource Management	3
ELECTIVE		3
Hours		12

Semester 6		
ACCT 3200	Accounting Information Systems	3
ELECTIVE		3
BUS 3420	Management Information Systems	3
ELECTIVE		3
Hours		12
Semester 7		
ACCT 3500	Income Tax I	3
CCE 1020	Western Culture & Worldview	3
ACCT 3510	Income Tax II	3
HHP 1115	Fit and Well	2
ED 2820	How Adults Learn	1
Hours		12
Semester 8		
CCE 1030	Western Thought & Worldview	3
BUS 3450	Business Statistics	3
MKTG 4200	Marketing Management	3
ELECTIVE		3
Hours		12
Semester 9		
ACCT 4200	Auditing	3
HUMAN CREATIVITY & EXPRESSION		3
FIN 4200	Advanced Excel for Financial Analysis	3
CCE 1040	Science & Humanity	3
Hours		12
Semester 10		
ACCT 4400	Business Combinations, Governmental, and NFP	3
FAITH & LIFE		3
BUS 4420	Business Policy and Ethics	3
MGMT 4620	International Business	3
Hours		12
Total Hours		120

Course options and schedule are subject to change.

Business Administration (ONLINE)

The Business Administration major prepares students to be ethical and effective business leaders in a globalized economy. The coursework provides a broad foundation in business principles and practices, focusing on critical thinking, creative problem-solving, and effective communication. Students will specialize in a concentration area, such as general business, human resource management, or health care management.

Program Learning Outcomes

1. Describe how a Christian worldview, informs responses to ethical issues and dilemmas.
2. Demonstrate broad knowledge of business and related topics.
3. Demonstrate an understanding and a disposition that a student builds across the business curriculum.
4. Identify and evaluates conclusions, implications, and consequences.
5. Interpret quantitative data to inform and drive sound decision making.
6. Demonstrates professional business communication.
7. Demonstrates the ability to convert relevant information into an insightful mathematical portrayal.

Curriculum

Code	Title	Hours
Post-Traditional Core Requirements (p. 25)		44
School of Business Core Requirements		27
Concentration Requirements		12
Electives		37
Total Hours		120

Major Courses

Code	Title	Hours

Required Core Courses

COMM 2100	Interpersonal Communication (counted in University Core)	
BUS 3450	Business Statistics (Counts as Mathematics Post-Traditional Core)	
HCM 3500	Eldercare (Counted in University Core , Only required for HCM Concentration)	

Core Business Requirements

LA 1020	Student Success Strategies	3
BUS 2660	Organizational Management Principles	3
ECON 2200	Macroeconomics (Society and Culture)	
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2440	Project Management	3
MGMT 3600	Human Resource Management	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
MGMT 4620	International Business	3
MGMT 3660	Managing Change	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3

Required Concentration Courses (12 Credits)

General Business Concentration

Select 12 credits of Business Electives	

Health Care Management Concentration

HCM 3200	Management Principles in Health Care	
HCM 3300	Financial Issues in Health Care	
HCM 2000	Healthcare Ethics	
HCM 4100	Health Care Planning and Evaluation	

Human Resource Management

BUS 2600	Employment and Labor Relations	
BUS 3660	Training and Employee Development	
BUS 3240	Philosophy of Values & Ethics	
BUS 4600	Integrative Project: HR Management	

Total Hours

39

Plan

Course	Title	Hours
Semester 1		
LA 1020	Student Success Strategies	3
BUS 2660	Organizational Management Principles	3
ELECTIVE		3
ENG 2100	College Writing	3
Hours		12
Semester 2		
REL 1590	Heritage of Faith	3

COMM 2100	Interpersonal Communication	3
ACCT 2000	Accounting & Finance for Business Professionals	3
CONCENTRATION ELECTIVE		3
Hours		12
Semester 3		
ECON 2200	Macroeconomics	3
CONCENTRATION ELECTIVE		3
HCM 3500	Eldercare	3
ELECTIVE		3
Hours		12
Semester 4		
BUS 3450	Business Statistics	3
ELECTIVE		3
BUS 2440	Project Management	3
SOCIETY & CULTURE		3
Hours		12
Semester 5		
BUS 3240	Philosophy of Values & Ethics	3
ELECTIVE		3
MGMT 3600	Human Resource Management	3
ELECTIVE		3
Hours		12
Semester 6		
ELECTIVE		3
REL 2030	Biblical Theology	3
MGMT 3660	Managing Change	3
ENV 1050 or JPP 3040	Introduction to Environmental Science or Forensic Investigation	3
Hours		12
Semester 7		
CCE 1020	Western Culture & Worldview	3
HHP 1115	Fit and Well	2
CONCENTRATION ELECTIVE		3
ELECTIVE		3
ELECTIVE		1
Hours		12
Semester 8		
CCE 1030	Western Thought & Worldview	3
ELECTIVE		3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
ELECTIVE		3
Hours		12
Semester 9		
CCE 1040	Science & Humanity	3
HUMAN CREATIVITY & EXPRESSION		3
MGMT 4620	International Business	3
ELECTIVE		3
Hours		12
Semester 10		
FAITH & LIFE		3
CONCENTRATION ELECTIVE		3
BUS 4420	Business Policy and Ethics	3
ELECTIVE		3
Hours		12
Total Hours		120

Course options and schedule are subject to change.

Associate Degrees

- General Business (ONLINE) (p. 68)

General Business (ONLINE)

The Associate degree in Business is designed to create a strong foundation for effective and responsible leadership roles in an organization or related professional activities. Through the required courses, the program is intended to grow and enhance both your professional and Christian values.

Curriculum

Code	Title	Hours
Required Core in Major		24
Major Requirements		36
Total Hours		60

Code	Title	Hours
<i>Core Courses</i>		
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
REL 1000	The Bible	3
REL 1100	Christian Faith	3
ENG 1040	Introduction to Writing	3
PSY 1010	General Psychology	3
MATH 1250	Contemporary Math	3
COMM 2100	Interpersonal Communication	3
<i>Major Requirements</i>		
ECON 2000	Principles of Economics	3
MATH 1250	Contemporary Math	3
BUS 1200	Business Essentials	3
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
MGMT 1200	Management & Leadership	3
MGMT 3600	Human Resource Management	3
MGMT 4620	International Business	3
MKTG 1300	Sales and Marketing	3
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
FIN 2000	Personal Finance	3
Total Hours		60

Minors

- Accounting Minor (ONLINE) (p. 68)
- Business Management Minor (ONLINE) (p. 68)
- Health Care Management Minor (ONLINE) (p. 68)
- Human Resource Management Minor (ONLINE) (p. 68)
- Marketing Minor (ONLINE) (p. 69)
- Nonprofit Management Minor (ONLINE) (p. 69)

Accounting Minor (ONLINE)

Curriculum

Code	Title	Hours
Required Courses		
ACCT 2100	Financial Accounting	3

ACCT 2200	Managerial Accounting	3
ACCT 3100	Intermediate Accounting I	3
ACCT 3110	Intermediate Accounting II	3
ACCT 3250	Cost Accounting	3
ACCT 3500	Income Tax I	3
or ACCT 3300	Advanced Accounting I	
Total Hours		18

Business Management Minor (ONLINE)

Curriculum

Code	Title	Hours
Required Courses		
BUS 3450	Business Statistics	3
BUS 2660	Organizational Management Principles	3
FIN 3000	Principles of Finance	3
ECON 2200	Macroeconomics	3
ACCT 2100	Financial Accounting	3
MKTG 4200	Marketing Management	3
MGMT 4620	International Business	3
Total Hours		21

Health Care Management Minor (ONLINE)

Curriculum

Code	Title	Hours
Required Course		
BUS 3450	Business Statistics	3
HCM 3200	Management Principles in Health Care	3
HCM 4100	Health Care Planning and Evaluation	3
HCM 3300	Financial Issues in Health Care	3
HCM 3400	Health Care Marketing	3
HCM 3500	Eldercare	3
MGMT 3600	Human Resource Management	3
ACCT 2100	Financial Accounting	3
Total Hours		24

Human Resource Management Minor (ONLINE)

Curriculum

Code	Title	Hours
Required Course		
BUS 2600	Employment and Labor Relations	3
BUS 2620	Staffing	3
BUS 3680	Compensation and Benefits	3
BUS 3660	Training and Employee Development	3
MGMT 3600	Human Resource Management	3

MGMT 3660	Managing Change	3
Total Hours		18

Marketing Minor (ONLINE)

Curriculum

Code	Title	Hours
Required Course		18
BUS 2660	Organizational Management Principles	3
MKTG 4200	Marketing Management	3
<i>Select four of the following:</i>		
MKTG 2200	Public Relations	3
MKTG 3000	Retail Management	3
MKTG 3200	Promotion & Advertising	3
MKTG 3400	E-Commerce	3
MKTG 4250	Marketing Research	3
MKTG 4400	International Marketing	3

Nonprofit Management Minor (ONLINE)

Curriculum

Code	Title	Hours
Required Course		
MGMT 2200	Nonprofit Management Principles	3
MKTG 2500	Nonprofit Marketing	3
MGMT 3400	Financial Issues in Nonprofit Management	3
BUS 3220	Nonprofit Fundraising and Grant Writing	3
MGMT 3200	Legal Issues in Nonprofit Management	3
MGMT 3660	Managing Change	3
Total Hours		18

Certificates

- Business Management Certificate (ONLINE) (p. 69)
- Health Care Management Certificate (ONLINE) (p. 69)
- Human Resource Management Certificate (ONLINE) (p. 69)
- Marketing Certificate (ONLINE) (p. 69)
- Nonprofit Management Certificate (ONLINE) (p. 70)

Business Management Certificate (ONLINE)

Curriculum

Code	Title	Hours
Required Courses		
BUS 3450	Business Statistics	3
BUS 2660	Organizational Management Principles	3
FIN 3000	Principles of Finance	3
ECON 2200	Macroeconomics	3
ACCT 2100	Financial Accounting	3
MKTG 4200	Marketing Management	3
MGMT 4620	International Business	3

BUS 4420	Business Policy and Ethics	3
Total Hours		24

Health Care Management Certificate (ONLINE)

Curriculum

Code	Title	Hours
Required Courses		
BUS 3450	Business Statistics	3
HCM 3200	Management Principles in Health Care	3
HCM 4100	Health Care Planning and Evaluation	3
HCM 3300	Financial Issues in Health Care	3
HCM 3400	Health Care Marketing	3
HCM 3500	Eldercare	3
MGMT 3600	Human Resource Management	3
ACCT 2100	Financial Accounting	3
Total Hours		24

Human Resource Management Certificate (ONLINE)

Curriculum

Code	Title	Hours
Required Courses		
BUS 2600	Employment and Labor Relations	3
BUS 2620	Staffing	3
BUS 3680	Compensation and Benefits	3
BUS 3660	Training and Employee Development	3
MGMT 3600	Human Resource Management	3
MGMT 3660	Managing Change	3
Total Hours		18

Marketing Certificate (ONLINE)

Curriculum

Code	Title	Hours
Required Courses		18
BUS 2660	Organizational Management Principles	3
MKTG 4200	Marketing Management	3
<i>Select four of the following:</i>		
MKTG 2200	Public Relations	
MKTG 3000	Retail Management	
MKTG 3200	Promotion & Advertising	
MKTG 3400	E-Commerce	
MKTG 4250	Marketing Research	
MKTG 4400	International Marketing	

Nonprofit Management Certificate (ONLINE)

Curriculum

Code	Title	Hours
Required Courses		
MGMT 2200	Nonprofit Management Principles	3
MKTG 2500	Nonprofit Marketing	3
MGMT 3400	Financial Issues in Nonprofit Management	3
BUS 3220	Nonprofit Fundraising and Grant Writing	3
MGMT 3200	Legal Issues in Nonprofit Management	3
MGMT 3660	Managing Change	3
Total Hours		18

Education Programs

- CUA A Elementary Education (ONLINE) (p. 70)
- CUA A Secondary Education - English (ONLINE) (p. 75)
- CUA A Secondary Education - Mathematics (ONLINE) (p. 79)
- CUW Cross Categorical Special Education (ONLINE) (p. 82)
- CUW Early Childhood Education (ONLINE) (p. 85)
- CUW Elementary Education (ONLINE) (p. 88)
- CUW Secondary Education - English and Language Arts (ONLINE) (p. 91)
- CUW Secondary Education - Mathematics (ONLINE) (p. 94)
- CUW Secondary Education - Social Studies (ONLINE) (p. 97)

CUA A Elementary Education (ONLINE)

A candidate in the Accelerated CUA A Elementary program will become certified to teach two of three areas - Lower Elementary (Pre-Kindergarten to 3rd grade), Upper Elementary (Pre-Kindergarten to 6th grade), or Special Education (Learning Disabilities) upon completion of the program and a passing score on the corresponding Michigan Test for Teacher Certification (MTTC). The Accelerated CUA A Elementary Education program contains coursework that is entirely online with the exception of the clinical courses and student teaching.

The program standards are defined by the State of Michigan and are as follows:

Professional Standards: P.1. Learner - Center Supports, P.2. Ethics and Professional Growth, and P.3. Strategic Partnerships

Literacy Standards: L.1. Literacy Learning Environments, L.2. Culturally Responsive Practices in Literacy, L.3. Literacy Curriculum Design and Assessment, L.4. Overall Literacy, L.5. Motivation and Engagement, L.6. Print Concepts, L.7. Phonological Awareness, L.8. Phonics, L.9. Spelling, L.10. Word Recognition, L.11. Morphology, L.12. Syntax, L.13. Reading Fluency, L.14. Vocabulary, L.15. Handwriting, L.16. Comprehension, L.17. Composition, and L.18. Speaking and Listening

Mathematics Standards: M.1. Build and draw on relationships with children, caregivers, and communities in ways that support children's mathematics learning; M.2. Plan mathematics lessons and sequences of lessons; M.3. Use formative and summative mathematics assessments to gauge children's learning and to make instructional

decisions; M.4. Enact instruction that allows all children to engage with significant mathematics and to develop productive dispositions toward mathematics; M.5. Unpack mathematical content and identify mathematical competence for attribution; M.6. Perform mathematical explanations and support children's mathematical explanations for attribution; M.7. Choose, interpret, and talk with representations for attributions; M.8. Elicit, interpret, support and extend others' mathematical thinking for attribution; M.9. Unpack mathematical content and identify mathematical competence for counting and whole number representation; M.10. Perform mathematical explanations and support children's mathematical explanations for counting and whole number representation; M.11. Choose, interpret, and talk with representations for counting and whole number representation; M.12. Elicit, interpret, support, and extend others' mathematical thinking for counting and whole number representation; M.13. Unpack mathematical content and identify mathematical competence for early fraction representation; M.14. Perform mathematical explanations and support others' mathematical explanations for early fraction representation; M.15. Choose, interpret, and talk with representations for early fraction representation; M.16. Elicit, interpret, support, and extend others' mathematical thinking for early fraction representation; M.17. Unpack mathematical content and identify mathematical competence for whole number operations; M.18. Perform mathematical explanations and support children's mathematical explanations for whole number operations; M.19. Choose, interpret, and talk with representations for whole number operations; and M.20. Elicit, interpret, support, and extend others' mathematical thinking for whole number operations.

Science Standards: S.1. Scientific Phenomena; S.2. Engaging children in Science and Engineering Practices (SEPs) as Identified in the Framework; S.3. Engaging Children in Developing and Using Disciplinary Core Ideas (DCIs) as Identified in the Framework; S.4. Engaging Children in Developing and Using Crosscutting Concepts as Identified in the Framework; S.5. Selecting and modifying instructional materials for 3D learning; S.6. Children's scientific sense-making; S.7. Pedagogical strategies that support culturally relevant sense-making in 3D learning; and S.8. Equity and Access

Social Studies Standards: SS.1. Civic Engagement; SS.2. History; SS.3. Geography; SS.4. Civics and Government; and SS.5. Economics.

For more information regarding these State standards please see the Standards for the Preparation of Teachers of Lower Elementary (PK-3) Education (https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator_services/prep/standards/approved_lower_elementary_pk3_education_preparation_standards.pdf?rev=ea8d459deea54ab981e4ba31648c71f7&hash=9EDD541C636B25A5AE8EC240A)

For more information regarding these State standards please see the Standards for the Preparation of Teachers of Upper Elementary (3-6) Education (https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator_services/prep/standards/approved_upper_elementary_36_education_preparation_standards.pdf?rev=9fc7be74ebbb40b583f5cc379290996e&hash=C8FB8B45A56847BD2A067206F5)

The School of Education has the following Program Outcomes:

SL1. Faith Integration: Candidates display the Christian principles that are central to the university's mission.

SL2. Caring Relationships: Candidates establish caring, supportive relationships with students, families and colleagues.

RP3. Disciplinary Knowledge: Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.

RP4. Pedagogy and Instruction: Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.

RP5. Communication: Candidates demonstrated effective communication skills to enhance teaching and learning.

RP6. Assessment: Candidates use various types of assessment to evaluate student progress and to improve their instruction.

RP7. Classroom Environment: Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.

LL8. Professionalism and Personal Growth: Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

Code	Title	Hours
Undergraduate Core Requirements - Public Education		44
Public Education Major		71
Public Education Elective Credits		5
Total Credits - Public Education		120
Undergraduate Core Requirements - Lutheran Teacher Diploma		47
Lutheran Teacher Diploma Major		77
Total Credits - Lutheran Teacher Diploma or Christian Teacher Certificate		121

Core Curriculum - 44-47 credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran Teacher Diploma (LTD) or Christian Teacher Certificate (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Liberal Arts Core		
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Faith and Life Course		
ENV 1050	Introduction to Environmental Science	3
MATH 1190	Number Sense: Teaching Pre K-9	3
GEOG 2200	Cultural Geography	3
POLS 2010	American Government	3
HHP 1115	Fit and Well	2
ED 1103	Human Relations for Teachers	3
Human Creativity and Expression Course		3

ENG 2100	College Writing	3
Communication or Language Course		3

Elementary Education Curriculum

Code	Title	Hours
Elementary Education Content		
ED 1231	Best Practices in Engaging Children in Literacy	3
HIST 1000	Introduction to American Civilization	3
HIST 2230	Michigan History	3
Professional Education Sequence		
EDU 1002	Teaching & Learning in Diverse Societies Elementary Clinical	1
ED 1275	Human Learning	3
EDU 1022	Human Growth and Development Elementary Clinical	1
EDU 5010	Designing Instruction	3
EDU 2002	Designing Instruction for Student Success Elementary Clinical	1
EDU 5020	Differentiated Instruction	3
EDU 2022	Differentiation for All Learners Elementary Clinical	1
ED 1230	Nature of the Exceptional Child	3
EDU 3050	Preparing for Student Teaching	1
EDU 4191	Student Teaching for Lower Elementary (select for primary content)	12
or EDU 4192	Student Teaching for Upper Elementary	
Elementary Education Sequence		
ED 2204	The Art & Science of Teaching Reading	3
ED 3401	Instruction & Assessment of Reading	3
ED 4321	The Art and Science of Teaching Language Arts	2
ED 4322	The Art and Science of Teaching Social Studies	1
ED 4323	The Art and Science of Teaching Mathematics	2
ED 4324	The Art and Science of Teaching Science	1

Lower Elementary (Pre-Kindergarten to Grade 3)

Code	Title	Hours
EDU 2110	Mathematics in Early Childhood	2
EDU 2140	Assessment of Young Children	3
ED 2358	Emergent Writing: Birth to Grade 3	2
EDU 3111	Elementary Literacy – Lower Elementary Clinical	1
EDU 3121	Literacy Challenges – Lower Elementary Clinical	1
EDU 4111	Language Arts & Social Studies – Lower Elementary Clinical	1
EDU 4121	Math & Science– Lower Elementary Clinical	1

Upper Elementary (Grades 3 to 6)

Code	Title	Hours
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 4301	Data Driven Analysis of Classroom Practice	2
EDU 3002	Assessment and Evaluation for Educators Elementary Clinical	1
EDU 3112	Elementary Literacy - Upper Elementary Clinical	1
EDU 3122	Literacy Challenges - Upper Elementary Clinical	1

EDU 4112	Language Arts & Social Studies – Upper Elementary Clinical	1
EDU 4122	Math & Science - Upper Elementary Clinical	1

Code	Title	Hours
Lutheran Teacher Diploma (LTD) Requirements		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

Code	Title	Hours
Undergraduate Core Requirements - Public Education		
	Public Education Major	88
Total Credits - Public Education		132
Undergraduate Core Requirements - Lutheran Teacher Diploma		
	Lutheran Teacher Diploma Major	94
Total Credits - Lutheran Teacher Diploma or Christian Teacher Certificate		141

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran Teacher Diploma (LTD) or Christian Teacher Certificate (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Liberal Arts Core		
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Faith and Life Course		
ENV 1050	Introduction to Environmental Science	3
MATH 1190	Number Sense: Teaching Pre K-9	3
GEOG 2200	Cultural Geography	3
POLS 2010	American Government	3
HHP 1115	Fit and Well	2
ED 1103	Human Relations for Teachers	3
Human Creativity and Expression Course		
ENG 2100	College Writing	3
Communication or Language Course		

Elementary Education Curriculum

Code	Title	Hours
Elementary Education Content		
ED 1231	Best Practices in Engaging Children in Literacy	3
HIST 1000	Introduction to American Civilization	3
HIST 2230	Michigan History	3
Professional Education Sequence		
EDU 1002	Teaching & Learning in Diverse Societies Elementary Clinical	1
ED 1275	Human Learning	3
EDU 1022	Human Growth and Development Elementary Clinical	1

EDU 5010	Designing Instruction	3
EDU 2002	Designing Instruction for Student Success Elementary Clinical	1
EDU 5020	Differentiated Instruction	3
EDU 2022	Differentiation for All Learners Elementary Clinical	1
ED 1230	Nature of the Exceptional Child	3
EDU 3050	Preparing for Student Teaching	1
EDU 4191	Student Teaching for Lower Elementary	12
Elementary Education Sequence		
ED 2204	The Art & Science of Teaching Reading	3
ED 3401	Instruction & Assessment of Reading	3
ED 4321	The Art and Science of Teaching Language Arts	2
ED 4322	The Art and Science of Teaching Social Studies	1
ED 4323	The Art and Science of Teaching Mathematics	2
ED 4324	The Art and Science of Teaching Science	1

Lower Elementary (Pre-Kindergarten to 3rd grade)

Code	Title	Hours
EDU 2110	Mathematics in Early Childhood	2
EDU 2140	Assessment of Young Children	3
ED 2358	Emergent Writing: Birth to Grade 3	2
EDU 3111	Elementary Literacy – Lower Elementary Clinical	1
EDU 3121	Literacy Challenges – Lower Elementary Clinical	1
EDU 4111	Language Arts & Social Studies – Lower Elementary Clinical	1
EDU 4121	Math & Science– Lower Elementary Clinical	1

Special Education - Learning Disabilities

Code	Title	Hours
ED 1230	Nature of the Exceptional Child	
EDU 2410	Math Strategies for Special Learning Needs	3
EDU 2420	Language and Literacy	3
EDU 2430	Special Education Legislation and Legal Guidelines	3
EDU 2440	Meeting the Social, Emotional, & Behavior Needs of the Student	3
EDU 2450	Collaboration with Parents, Students, and Other Professionals	3
EDU 2460	Determining Eligibility and Designing Educational Programs	3
EDU 2470	Instruction Across the Content Areas for Students with Learning Disabilities	3
EDU 4499	Directed Student Teaching: Special Education with Seminar	6

Code	Title	Hours
Lutheran Teacher Diploma (LTD) Requirements		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

Code	Title	Hours
Undergraduate Core Requirements - Public Education		
	Public Education Major	87
Total Credits - Public Education		131
Undergraduate Core Requirements - Lutheran Teacher Diploma		
	Lutheran Teacher Diploma Major	93

Total Credits - Lutheran Teacher Diploma or Christian Teacher Certificate 140

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran Teacher Diploma (LTD)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Liberal Arts Core		
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Faith and Life Course		
ENV 1050	Introduction to Environmental Science	3
MATH 1190	Number Sense: Teaching Pre K-9	3
GEOG 2200	Cultural Geography	3
POLS 2010	American Government	3
HHP 1115	Fit and Well	2
ED 1103	Human Relations for Teachers	3
Human Creativity and Expression Course		
ENG 2100	College Writing	3
Communication or Language Course		
		3

Elementary Education Curriculum

Code	Title	Hours
Elementary Education Content		
ED 1231	Best Practices in Engaging Children in Literacy	3
HIST 1000	Introduction to American Civilization	3
HIST 2230	Michigan History	3
Professional Education Sequence		
EDU 1002	Teaching & Learning in Diverse Societies Elementary Clinical	1
ED 1275	Human Learning	3
EDU 1022	Human Growth and Development Elementary Clinical	1
EDU 5010	Designing Instruction	3
EDU 2002	Designing Instruction for Student Success Elementary Clinical	1
EDU 5020	Differentiated Instruction	3
EDU 2022	Differentiation for All Learners Elementary Clinical	1
ED 1230	Nature of the Exceptional Child	3
EDU 3050	Preparing for Student Teaching	1
EDU 4192	Student Teaching for Upper Elementary	12
Elementary Education Sequence		
ED 2204	The Art & Science of Teaching Reading	3
ED 3401	Instruction & Assessment of Reading	3
ED 4321	The Art and Science of Teaching Language Arts	2
ED 4322	The Art and Science of Teaching Social Studies	1
ED 4323	The Art and Science of Teaching Mathematics	2
ED 4324	The Art and Science of Teaching Science	1

Upper Elementary (Grades 3 to 6)

Code	Title	Hours
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 4301	Data Driven Analysis of Classroom Practice	2
EDU 3002	Assessment and Evaluation for Educators Elementary Clinical	1
EDU 3112	Elementary Literacy - Upper Elementary Clinical	1
EDU 3122	Literacy Challenges - Upper Elementary Clinical	1
EDU 4112	Language Arts & Social Studies – Upper Elementary Clinical	1
EDU 4122	Math & Science - Upper Elementary Clinical	1

Special Education - Learning Disabilities

Code	Title	Hours
ED 1230	Nature of the Exceptional Child	
EDU 2410	Math Strategies for Special Learning Needs	3
EDU 2420	Language and Literacy	3
EDU 2430	Special Education Legislation and Legal Guidelines	3
EDU 2440	Meeting the Social, Emotional, & Behavior Needs of the Student	3
EDU 2450	Collaboration with Parents, Students, and Other Professionals	3
EDU 2460	Determining Eligibility and Designing Educational Programs	3
EDU 2470	Instruction Across the Content Areas for Students with Learning Disabilities	3
EDU 4499	Directed Student Teaching: Special Education with Seminar	6

Code	Title	Hours
Lutheran Teacher Diploma (LTD) Requirements		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

Plan - Lower Elementary & Upper Elementary

Course	Title	Hours
Semester 1		
HHP 1115	Fit and Well	2
ENG 2100	College Writing	3
Hours		5
Semester 2		
ED 1275	Human Learning	3
EDU 1022	Human Growth and Development Elementary Clinical	1
ED 2204	The Art & Science of Teaching Reading	3
EDU 3111	Elementary Literacy – Lower Elementary Clinical	1
ED 1230	Nature of the Exceptional Child	3
REL 1000	The Bible	3
Hours		14
Semester 3		
EDU 5020	Differentiated Instruction	3
EDU 2022	Differentiation for All Learners Elementary Clinical	1
MATH 1190	Number Sense: Teaching Pre K-9	3
ED 1103	Human Relations for Teachers	3
EDU 1002	Teaching & Learning in Diverse Societies Elementary Clinical	1
MATH 1200	Data & Space: Teaching Pre K-9	3
Hours		14

Semester 4		
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3
ED 1231	Best Practices in Engaging Children in Literacy	3
POLS 2010	American Government	3
Hours		12
Semester 5		
CCE 1020	Western Culture & Worldview	3
ENV 1050	Introduction to Environmental Science	3
EDU 5010	Designing Instruction	3
EDU 2002	Designing Instruction for Student Success Elementary Clinical	1
FAITH & LIFE		3
Hours		13
Semester 6		
HUMAN CREATIVITY & EXPRESSION		3
ED 2358	Emergent Writing: Birth to Grade 3	2
EDU 2110	Mathematics in Early Childhood	2
CCE 1040	Science & Humanity	3
HIST 1000	Introduction to American Civilization	3
Hours		13
Semester 7		
ED 3401	Instruction & Assessment of Reading	3
EDU 3121	Literacy Challenges – Lower Elementary Clinical	1
EDU 3122	Literacy Challenges - Upper Elementary Clinical	1
EDU 2140	Assessment of Young Children	3
GEOG 2200	Cultural Geography	3
HIST 2230	Michigan History	3
Hours		14
Semester 8		
ED 4321	The Art and Science of Teaching Language Arts	2
ED 4322	The Art and Science of Teaching Social Studies	1
EDU 4111	Language Arts & Social Studies – Lower Elementary Clinical	1
ED 4323	The Art and Science of Teaching Mathematics	2
ED 4324	The Art and Science of Teaching Science	1
EDU 4121	Math & Science– Lower Elementary Clinical	1
ED 4301	Data Driven Analysis of Classroom Practice	2
EDU 3002	Assessment and Evaluation for Educators Elementary Clinical	1
EDU 4112	Language Arts & Social Studies – Upper Elementary Clinical	1
EDU 4122	Math & Science - Upper Elementary Clinical	1
EDU 3050	Preparing for Student Teaching	1
Hours		14
Semester 9		
COMMUNICATION & LANGUAGE		3
EDU 4191	Student Teaching for Lower Elementary (select for primary content)	12
EDU 4192	Student Teaching for Upper Elementary	12
Hours		27
Total Hours		126

Course options and schedule are subject to change.

Plan - Lower Elementary & Special Education

Course	Title	Hours
Semester 1		
ED 1275	Human Learning	3
EDU 1022	Human Growth and Development Elementary Clinical	1
ED 2204	The Art & Science of Teaching Reading	3
EDU 3111	Elementary Literacy – Lower Elementary Clinical	1

ED 1230	Nature of the Exceptional Child	3
REL 1000	The Bible	3
Hours		14
Semester 2		
EDU 5020	Differentiated Instruction	3
EDU 2022	Differentiation for All Learners Elementary Clinical	1
MATH 1190	Number Sense: Teaching Pre K-9	3
ED 1103	Human Relations for Teachers	3
EDU 1002	Teaching & Learning in Diverse Societies Elementary Clinical	1
MATH 1200	Data & Space: Teaching Pre K-9	3
Hours		14
Semester 3		
HHP 1115	Fit and Well	2
ENG 2100	College Writing	3
Hours		5
Semester 4		
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3
ED 1231	Best Practices in Engaging Children in Literacy	3
POLS 2010	American Government	3
Hours		12
Semester 5		
CCE 1020	Western Culture & Worldview	3
ENV 1050	Introduction to Environmental Science	3
EDU 5010	Designing Instruction	3
EDU 2002	Designing Instruction for Student Success Elementary Clinical	1
FAITH & LIFE		3
Hours		13
Semester 6		
ED 2358	Emergent Writing: Birth to Grade 3	2
EDU 2110	Mathematics in Early Childhood	2
CCE 1040	Science & Humanity	3
HIST 1000	Introduction to American Civilization	3
Hours		10
Semester 7		
ED 3401	Instruction & Assessment of Reading	3
EDU 3121	Literacy Challenges – Lower Elementary Clinical	1
EDU 3122	Literacy Challenges - Upper Elementary Clinical	1
EDU 2140	Assessment of Young Children	3
GEOG 2200	Cultural Geography	3
HIST 2230	Michigan History	3
Hours		14
Semester 8		
ED 4321	The Art and Science of Teaching Language Arts	2
ED 4322	The Art and Science of Teaching Social Studies	1
ED 4323	The Art and Science of Teaching Mathematics	2
EDU 4111	Language Arts & Social Studies – Lower Elementary Clinical	1
ED 4324	The Art and Science of Teaching Science	1
EDU 4121	Math & Science– Lower Elementary Clinical	1
ED 4301	Data Driven Analysis of Classroom Practice	2
EDU 3002	Assessment and Evaluation for Educators Elementary Clinical	1
EDU 4112	Language Arts & Social Studies – Upper Elementary Clinical	1
EDU 4122	Math & Science - Upper Elementary Clinical	1
EDU 3050	Preparing for Student Teaching	1
Hours		14
Semester 9		
COMMUNICATION & LANGUAGE		3

HUMAN CREATIVITY & EXPRESSION	3
Hours	6
Semester 10	
EDU 4191 Student Teaching for Lower Elementary	12
EDU 4192 Student Teaching for Upper Elementary	12
Hours	24
Total Hours	126

Course options and schedule are subject to change.

Plan - Upper Elementary & Special Education

Course	Title	Hours
Semester 1		
ED 1275	Human Learning	3
EDU 1022	Human Growth and Development Elementary Clinical	1
ED 2204	The Art & Science of Teaching Reading	3
ED 1230	Nature of the Exceptional Child	3
REL 1000	The Bible	3
Hours		13
Semester 2		
EDU 5020	Differentiated Instruction	3
EDU 2022	Differentiation for All Learners Elementary Clinical	1
MATH 1190	Number Sense: Teaching Pre K-9	3
ED 1103	Human Relations for Teachers	3
EDU 1002	Teaching & Learning in Diverse Societies Elementary Clinical	1
MATH 1200	Data & Space: Teaching Pre K-9	3
Hours		14
Semester 3		
HHP 1115	Fit and Well	2
ENG 2100	College Writing	3
Hours		5
Semester 4		
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3
ED 1231	Best Practices in Engaging Children in Literacy	3
POLS 2010	American Government	3
EDU 2410	Math Strategies for Special Learning Needs	3
Hours		15
Semester 5		
CCE 1020	Western Culture & Worldview	3
ENV 1050	Introduction to Environmental Science	3
EDU 5010	Designing Instruction	3
EDU 2440	Meeting the Social, Emotional, & Behavior Needs of the Student	3
EDU 2002	Designing Instruction for Student Success Elementary Clinical	1
EDU 2420	Language and Literacy	3
Hours		16
Semester 6		
COMMUNICATION & LANGUAGE		3
CCE 1040	Science & Humanity	3
HIST 1000	Introduction to American Civilization	3
Hours		9
Semester 7		
ED 3401	Instruction & Assessment of Reading	3
EDU 2430	Special Education Legislation and Legal Guidelines	3
EDU 3122	Literacy Challenges - Upper Elementary Clinical	1
EDU 2450	Collaboration with Parents, Students, and Other Professionals	3
EDU 3002	Assessment and Evaluation for Educators Elementary Clinical	1

EDU 4122	Math & Science - Upper Elementary Clinical	1
HIST 2230	Michigan History	3
Hours		15
Semester 8		
ED 4321	The Art and Science of Teaching Language Arts	2
ED 4322	The Art and Science of Teaching Social Studies	1
ED 4323	The Art and Science of Teaching Mathematics	2
ED 4324	The Art and Science of Teaching Science	1
EDU 2460	Determining Eligibility and Designing Educational Programs	3
ED 4301	Data Driven Analysis of Classroom Practice	2
EDU 2470	Instruction Across the Content Areas for Students with Learning Disabilities	3
EDU 4112	Language Arts & Social Studies – Upper Elementary Clinical	1
EDU 3112	Elementary Literacy - Upper Elementary Clinical	1
EDU 3050	Preparing for Student Teaching	1
Hours		17
Semester 9		
GEOG 2200	Cultural Geography	3
HUMAN CREATIVITY & EXPRESSION		3
FAITH & LIFE		3
Hours		9
Semester 10		
EDU 4192	Student Teaching for Upper Elementary	12
EDU 4499	Directed Student Teaching: Special Education with Seminar	6
Hours		18
Total Hours		131

Course options and schedule are subject to change.

CUAA Secondary Education - English (ONLINE)

Courses in English include the study of writing, language, and literature. Writing courses are designed to teach strategies for producing clear, effective, and expressive written communication. Study of the English language is designed to teach language principles and history in order to foster informed attitudes toward varieties of language and language change. Courses in literature are designed to teach methods of literary interpretation through the study of representative works.

Middle Levels Overview: Concordia University Ann Arbor's Middle Levels teacher certification program equips teacher leaders with the skills and dispositions uniquely required to teach students in the middle grades. You'll learn how to design and use teaching methods in your specialty area that will make a meaningful impact in the classroom. Our program encourages the practical application of pedagogical skills through the use of clinical experiences in every course. You'll leave the program prepared and confident to engage middle level learners to reach their highest potential.

Upper Levels Overview: The Upper Levels grade band teacher certification focuses specifically on the skills and dispositions needed to teach middle and high school age students. In this program you will gain an understanding of the pedagogy specific to learners in this age group as well as comprehend alignment of curriculum for effective instruction. Students who choose this grade band are dynamic instructors of their content area who are fully supported to teach various subjects with the goal of increased student learning.

Professional Sequence Learning Outcomes:

- Plan, modify and apply evidence based instructional approaches that promote vocabulary growth.
- Implement texts that showcase a variety of viewpoints, genres, literary devices and audiences.
- Cultivate students' literary identities through motivational and engagement strategies.
- Learn to provide opportunities for active listening and collaborative classroom discussions.
- Possess the knowledge of a plethora of literary texts relevant to secondary learners to encourage reading for pleasure.
- Connect teaching and learning to social contexts that promote student growth of critical consciousness.

The School of Education Program Learning Outcomes:

- SL1. Faith Integration:** Candidates display the Christian principles that are central to the university's mission.
- SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.
- RP3. Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.
- RP4. Pedagogy and Instruction:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.
- RP5. Communication:** Candidates demonstrated effective communication skills to enhance teaching and learning.
- RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.
- RP7. Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.
- LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

English Learning Outcomes:

- Create language rich learning environments through intentional interactions.
- Use culturally responsive practices to guide learners from all backgrounds.
- Evaluate and adapt curriculum to meet the needs of students' language, literacy and social identity.
- Differentiate instruction by providing scaffolded support to a diverse group of learners.
- Design effective instruction that includes a variety of educational resources, including digital and media.
- Gain the skills to teach the complex nature of text comprehension through vocabulary, grammar and rhetoric strategies.
- Orchestrate writing opportunities that include both explicit instruction and collaborative opportunities.

Code	Title	Hours
	Undergraduate Core Requirements - Public Education	44
	Undergraduate Core Requirements - Lutheran Teacher Diploma	47
	Public Education Major	71
	Public Education Elective Credits	5

Lutheran Teacher Diploma Major	77
Total Credits - Public Education	120
Total Credits - Lutheran Teacher Diploma or Christian Teacher Certificate	124

Core Curriculum - 44-47 credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran Teacher Diploma (LTD) or Christian Teacher Certificate (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Liberal Arts Core		
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Faith and Life Course		
ENV 1050	Introduction to Environmental Science	3
MATH 1190	Number Sense: Teaching Pre K-9	3
GEOG 2200	Cultural Geography	3
HHP 1115	Fit and Well	2
ED 1102	Foundations of Education	3
Human Creativity and Expression Course		
ENG 2100	College Writing	3
Communication or Language Course		
		3

Curriculum - Middle Levels Grades 5 - 9

Code	Title	Hours
Professional Education Studies: Middle Levels (grades 5-9)		
EDU 1004	Teaching & Learning in Diverse Societies Secondary Clinical	1
ED 1275	Human Learning	3
EDU 1024	Human Growth and Development Secondary Clinical	1
EDU 5040	Technology Instruction for Educators	3
ED 1230	Nature of the Exceptional Child	3
EDU 5010	Designing Instruction	3
EDU 2004	Designing Instruction for Student Success Secondary Clinical	1
EDU 5020	Differentiated Instruction	3
EDU 2024	Differentiation for All Learners Secondary Clinical	1
ED 4340	The Art and Science of Assessment and Instruction	3
EDU 3004	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 3050	Preparing for Student Teaching	1
EDU 6035	Instructional Methods for Middle Levels	3
EDU 4213	Methods for Teaching Middle Levels Clinical	1

EDU 6030	Literacy Instruction for Middle Levels	3
EDU 3213	Literacy for Teaching Middle Levels Clinical	1
EDU 4293	Student Teaching for Middle Levels	12

Code	Title	Hours

Required English Courses

ENG 2100	College Writing	
ENG 2450	Art of the Personal Essay	3
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
ED 4372	Curriculum and Methods of Teaching English - Secondary	3
ENG 3470	Survey of World Literature	3
ENG 3920	Survey of American Literature	3
ENG 3940	Survey of British Literature	3
ENG 3960	English Language and Its Usage	3
ENG 4650	Shakespeare	3
ENG 4750	Literary Criticism	3

Code	Title	Hours

Lutheran (LCMS Members) Teacher Diploma Requirements.

ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

Code	Title	Hours

Undergraduate Core Requirements - Public Education	44
Undergraduate Core Requirements - Lutheran Teacher Diploma	47
Public Education Major	71
Public Education Elective Credits	5
Lutheran Teacher Diploma Major	77
Total Credits - Public Education	120
Total Credits - Lutheran Teacher Diploma or Christian Teacher Certificate	124

Core Curriculum - 44-47 credits

Concordia Common Core

Code	Title	Hours

Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran Teacher Diploma (LTD) or Christian Teacher Certificate (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Liberal Arts Core		
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Faith and Life Course		
ENV 1050	Introduction to Environmental Science	3
MATH 1190	Number Sense: Teaching Pre K-9	3
GEOG 2200	Cultural Geography	3
HHP 1115	Fit and Well	2

ED 1102	Foundations of Education	3
Human Creativity and Expression Course		3
ENG 2100	College Writing	3
Communication or Language Course		3

Curriculum - Middle Levels Grades 7 - 12

Code	Title	Hours

Professional Education Studies: Middle Levels (grades 7-12)

EDU 1004	Teaching & Learning in Diverse Societies Secondary Clinical	1
ED 1275	Human Learning	3
EDU 1024	Human Growth and Development Secondary Clinical	1
EDU 5040	Technology Instruction for Educators	3
ED 1230	Nature of the Exceptional Child	3
EDU 5010	Designing Instruction	3
EDU 2004	Designing Instruction for Student Success Secondary Clinical	1
EDU 5020	Differentiated Instruction	3
EDU 2024	Differentiation for All Learners Secondary Clinical	1
ED 4340	The Art and Science of Assessment and Instruction	3
EDU 3004	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 3050	Preparing for Student Teaching	1
EDU 6045	Instructional Methods for Upper Levels	3
EDU 4224	Methods for Teaching Upper Levels Clinical	1
EDU 6040	Literacy Instruction for Upper Levels	3
EDU 3224	Literacy for Teaching Upper Levels Clinical	1
EDU 4294	Student Teaching for Upper Levels	12

Code	Title	Hours

Required English Courses

ED 2252	Best Practices in Engaging Adolescents in Literacy	3
ED 4372	Curriculum and Methods of Teaching English - Secondary	3

ENG 2100	College Writing	
ENG 2450	Art of the Personal Essay	3
ENG 3470	Survey of World Literature	3
ENG 3920	Survey of American Literature	3
ENG 3940	Survey of British Literature	3
ENG 3960	English Language and Its Usage	3
ENG 4650	Shakespeare	3
ENG 4750	Literary Criticism	3

Code	Title	Hours

Lutheran (LCMS Members) Teacher Diploma Requirements.

ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

Plan - Middle Levels Grades 5-9

Course	Title	Hours
Semester 1		
HHP 1115	Fit and Well	2
ED 1102	Foundations of Education	3

EDU 1004	Teaching & Learning in Diverse Societies Secondary Clinical	1
CCE 1040	Science & Humanity	3
REL 1000	The Bible	3
ENG 2100	College Writing	3
Hours		15
Semester 2		
ED 1275	Human Learning	3
EDU 1024	Human Growth and Development Secondary Clinical	1
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
ENG 2450	Art of the Personal Essay	3
Hours		13
Semester 3		
MATH 1190	Number Sense: Teaching Pre K-9	3
CCE 1010	Christian Citizen	3
HUMAN CREATIVITY		3
ENV 1050	Introduction to Environmental Science	3
ENG 3470	Survey of World Literature	3
Hours		15
Semester 4		
ED 1230	Nature of the Exceptional Child	3
CCE 1030	Western Thought & Worldview	3
FAITH & LIFE		3
EDU 5020	Differentiated Instruction	3
EDU 2024	Differentiation for All Learners Secondary Clinical	1
ENG 4650	Shakespeare	3
Hours		16
Semester 5		
COMMUNICATION & LANGUAGE		3
EDU 5010	Designing Instruction	3
EDU 2004	Designing Instruction for Student Success Secondary Clinical	1
ENG 3050	English Grammar and Usage	3
ENG 3940	Survey of British Literature	3
ENG 3960	English Language and Its Usage	3
Hours		16
Semester 6		
GEOG 2200	Cultural Geography	3
ENG 3920	Survey of American Literature	3
ED 4340	The Art and Science of Assessment and Instruction	3
EDU 3004	Assessment and Evaluation for Educators Secondary Clinical	1
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
ELECTIVE		3
Hours		16
Semester 7		
ENG 4750	Literary Criticism	3
EDU 6030	Literacy Instruction for Middle Levels	3
EDU 3213	Literacy for Teaching Middle Levels Clinical	1
EDU 6035	Instructional Methods for Middle Levels	3
EDU 4213	Methods for Teaching Middle Levels Clinical	1
ED 4372	Curriculum and Methods of Teaching English - Secondary	3
Hours		14
Semester 8		
EDU 5040	Technology Instruction for Educators	3
EDU 4293	Student Teaching for Middle Levels	12
Hours		15
Total Hours		120

Course options and schedule are subject to change.

Plan - Upper Levels Grades 7-12

Course	Title	Hours
Semester 1		
HHP 1115	Fit and Well	2
ED 1102	Foundations of Education	3
EDU 1004	Teaching & Learning in Diverse Societies Secondary Clinical	1
CCE 1040	Science & Humanity	3
REL 1000	The Bible	3
ENG 2100	College Writing	3
Hours		15
Semester 2		
ED 1275	Human Learning	3
EDU 1024	Human Growth and Development Secondary Clinical	1
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
ENG 2450	Art of the Personal Essay	3
Hours		13
Semester 3		
MATH 1190	Number Sense: Teaching Pre K-9	3
CCE 1010	Christian Citizen	3
HUMAN CREATIVITY		3
ENG 3470	Survey of World Literature	3
ENV 1050	Introduction to Environmental Science	3
Hours		15
Semester 4		
ED 1230	Nature of the Exceptional Child	3
CCE 1030	Western Thought & Worldview	3
FAITH & LIFE		3
EDU 5020	Differentiated Instruction	3
EDU 2024	Differentiation for All Learners Secondary Clinical	1
ENG 4650	Shakespeare	3
Hours		16
Semester 5		
COMMUNICATION & LANGUAGE		3
EDU 5010	Designing Instruction	3
EDU 2004	Designing Instruction for Student Success Secondary Clinical	1
ENG 3050	English Grammar and Usage	3
ENG 3940	Survey of British Literature	3
ENG 3960	English Language and Its Usage	3
Hours		16
Semester 6		
GEOG 2200	Cultural Geography	3
ENG 3920	Survey of American Literature	3
ED 4340	The Art and Science of Assessment and Instruction	3
EDU 3004	Assessment and Evaluation for Educators Secondary Clinical	1
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
ELECTIVE		3
Hours		16
Semester 7		
ENG 4750	Literary Criticism	3
EDU 6040	Literacy Instruction for Upper Levels	3
EDU 3224	Literacy for Teaching Upper Levels Clinical	1
EDU 6045	Instructional Methods for Upper Levels	3
EDU 4224	Methods for Teaching Upper Levels Clinical	1
ED 4372	Curriculum and Methods of Teaching English - Secondary	3
Hours		14

Semester 8

EDU 4293	Student Teaching for Middle Levels	12
EDU 5040	Technology Instruction for Educators	3
Hours		15
Total Hours		120

Course options and schedule are subject to change.

CUAA Secondary Education - Mathematics (ONLINE)

Mathematics is an aspect of our everyday lives and an important part of our culture. Applications of Mathematics are found in many disciplines today, including the physical sciences, biological sciences, business, economics, computer science and psychology. Concordia University offers two levels of teaching Mathematics: Middle Levels for grades 5 - 9, and Upper Levels for grades 7 - 12.

Middle Levels Overview: Concordia University Ann Arbor's Middle Levels teacher certification program equips teacher leaders with the skills and dispositions uniquely required to teach students in the middle grades. You'll learn how to design and use teaching methods in your specialty area that will make a meaningful impact in the classroom. Our program encourages the practical application of pedagogical skills through the use of clinical experiences in every course. You'll leave the program prepared and confident to engage middle level learners to reach their highest potential.

Upper Levels Overview: The Upper Levels grade band teacher certification focuses specifically on the skills and dispositions needed to teach middle and high school age students. In this program you will gain an understanding of the pedagogy specific to learners in this age group as well as comprehend alignment of curriculum for effective instruction. Students who choose this grade band are dynamic instructors of their content area who are fully supported to teach various subjects with the goal of increased student learning.

Professional Sequence Learning Outcomes:

- Plan, modify and apply evidence based instructional approaches that promote vocabulary growth.
- Implement texts that showcase a variety of viewpoints, genres, literary devices and audiences.
- Cultivate students' literary identities through motivational and engagement strategies.
- Learn to provide opportunities for active listening and collaborative classroom discussions.
- Possess the knowledge of a plethora of literary texts relevant to secondary learners to encourage reading for pleasure.
- Connect teaching and learning to social contexts that promote student growth of critical consciousness.

The School of Education Program Learning Outcomes:

- **SL1. Faith Integration:** Candidates display the Christian principles that are central to the university's mission.
- **SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.
- **RP3. Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.

- **RP4. Pedagogy and Instruction:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.
- **RP5. Communication:** Candidates demonstrated effective communication skills to enhance teaching and learning.
- **RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.
- **RP7. Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.
- **LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

Math Learning Outcomes:

- Structure learning opportunities and use teaching practices to advance the learning of every student by providing access, support, and challenge.
- Address the multitude of factors that exist when planning for effective instruction with specific attention to individual students' learning needs.
- Implement effective mathematical pedagogical practices to develop students' meaningful learning of mathematics.
- Collaborate with others to engage students in mathematical thinking and experiences.
- Learn how students' mathematical ideas develop across levels of thinking and learning.
- Identify and strategically implement teaching strategies that engage students in mathematical concepts and processes.
- Support students in developing and maintaining positive mathematical identities.
- Provide access for every student to a high-quality mathematics curriculum.
- Promote systems that produce equitable mathematics learning experiences and outcomes for all students.
- Challenge the status quo of students' mathematical experiences and recognize the advocacy role of teaching.
- Possess deep and flexible knowledge of core mathematical concepts, procedures and practices.
- Describe how all people are capable of thinking mathematically and are able to solve sophisticated mathematical problems with effort.
- Read, analyze, interpret and enact research based curriculum and materials.
- Demonstrate proficiency in the tools and technology designed to support mathematical reasoning and sense making.

Code	Title	Hours
	Undergraduate Core Requirements - Public Education	44
	Undergraduate Core Requirements - Lutheran Teacher Diploma	47
	Public Education Major	70
	Public Education Elective Credits	6
	Lutheran Teacher Diploma Major	76
Total Credits - Public Education		120
Total Credits - Lutheran Teacher Diploma or Christian Teacher Certificate		123

Core Curriculum - 44-47 credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran Teacher Diploma (LTD) or Christian Teacher Certificate (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Liberal Arts Core		
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Faith and Life Course		
ENV 1050	Introduction to Environmental Science	3
MATH 1280	College Algebra	3
GEOG 2200	Cultural Geography	3
HHP 1115	Fit and Well	2
ED 1102	Foundations of Education	3
Human Creativity and Expression Course		
ENG 2100	College Writing	3
Communication or Language Course		
		3

Curriculum - Middle Levels Grades 5 - 9

Code	Title	Hours
Professional Education Studies: Middle Levels (grades 5-9)		
EDU 1004	Teaching & Learning in Diverse Societies Secondary Clinical	1
ED 1275	Human Learning	3
EDU 1024	Human Growth and Development Secondary Clinical	1
EDU 5040	Technology Instruction for Educators	3
ED 1230	Nature of the Exceptional Child	3
EDU 5010	Designing Instruction	3
EDU 2004	Designing Instruction for Student Success Secondary Clinical	1
EDU 5020	Differentiated Instruction	3
EDU 2024	Differentiation for All Learners Secondary Clinical	1
ED 4340	The Art and Science of Assessment and Instruction	3
EDU 3004	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 3050	Preparing for Student Teaching	1
EDU 6035	Instructional Methods for Middle Levels	3
EDU 4213	Methods for Teaching Middle Levels Clinical	1
EDU 6030	Literacy Instruction for Middle Levels	3
EDU 3213	Literacy for Teaching Middle Levels Clinical	1

EDU 4293	Student Teaching for Middle Levels	12
Total Hours		44

Code	Title	Hours
<i>Required Mathematics Courses</i>		
MATH 1280	College Algebra	
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4
MATH 2050	Statistics I	3
MATH 2200	Discrete Math	3
MATH 3130	Math in the Middle School	3
MATH 3310	Geometry	3
MATH 4610	Probability & Statistics	3
ED 4374	Curriculum and Methods of Teaching Mathematics - Secondary	3
Total Hours		26

Code	Title	Hours
Lutheran (LCMS Members) Teacher Diploma Requirements.		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

Code	Title	Hours
Undergraduate Core Requirements - Public Education		44
Undergraduate Core Requirements - Lutheran Teacher Diploma		47
Public Education Major		70
Public Education Elective Credits		6
Lutheran Teacher Diploma Major		76
Total Credits - Public Education		120
Total Credits - Lutheran Teacher Diploma or Christian Teacher Certificate		123

Core Curriculum - 44-47 credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran Teacher Diploma (LTD) or Christian Teacher Certificate (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Liberal Arts Core		
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Faith and Life Course		
ENV 1050	Introduction to Environmental Science	3
MATH 1280	College Algebra	3
GEOG 2200	Cultural Geography	3
HHP 1115	Fit and Well	2

ED 1102	Foundations of Education	3
Human Creativity and Expression Course		3
ENG 2100	College Writing	3
Communication or Language Course		3

Curriculum - Upper Levels Grades 7 - 12

Code	Title	Hours
Professional Education Studies: Upper Levels (grades 7-12)		
EDU 1004	Teaching & Learning in Diverse Societies Secondary Clinical	1
ED 1275	Human Learning	3
EDU 1024	Human Growth and Development Secondary Clinical	1
EDU 5040	Technology Instruction for Educators	3
ED 1230	Nature of the Exceptional Child	3
EDU 5010	Designing Instruction	3
EDU 2004	Designing Instruction for Student Success Secondary Clinical	1
EDU 5020	Differentiated Instruction	3
EDU 2024	Differentiation for All Learners Secondary Clinical	1
ED 4340	The Art and Science of Assessment and Instruction	3
EDU 3004	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 3050	Preparing for Student Teaching	1
EDU 6045	Instructional Methods for Upper Levels	3
EDU 4224	Methods for Teaching Upper Levels Clinical	1
EDU 6040	Literacy Instruction for Upper Levels	3
EDU 3224	Literacy for Teaching Upper Levels Clinical	1
EDU 4294	Student Teaching for Upper Levels	12
Total Hours		44

Code	Title	Hours
<i>Required Mathematics Courses</i>		
MATH 1280	College Algebra	
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4
MATH 2050	Statistics I	3
MATH 2200	Discrete Math	3
MATH 3130	Math in the Middle School	3
MATH 3310	Geometry	3
MATH 4610	Probability & Statistics	3
ED 4374	Curriculum and Methods of Teaching Mathematics - Secondary	3
Total Hours		26

Code	Title	Hours
Lutheran (LCMS Members) Teacher Diploma Requirements.		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

Plan - Middle Levels Grades 5-9

Course	Title	Hours
Semester 1		
ED 1102	Foundations of Education	3

EDU 1004	Teaching & Learning in Diverse Societies Secondary Clinical	1
REL 1000	The Bible	3
CCE 1020	Western Culture & Worldview	3
MATH 1280	College Algebra	3
Hours		13

Semester 2		
ED 1275	Human Learning	3
EDU 1024	Human Growth and Development Secondary Clinical	1
MATH 2050	Statistics I	3
HUMAN CREATIVITY		3
CCE 1040	Science & Humanity	3
Hours		13

Semester 3		
ED 1230	Nature of the Exceptional Child	3
CCE 1010	Christian Citizen	3
MATH 3310	Geometry	3
CCE 1030	Western Thought & Worldview	3
ENG 2100	College Writing	3
Hours		15

Semester 4		
MATH 2010	Calculus I	4
MATH 3130	Math in the Middle School	3
EDU 5020	Differentiated Instruction	3
EDU 2024	Differentiation for All Learners Secondary Clinical	1
GEOG 2200	Cultural Geography	3
Hours		14

Semester 5		
MATH 2200	Discrete Math	3
MATH 2020	Calculus II	4
REL 1100	Christian Faith	3
EDU 5010	Designing Instruction	3
EDU 2004	Designing Instruction for Student Success Secondary Clinical	1
HHP 1115	Fit and Well	2
Hours		16

Semester 6		
ENV 1050	Introduction to Environmental Science	3
ED 4340	The Art and Science of Assessment and Instruction	3
EDU 3004	Assessment and Evaluation for Educators Secondary Clinical	1
FAITH & LIFE		3
COMMUNICATION & LANGUAGE		3
Hours		13

Semester 7		
EDU 3050	Preparing for Student Teaching	1
EDU 6030	Literacy Instruction for Middle Levels	3
EDU 3213	Literacy for Teaching Middle Levels Clinical	1
MATH 4610	Probability & Statistics	3
EDU 6035	Instructional Methods for Middle Levels	3
EDU 4213	Methods for Teaching Middle Levels Clinical	1
ED 4374	Curriculum and Methods of Teaching Mathematics - Secondary	3
Hours		15

Semester 8		
EDU 5040	Technology Instruction for Educators	3
EDU 4293	Student Teaching for Middle Levels	12
ELECTIVES		6
Hours		21
Total Hours		120

Course options and schedule are subject to change.

Plan - Upper Levels Grades 7-12

Course	Title	Hours
Semester 1		
ED 1102	Foundations of Education	3
EDU 1004	Teaching & Learning in Diverse Societies Secondary Clinical	1
REL 1000	The Bible	3
CCE 1020	Western Culture & Worldview	3
MATH 1280	College Algebra	3
Hours		13
Semester 2		
ED 1275	Human Learning	3
EDU 1024	Human Growth and Development Secondary Clinical	1
HUMAN CREATIVITY		3
MATH 2050	Statistics I	3
CCE 1040	Science & Humanity	3
Hours		13
Semester 3		
ED 1230	Nature of the Exceptional Child	3
CCE 1010	Christian Citizen	3
MATH 3310	Geometry	3
CCE 1030	Western Thought & Worldview	3
ENG 2100	College Writing	3
Hours		15
Semester 4		
MATH 2010	Calculus I	4
MATH 3130	Math in the Middle School	3
EDU 5020	Differentiated Instruction	3
EDU 2024	Differentiation for All Learners Secondary Clinical	1
GEOG 2200	Cultural Geography	3
Hours		14
Semester 5		
MATH 2200	Discrete Math	3
MATH 2020	Calculus II	4
REL 1100	Christian Faith	3
EDU 5010	Designing Instruction	3
EDU 2004	Designing Instruction for Student Success Secondary Clinical	1
HHP 1115	Fit and Well	2
Hours		16
Semester 6		
ENV 1050	Introduction to Environmental Science	3
ED 4340	The Art and Science of Assessment and Instruction	3
EDU 3004	Assessment and Evaluation for Educators Secondary Clinical	1
FAITH & LIFE		3
COMMUNICATION & LANGUAGE		3
Hours		13
Semester 7		
EDU 3050	Preparing for Student Teaching	1
EDU 6040	Literacy Instruction for Upper Levels	3
EDU 3224	Literacy for Teaching Upper Levels Clinical	1
MATH 4610	Probability & Statistics	3
EDU 6045	Instructional Methods for Upper Levels	3
EDU 4224	Methods for Teaching Upper Levels Clinical	1
ED 4373	Curriculum and Methods of Teaching Social Studies - Secondary	3
Hours		15
Semester 8		
EDU 4294	Student Teaching for Upper Levels	12

EDU 5040	Technology Instruction for Educators	3
ELECTIVES		6
Hours		21
Total Hours		120

Course options and schedule are subject to change.

CUW Cross Categorical Special Education (ONLINE)

This program is offered in both a licensure and non-licensure option.

Wisconsin licensure option

Our comprehensive program and experienced faculty will further develop your passion and skills to help K-12 students with intellectual, emotional, and learning disabilities reach their full academic potential. Learn how to identify students' strengths and weaknesses, assess their individual needs, and develop a trusting and productive learning environment for your students. Earn a degree in high-demand that will promise to be rewarding as you work to serve students and school communities.

Non-licensure option

Students in this option will not obtain a teaching license from the state of Wisconsin. This program is specifically designed for candidates residing outside of Wisconsin who wish to pursue a Concordia education in teaching but do not intend to obtain a Wisconsin teaching license. This option may be particularly appealing to those who are not Wisconsin residents but are interested in earning the Lutheran Teacher Diploma, which would make them eligible to receive a Call from a Lutheran Church—Missouri Synod school to serve as a church worker. This adaptation aligns with federal Department of Education regulations, which restrict out-of-state learners from enrolling in licensure programs outside their home state.

Program Learning Outcomes

1. **Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
2. **Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
3. **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
5. **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
7. **Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
11. **CUW Faith Standard:** Educators model Christian servant leadership by demonstrating consistent moral and ethical behavior, inspiring others by example in their personal, professional, and community lives. In Christian schools, teachers integrate faith and learning, embodying a biblical worldview while fostering a value system that emphasizes character, mission, and service. Teacher candidates seeking the Lutheran Teacher Diploma adhere to the doctrine and practice of the Lutheran Church-Missouri Synod.

Curriculum

Code	Title	Hours
Undergraduate Core Requirements - Public Education		44
Public Education Major		76
Undergraduate Core Requirements - Lutheran Teacher Diploma		47
Lutheran Teacher Diploma Major		82
<i>Total Credits - Public Education</i> ³		<i>120</i>
<i>Total Credits - Lutheran Teacher Diploma or Christian Teacher Certificate</i> ³		<i>129</i>

Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Code	Title	Hours
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
<i>Liberal Arts Dimensions</i>		

ENG 2100	College Writing	3
Communication or Language course		3
Faith and Life Elective		3
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 1190	Number Sense: Teaching Pre K-9	3
ENV 1050	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3
Society & Culture elective		3

Cross Categorical Special Education Curriculum - 76 - 82 credits

Code	Title	Hours
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching ¹	3
<i>Practical Component: Regular Education</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 2432	Teaching Writing: Grades 4-12	3
ED 3401	Instruction & Assessment of Reading	3
ED 4321	The Art and Science of Teaching Language Arts	2
ED 4322	The Art and Science of Teaching Social Studies	1
ED 4323	The Art and Science of Teaching Mathematics	2
ED 4324	The Art and Science of Teaching Science	1
MATH 1200	Data & Space: Teaching Pre K-9	3
<i>Practical Component: Special Education</i>		
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2484	Educational and Behavioral Management in Special Education	3
ED 3328	Teaching Students with Significant Disabilities	3
ED 3450	Instruction and Transition for Adolescents with Disabilities	3
ED 3457	Curricular Adaptations for Learners with Disabilities	3
ED 4479	Assessment Strategies for Diverse Learners ¹	3
ED 4485	Special Education Law and IEPs ¹	3
<i>Clinical Field Work Component</i>		
ED 4501	Field Experience 1	3
ED 4502	Pre-Student Teaching Clinical Experience 1	3
ED 4503	Field Experience 2	3
ED 4504	Field Experience 3	1
ED 4505	Field Experience 4	1
ED 4506	Field Experience 5	1
ED 4508	Special Education Pre-Student Teaching Clinical Experience 2 ¹	3
Student Teaching Component (Take these courses in the same semester)		
ED 4453	Cross Categorical Special Education Student Teaching ¹	12
ED 4449	Portfolio Completion - Special Education ¹	1

Lutheran (LCMS Members) Teacher Diploma Requirements

ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
Christian Teacher Certification Requirements		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 4000	Lutheran Confessions	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

¹ Course Requires Upper Division Status.² "The Block" classes are taken during the same semester.³ Candidates select either the Public Education or Lutheran Teacher Diploma tracks for this program.**Curriculum**

Code	Title	Hours
Undergraduate Core Requirements - Non-Licensable Education		44
Non-Licensable Education Major		76
Non-Licensable Undergraduate Core Requirements - Lutheran Teacher Diploma		47
Non-Licensable Lutheran Teacher Diploma Major		82
<i>Total Credits - Non-Licensable Education</i> ³		<i>120</i>
<i>Total Credits - Non-Licensable Lutheran Teacher Diploma or Christian Teacher Certificate</i> ³		<i>129</i>

Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Code Title Hours		
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
<i>Liberal Arts Dimensions</i>		
ENG 2100	College Writing	3
Communication or Language course		
Faith and Life Elective		
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		
MATH 1190	Number Sense: Teaching Pre K-9	3
ENV 1050	Introduction to Environmental Science	3

ED 1103	Human Relations for Teachers	3
Society & Culture elective		3

Cross Categorical Special Education Curriculum - 76 - 82 credits

Code	Title	Hours
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching ¹	3
<i>Practical Component: Regular Education</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 2432	Teaching Writing: Grades 4-12	3
ED 3401	Instruction & Assessment of Reading	3
ED 4321	The Art and Science of Teaching Language Arts	2
ED 4322	The Art and Science of Teaching Social Studies	1
ED 4323	The Art and Science of Teaching Mathematics	2
ED 4324	The Art and Science of Teaching Science	1
MATH 1200	Data & Space: Teaching Pre K-9	3
<i>Practical Component: Special Education</i>		
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2484	Educational and Behavioral Management in Special Education	3
ED 3328	Teaching Students with Significant Disabilities	3
ED 3450	Instruction and Transition for Adolescents with Disabilities	3
ED 3457	Curricular Adaptations for Learners with Disabilities	3
ED 4479	Assessment Strategies for Diverse Learners ¹	3
ED 4485	Special Education Law and IEPs ¹	3
<i>Clinical Field Work Component</i>		
ED 4501	Field Experience 1	3
ED 4502	Pre-Student Teaching Clinical Experience 1	3
ED 4503	Field Experience 2	3
ED 4504	Field Experience 3	1
ED 4505	Field Experience 4	1
ED 4506	Field Experience 5	1
ED 4508	Special Education Pre-Student Teaching Clinical Experience 2 ¹	3
Student Teaching Component (Take these courses in the same semester)		
ED 4453	Cross Categorical Special Education Student Teaching	12
ED 4449	Portfolio Completion - Special Education ¹	1
Lutheran (LCMS Members) Teacher Diploma Requirements		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
Christian Teacher Certification Requirements		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3

REL 4000	Lutheran Confessions	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

¹ Course Requires Upper Division Status.

² "The Block" classes are taken during the same semester.

³ Candidates select either the Public Education or Lutheran Teacher Diploma tracks for this program.

Plan

Course	Title	Hours
Semester 1		
ED 1102	Foundations of Education	3
CCE 1010	Christian Citizen	3
Hours		6
Semester 2		
ENG 2100	College Writing	3
REL 1000	The Bible	3
ED 1230	Nature of the Exceptional Child	3
CCE 1030	Western Thought & Worldview	3
ED 4501	Field Experience 1	3
Hours		15
Semester 3		
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
MATH 1190	Number Sense: Teaching Pre K-9	3
ED 1103	Human Relations for Teachers	3
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 4502	Pre-Student Teaching Clinical Experience 1	3
Hours		15
Semester 4		
ED 2432	Teaching Writing: Grades 4-12	3
REL 1100	Christian Faith	3
ED 2484	Educational and Behavioral Management in Special Education	3
CCE 1040	Science & Humanity	3
Hours		12
Semester 5		
HUMAN CREATIVITY & EXPRESSION		3
ENV 1050	Introduction to Environmental Science	3
FAITH & LIFE		3
ED 1275	Human Learning	3
ED 4503	Field Experience 2	3
Hours		15
Semester 6		
ED 4504	Field Experience 3	1
COMMUNICATION & LANGUAGE		3
CCE 1020	Western Culture & Worldview	3
ED 3328	Teaching Students with Significant Disabilities	3
ED 2204	The Art & Science of Teaching Reading	3
ED 4505	Field Experience 4	1
Hours		14
Semester 7		
ED 4506	Field Experience 5	1
ED 3401	Instruction & Assessment of Reading	3
ED 3450	Instruction and Transition for Adolescents with Disabilities	3
ED 4485	Special Education Law and IEPs	3
HHP 1115	Fit and Well	2
Hours		12

Semester 8		
ED 4321	The Art and Science of Teaching Language Arts	2
ED 4322	The Art and Science of Teaching Social Studies	1
ED 4323	The Art and Science of Teaching Mathematics	2
ED 4324	The Art and Science of Teaching Science	1
ED 4479	Assessment Strategies for Diverse Learners	3
ED 3457	Curricular Adaptations for Learners with Disabilities	3
ED 4508	Special Education Pre-Student Teaching Clinical Experience 2	3
Hours		15
Semester 9		
ED 4411	The Profession and Ethics of Teaching	3
ED 4449	Portfolio Completion - Special Education	1
ED 4453	Cross Categorical Special Education Student Teaching	12
Hours		16
Total Hours		120

Course options and schedule are subject to change.

CUW Early Childhood Education (ONLINE)

This program is offered in both a licensure and non-licensure option.

Wisconsin licensure option

This program is designed for working adults who wish to pursue a bachelor degree in education and teaching license for children ages birth through grade 3.

Non-licensure option

Students in this option will not obtain a teaching license from the state of Wisconsin. This program is specifically designed for candidates residing outside of Wisconsin who wish to pursue a Concordia education in teaching but do not intend to obtain a Wisconsin teaching license. This option may be particularly appealing to those who are not Wisconsin residents but are interested in earning the Lutheran Teacher Diploma, which would make them eligible to receive a Call from a Lutheran Church—Missouri Synod school to serve as a church worker. This adaptation aligns with federal Department of Education regulations, which restrict out-of-state learners from enrolling in licensure programs outside their home state.

Program Learning Outcomes

- Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
- Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
- Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline

accessible and meaningful for pupils to assure mastery of the content.

5. **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
7. **Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
11. **CUW Faith Standard:** Educators model Christian servant leadership by demonstrating consistent moral and ethical behavior, inspiring others by example in their personal, professional, and community lives. In Christian schools, teachers integrate faith and learning, embodying a biblical worldview while fostering a value system that emphasizes character, mission, and service. Teacher candidates seeking the Lutheran Teacher Diploma adhere to the doctrine and practice of the Lutheran Church-Missouri Synod.

Curriculum

Code	Title	Hours
Post-Traditional Core Requirements		44-47
Early Childhood Major Requirements (Public)		73
Early Childhood Major Requirements (Lutheran or Christian Ed)		79
Electives		0-3
Total Hours		120-126

Core Curriculum

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Code	Title	Hours
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3

Liberal Arts Dimensions		
ENG 2100	College Writing	3
Communication or Language course		3
Faith and Life Elective		3
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 1190	Number Sense: Teaching Pre K-9	3
ENV 1050	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3
Society & Culture elective		3

Early Childhood Major Requirements

Code	Title	Hours
Theoretical Component		
ED 1230	Nature of the Exceptional Child	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching	3
Practical Component		
ED 2204	The Art & Science of Teaching Reading	3
ED 2221	Infant and Toddler Development	3
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 2466	Health, Safety, and Fitness for the Young Child	3
ED 3356	STEM: Math in Early Childhood	2
ED 3357	STEM: Science and Environment in Early Childhood	2
ED 3359	Curriculum and Techniques in Early Childhood	4
ED 3400	Creativity in Early Childhood	2
ED 3401	Instruction & Assessment of Reading	3
ED 4479	Assessment Strategies for Diverse Learners	3
MATH 1200	Data & Space: Teaching Pre K-9	3
Clinical Component		
ED 4501	Field Experience 1	3
ED 4502	Pre-Student Teaching Clinical Experience 1	3
ED 4503	Field Experience 2	3
ED 4504	Field Experience 3	1
ED 4505	Field Experience 4	1
ED 4506	Field Experience 5	1
ED 4507	Pre-Student Teaching Clinical Experience 2	3
Student Teaching Component		
ED 4412	Portfolio Completion - Elementary	1
ED 4450	Birth to Grade 3 Student Teaching	12
Elective credits		3
Lutheran (LCMS Members) Teacher Diploma Requirements		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
Christian Teacher Certification Requirements		
ED 2306	Teaching the Faith	3
Select one of the following		

REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 4000	Lutheran Confessions	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

Curriculum

Code	Title	Hours
Non-Licensable Post-Traditional Core Requirements		44-47
Non-Licensable Early Childhood Major Requirements (Public)		73
Non-Licensable Early Childhood Major Requirements (Lutheran or Christian Ed)		79
Electives		0-3
Total Hours		120-126

Core Curriculum

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
<i>Liberal Arts Dimensions</i>		
ENG 2100	College Writing	3
Communication or Language course		3
Faith and Life Elective		3
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 1190	Number Sense: Teaching Pre K-9	3
ENV 1050	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3
Society & Culture elective		3

Early Childhood Major Requirements

Code	Title	Hours
Theoretical Component		
ED 1230	Nature of the Exceptional Child	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching	3
Practical Component		
ED 2204	The Art & Science of Teaching Reading	3
ED 2221	Infant and Toddler Development	3
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3

ED 2358	Emergent Writing: Birth to Grade 3	2
ED 2466	Health, Safety, and Fitness for the Young Child	3
ED 3356	STEM: Math in Early Childhood	2
ED 3357	STEM: Science and Environment in Early Childhood	2
ED 3359	Curriculum and Techniques in Early Childhood	4
ED 3400	Creativity in Early Childhood	2
ED 3401	Instruction & Assessment of Reading	3
ED 4479	Assessment Strategies for Diverse Learners	3
MATH 1200	Data & Space: Teaching Pre K-9	3

Clinical Component

ED 4501	Field Experience 1	3
ED 4502	Pre-Student Teaching Clinical Experience 1	3
ED 4503	Field Experience 2	3
ED 4504	Field Experience 3	1
ED 4505	Field Experience 4	1
ED 4506	Field Experience 5	1
ED 4507	Pre-Student Teaching Clinical Experience 2	3

Student Teaching Component

ED 4412	Portfolio Completion - Elementary	1
ED 4450	Birth to Grade 3 Student Teaching	12

Elective credits	3

Lutheran (LCMS Members) Teacher Diploma Requirements

ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
Christian Teacher Certification Requirements		
ED 2306	Teaching the Faith	3
Select one of the following		

REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 4000	Lutheran Confessions	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

Plan

Course	Title	Hours
Semester 1		
ED 1102	Foundations of Education	3
CCE 1030	Western Thought & Worldview	3
Hours		6
Semester 2		
ED 1275	Human Learning	3
CCE 1020	Western Culture & Worldview	3
ED 2221	Infant and Toddler Development	3
REL 1000 or REL 1590	The Bible or Heritage of Faith	3
ED 4501	Field Experience 1	3
Hours		15
Semester 3		
ED 1230	Nature of the Exceptional Child	3
MATH 1190	Number Sense: Teaching Pre K-9	3
ED 1103	Human Relations for Teachers	3
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 4502	Pre-Student Teaching Clinical Experience 1	3
Hours		15

Semester 4		
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
REL 1100 or REL 2030	Christian Faith or Biblical Theology	3
ED 1231	Best Practices in Engaging Children in Literacy	3
CCE 1040	Science & Humanity	3
Hours		12
Semester 5		
ENG 2100	College Writing	3
ENV 1050	Introduction to Environmental Science	3
ED 2204	The Art & Science of Teaching Reading	3
FAITH & LIFE		3
ED 4503	Field Experience 2	3
Hours		15
Semester 6		
ED 4504	Field Experience 3	1
ED 2358	Emergent Writing: Birth to Grade 3	2
HUMAN CREATIVITY & EXPRESSION		3
ED 2466	Health, Safety, and Fitness for the Young Child	3
HHP 1115	Fit and Well	2
ELECTIVE		3
ED 4505	Field Experience 4	1
Hours		15
Semester 7		
ED 4506	Field Experience 5	1
ED 3401	Instruction & Assessment of Reading	3
COMMUNICATION & LANGUAGE		3
SOCIETY & CULTURE		3
ED 4479	Assessment Strategies for Diverse Learners	3
Hours		13
Semester 8		
ED 3400	Creativity in Early Childhood	2
ED 3356	STEM: Math in Early Childhood	2
ED 4507	Pre-Student Teaching Clinical Experience 2	3
ED 3357	STEM: Science and Environment in Early Childhood	2
ED 3359	Curriculum and Techniques in Early Childhood	4
Hours		13
Semester 9		
ED 4411	The Profession and Ethics of Teaching	3
ED 4412	Portfolio Completion - Elementary	1
ED 4450	Birth to Grade 3 Student Teaching	12
Hours		16
Total Hours		120

Course options and schedule are subject to change.

CUW Elementary Education (ONLINE)

This program is offered in both a licensure and non-licensure option.

Wisconsin licensure option

You can make a difference in lives of children; you can have a career in education by earning your bachelor's degree and teaching license. The Accelerated Elementary Education Licensure program is a fully online teacher education program leading to a Wisconsin license to teach grades K through 9. The accelerated courses can be scheduled to complete this program in 3 years or at the pace you prefer.

This exciting program format is bound to open new opportunities to provide applicants with an accessible, attainable, and affordable degree. Courses were built upon Concordia's steady and renowned traditional

undergraduate elementary education courses, graduating teachers successfully teaching in their own classrooms. Yet, we realize living on campus and taking a traditional 4-year program is not for everyone. This online 3-year program may be just the opportunity for you to build a meaningful career and make a positive difference in the lives of young children.

Non-licensure option

Students in this option will not obtain a teaching license from the state of Wisconsin. This program is specifically designed for candidates residing outside of Wisconsin who wish to pursue a Concordia education in teaching but do not intend to obtain a Wisconsin teaching license. This option may be particularly appealing to those who are not Wisconsin residents but are interested in earning the Lutheran Teacher Diploma, which would make them eligible to receive a Call from a Lutheran Church—Missouri Synod school to serve as a church worker. This adaptation aligns with federal Department of Education regulations, which restrict out-of-state learners from enrolling in licensure programs outside their home state.

Program Learning Outcomes

- Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
- Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
- Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
- Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
- Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
- Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
- Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other

educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
11. **CUW Faith Standard:** Educators model Christian servant leadership by demonstrating consistent moral and ethical behavior, inspiring others by example in their personal, professional, and community lives. In Christian schools, teachers integrate faith and learning, embodying a biblical worldview while fostering a value system that emphasizes character, mission, and service. Teacher candidates seeking the Lutheran Teacher Diploma adhere to the doctrine and practice of the Lutheran Church-Missouri Synod.

Curriculum

Code	Title	Hours
Undergraduate Core Requirements - Public Education		44
Public Education Major		68
Public Education Electives		8
Undergraduate Core Requirements - Lutheran / Christian Teacher Diploma		47
Lutheran / Christian Teacher Diploma Major		74
<i>Total Hours</i> ³		<i>120-121</i>

Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions		
ENG 2100	College Writing	3
Communication or Language Course		3
Faith and Life Course		3
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
MATH 1190	Number Sense: Teaching Pre K-9	3
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design Course		3
ENV 1050	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3
Society and Culture Elective		3

Elementary Education Curriculum - 68 - 74 credits

Code	Title	Hours
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching ¹	3
<i>Practical Component</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
or MATH 3130	Math in the Middle School	
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 2348	Developmentally Appropriate Practices for Early Childhood	3
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 3400	Creativity in Early Childhood	2
ED 3401	Instruction & Assessment of Reading	3
<i>"The Block"</i>		
Take these courses during the same semester		
ED 4301	Data Driven Analysis of Classroom Practice ^{1, 2}	2
ED 4302	Collaborating with Families and Members of the Community ^{1, 2}	1
ED 4321	The Art and Science of Teaching Language Arts	2
ED 4322	The Art and Science of Teaching Social Studies	1
ED 4323	The Art and Science of Teaching Mathematics	2
ED 4324	The Art and Science of Teaching Science	1
<i>Practicum Component</i>		
ED 4501	Field Experience 1	3
ED 4502	Pre-Student Teaching Clinical Experience 1	3
ED 4503	Field Experience 2	3
ED 4504	Field Experience 3	1
ED 4505	Field Experience 4	1
ED 4506	Field Experience 5	1
ED 4507	Pre-Student Teaching Clinical Experience 2 ^{1, 2}	3
Student Teaching Component (Take these courses in the same semester)		
ED 4412	Portfolio Completion - Elementary ¹	1
ED 4451	Grade K-9 Student Teaching ¹	12
Lutheran (LCMS Members) Teacher Diploma Requirements		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
Christian Teacher Certification Requirements		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 4000	Lutheran Confessions	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

¹ Course Requires Upper Division Status.

² "The Block" classes are taken during the same semester.

³ Candidates select either the Public Education or Lutheran Teacher Diploma tracks for this program. Public Education requires 120 total credits. Lutheran Teacher Diploma requires 121 total credits.

Curriculum

Code	Title	Hours
Undergraduate Core Requirements - Non-Licensable Education		44
Non-Licensable Education Major		68
Non-Licensable Education Electives		8
Undergraduate Core Requirements - Non-Licensable Lutheran / Christian Teacher Diploma		47
Non-Licensable Lutheran / Christian Teacher Diploma Major		74
<i>Total Hours</i> ³		<i>120-121</i>

Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Code Title Hours		
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions		
ENG 2100	College Writing	3
Communication or Language Course		3
Faith and Life Course		3
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
MATH 1190	Number Sense: Teaching Pre K-9	3
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design Course		3
ENV 1050	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3
Society and Culture Elective		3

Elementary Education Curriculum - 68 - 74 credits

Code	Title	Hours
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching ¹	3
<i>Practical Component</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
or MATH 3130 Math in the Middle School		

MATH 1200	Data & Space: Teaching Pre K-9	3
ED 2348	Developmentally Appropriate Practices for Early Childhood	3
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 3400	Creativity in Early Childhood	2
ED 3401	Instruction & Assessment of Reading	3
<i>"The Block"</i>		
Take these courses during the same semester		
ED 4301	Data Driven Analysis of Classroom Practice ^{1, 2}	2
ED 4302	Collaborating with Families and Members of the Community ^{1, 2}	1
ED 4321	The Art and Science of Teaching Language Arts	2
ED 4322	The Art and Science of Teaching Social Studies	1
ED 4323	The Art and Science of Teaching Mathematics	2
ED 4324	The Art and Science of Teaching Science	1
<i>Practicum Component</i>		
ED 4501	Field Experience 1	3
ED 4502	Pre-Student Teaching Clinical Experience 1	3
ED 4503	Field Experience 2	3
ED 4504	Field Experience 3	1
ED 4505	Field Experience 4	1
ED 4506	Field Experience 5	1
ED 4507	Pre-Student Teaching Clinical Experience 2 ^{1, 2}	3
Student Teaching Component (Take these courses in the same semester)		
ED 4412	Portfolio Completion - Elementary ¹	1
ED 4451	Grade K-9 Student Teaching	12
Lutheran (LCMS Members) Teacher Diploma Requirements		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
Christian Teacher Certification Requirements		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 4000	Lutheran Confessions	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

¹ Course Requires Upper Division Status.
² "The Block" classes are taken during the same semester.
³ Candidates select either the Public Education or Lutheran Teacher Diploma tracks for this program. Public Education requires 120 total credits. Lutheran Teacher Diploma requires 121 total credits.

Plan

Course	Title	Hours
Semester 1		
ED 1102	Foundations of Education	3
CCE 1010	Christian Citizen	3
Hours		6
Semester 2		
ED 2204	The Art & Science of Teaching Reading	3
CCE 1020	Western Culture & Worldview	3

ED 2348	Developmentally Appropriate Practices for Early Childhood	3
REL 1000	The Bible	3
ED 4501	Field Experience 1	3
Hours		15
Semester 3		
ED 1230	Nature of the Exceptional Child	3
MATH 1190	Number Sense: Teaching Pre K-9	3
ED 1103	Human Relations for Teachers	3
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 4502	Pre-Student Teaching Clinical Experience 1	3
Hours		15
Semester 4		
ED 1275	Human Learning	3
REL 1100	Christian Faith	3
ED 1231	Best Practices in Engaging Children in Literacy	3
CCE 1040	Science & Humanity	3
Hours		12
Semester 5		
ENG 2100	College Writing	3
ENV 1050	Introduction to Environmental Science	3
CCE 1030	Western Thought & Worldview	3
FAITH & LIFE		3
ED 4503	Field Experience 2	3
Hours		15
Semester 6		
ED 4504	Field Experience 3	1
ED 2358	Emergent Writing: Birth to Grade 3	2
HUMAN CREATIVITY & EXPRESSION		3
ELECTIVE		3
HHP 1115	Fit and Well	2
ED 2820	How Adults Learn	1
ED 4505	Field Experience 4	1
Hours		13
Semester 7		
ED 4506	Field Experience 5	1
ED 2252 or MATH 3130	Best Practices in Engaging Adolescents in Literacy or Math in the Middle School	3
ED 3400	Creativity in Early Childhood	2
ED 3401	Instruction & Assessment of Reading	3
COMMUNICATION & LANGUAGE		3
ELECTIVE		3
Hours		15
Semester 8		
ED 4302	Collaborating with Families and Members of the Community	1
ED 4321	The Art and Science of Teaching Language Arts	2
ED 4323	The Art and Science of Teaching Mathematics	2
ED 4322	The Art and Science of Teaching Social Studies	1
ED 4324	The Art and Science of Teaching Science	1
ED 4301	Data Driven Analysis of Classroom Practice	2
ELECTIVE		1
ED 4507	Pre-Student Teaching Clinical Experience 2	3
Hours		13
Semester 9		
ED 4411	The Profession and Ethics of Teaching	3
ED 4412	Portfolio Completion - Elementary	1
ED 4451	Grade K-9 Student Teaching	12
Hours		16
Total Hours		120

Course options and schedule are subject to change.

CUW Secondary Education - English and Language Arts (ONLINE)

This program is offered in both a licensure and non-licensure option.

Wisconsin licensure option

This program focus will allow you to explore the language, literature, and expression of the Western canon in the context of education. Be ready to demonstrate your understanding of texts and ideas, because you'll regularly be asked to write analytically and creatively. Professors will motivate you to think critically about texts and consider them within a Christian context, applying their lessons to your day to day life so you can do the same for your students.

Non-licensure option

Students in this option will not obtain a teaching license from the state of Wisconsin. This program is specifically designed for candidates residing outside of Wisconsin who wish to pursue a Concordia education in teaching but do not intend to obtain a Wisconsin teaching license. This option may be particularly appealing to those who are not Wisconsin residents but are interested in earning the Lutheran Teacher Diploma, which would make them eligible to receive a Call from a Lutheran Church—Missouri Synod school to serve as a church worker. This adaptation aligns with federal Department of Education regulations, which restrict out-of-state learners from enrolling in licensure programs outside their home state.

Program Learning Outcomes please update

- Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
- Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
- Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
- Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
- Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon

knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
11. **CUW Faith Standard:** Educators model Christian servant leadership by demonstrating consistent moral and ethical behavior, inspiring others by example in their personal, professional, and community lives. In Christian schools, teachers integrate faith and learning, embodying a biblical worldview while fostering a value system that emphasizes character, mission, and service. Teacher candidates seeking the Lutheran Teacher Diploma adhere to the doctrine and practice of the Lutheran Church-Missouri Synod.

Curriculum

Code	Title	Hours
Undergraduate Core Requirements - Public Education		44
Public Education Major		70
Public Education Electives		6
Undergraduate Core Requirements - Lutheran Teacher Diploma		47
Lutheran Teacher Diploma Major		76
<i>Total Credits - Public Education</i>		<i>120</i>
<i>Total Credits - Lutheran Teacher Diploma</i>		<i>123</i>

Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Liberal Arts Dimensions		
ENG 2100	College Writing	3
COMM 2100	Interpersonal Communication	3
Faith and Life Course		
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2

MATH 1190	Number Sense: Teaching Pre K-9	3
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design Course		3
ENV 1050	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3
Society and Culture Elective		3

English and Language Arts Education Curriculum - 70 - 76 credits

Code	Title	Hours
<i>Theoretical & Practical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 4340	The Art and Science of Assessment and Instruction ¹	3
ED 4372	Curriculum and Methods of Teaching English - Secondary ¹	3
ED 4411	The Profession and Ethics of Teaching ¹	3
<i>English and Language Arts Component</i>		
COMM 2100	Interpersonal Communication (core language course)	
COMM 1200	Journalism	3
COMM 4100	Cross-Cultural Communication	3
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
ED 2432	Teaching Writing: Grades 4-12	3
ENG 2100	College Writing (core writing course)	
ENG 2450	Art of the Personal Essay	3
ENG 3470	Survey of World Literature	3
ENG 3920	Survey of American Literature	3
ENG 3940	Survey of British Literature	3
ENG 3960	English Language and Its Usage	3
ENG 4650	Shakespeare	3
ENG 4750	Literary Criticism	3

Field Work Component

ED 4501	Field Experience 1	3
ED 4502	Pre-Student Teaching Clinical Experience 1	3
ED 4507	Pre-Student Teaching Clinical Experience 2 ^{1, 2}	3

Student Teaching Component (Take these courses in the same semester)

ED 4414	Portfolio Completion-Secondary ¹	1
ED 4452	Secondary Education Student Teaching ¹	12

Lutheran (LCMS Members) Teacher Diploma Requirements

ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

Christian Teacher Certification Requirements

ED 2306	Teaching the Faith	3
Select one of the following:		3

REL 3500	A Survey of Christian Thought	
REL 3860	Law and Gospel in the Life of the Church	
REL 4000	Lutheran Confessions	
PHIL 3250	Christian Apologetics	
PHIL 3340	Christ and Culture	

¹ Course Requires Upper Division Status.

² "The Block" classes are taken during the same semester.

Curriculum

Code	Title	Hours
Undergraduate Core Requirements - Non-Licensable Education		44
Non-Licensable Education Major		70
Non-Licensable Education Electives		6
Non-Licensable Undergraduate Core Requirements - Lutheran Teacher Diploma		47
Non-Licensable Lutheran Teacher Diploma Major		76
<i>Total Credits - Non-Licensable Education</i>		<i>120</i>
<i>Total Credits - Non-Licensable Lutheran Teacher Diploma</i>		<i>123</i>

Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions		
ENG 2100	College Writing	3
COMM 2100	Interpersonal Communication	3
Faith and Life Course		
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
MATH 1190	Number Sense: Teaching Pre K-9	3
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design Course		
ENV 1050	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3
Society and Culture Elective		

English and Language Arts Education Curriculum - 70 - 76 credits

Code	Title	Hours
<i>Theoretical & Practical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 4340	The Art and Science of Assessment and Instruction ¹	3
ED 4372	Curriculum and Methods of Teaching English - Secondary ¹	3
ED 4411	The Profession and Ethics of Teaching ¹	3
<i>English and Language Arts Component</i>		

COMM 2100	Interpersonal Communication (core language course)	
COMM 1200	Journalism	3
COMM 4100	Cross-Cultural Communication	3
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
ED 2432	Teaching Writing: Grades 4-12	3
ENG 2100 College Writing (core writing course)		
ENG 2450	Art of the Personal Essay	3
ENG 3470	Survey of World Literature	3
ENG 3920	Survey of American Literature	3
ENG 3940	Survey of British Literature	3
ENG 3960	English Language and Its Usage	3
ENG 4650	Shakespeare	3
ENG 4750	Literary Criticism	3

Field Work Component

ED 4501	Field Experience 1	3
ED 4502	Pre-Student Teaching Clinical Experience 1	3
ED 4507	Pre-Student Teaching Clinical Experience 2 ^{1,2}	3

Student Teaching Component (Take these courses in the same semester)

ED 4414	Portfolio Completion-Secondary ¹	1
ED 4452	Secondary Education Student Teaching	12

Lutheran (LCMS Members) Teacher Diploma Requirements

ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

Christian Teacher Certification Requirements

ED 2306	Teaching the Faith	3

Select one of the following:

REL 3500	A Survey of Christian Thought	
REL 3860	Law and Gospel in the Life of the Church	
REL 4000	Lutheran Confessions	
PHIL 3250	Christian Apologetics	
PHIL 3340	Christ and Culture	

¹ Course Requires Upper Division Status.

² "The Block" classes are taken during the same semester.

Plan - Public Education

Course	Title	Hours
Semester 1		
ED 1102	Foundations of Education	3
ENG 2100	College Writing	3
Hours		6
Semester 2		
ED 1275	Human Learning	3
CCE 1020	Western Culture & Worldview	3
ENG 2450	Art of the Personal Essay	3
COMM 1200	Journalism	3
ED 4501	Field Experience 1	3
Hours		15
Semester 3		
ED 1230	Nature of the Exceptional Child	3
MATH 1190	Number Sense: Teaching Pre K-9	3
ED 1103	Human Relations for Teachers	3
ENG 3960	English Language and Its Usage	3

ED 4502	Pre-Student Teaching Clinical Experience 1	3
Hours		15
Semester 4		
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3
ENG 4650	Shakespeare	3
CCE 1010	Christian Citizen	3
HHP 1115	Fit and Well	2
Hours		14
Semester 5		
ENV 1050	Introduction to Environmental Science	3
ELECTIVE		3
ELECTIVE		3
COMM 4100	Cross-Cultural Communication	3
ENG 4750	Literary Criticism	3
Hours		15
Semester 6		
ED 2432	Teaching Writing: Grades 4-12	3
COMM 2100	Interpersonal Communication	3
ENG 3470	Survey of World Literature	3
CCE 1040	Science & Humanity	3
Hours		12
Semester 7		
ENG 3920	Survey of American Literature	3
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
REL 1000	The Bible	3
ED 4340	The Art and Science of Assessment and Instruction	3
Hours		12
Semester 8		
ENG 3940	Survey of British Literature	3
ED 4372	Curriculum and Methods of Teaching English - Secondary	3
ELECTIVE		3
FAITH & LIFE		3
ED 4507	Pre-Student Teaching Clinical Experience 2	3
Hours		15
Semester 9		
ED 4411	The Profession and Ethics of Teaching	3
ED 4414	Portfolio Completion-Secondary	1
ED 4452 Secondary Education Student Teaching		12
Hours		16
Total Hours		120

Course options and schedule are subject to change.

Plan - Lutheran Education

Course	Title	Hours
Semester 1		
ENV 1050	Introduction to Environmental Science	3
ED 1102	Foundations of Education	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
Hours		12
Semester 2		
ED 1275	Human Learning	3
REL 2020	New Testament	3
ENG 2450	Art of the Personal Essay	3
REL 2010	Old Testament	3
ED 4501	Field Experience 1	3
Hours		15

Semester 3		
ED 1230	Nature of the Exceptional Child	3
MATH 1190	Number Sense: Teaching Pre K-9	3
REL 2030	Biblical Theology	3
ENG 3960	English Language and Its Usage	3
ED 4502	Pre-Student Teaching Clinical Experience 1	3
Hours		15
Semester 4		
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
FAITH & LIFE		3
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
Hours		12
Semester 5		
ENG 2100	College Writing	3
CCE 1020	Western Culture & Worldview	3
COMM 1200	Journalism	3
ENG 4750	Literary Criticism	3
HUMAN CREATIVITY & EXPRESSION		3
Hours		15
Semester 6		
ED 2432	Teaching Writing: Grades 4-12	3
COMM 2100	Interpersonal Communication	3
ENG 3470	Survey of World Literature	3
CCE 1040	Science & Humanity	3
Hours		12
Semester 7		
ENG 3920	Survey of American Literature	3
CCE 1030	Western Thought & Worldview	3
ENG 4650	Shakespeare	3
ED 4340	The Art and Science of Assessment and Instruction	3
Hours		12
Semester 8		
ENG 3940	Survey of British Literature	3
ED 4372	Curriculum and Methods of Teaching English - Secondary	3
COMM 4100	Cross-Cultural Communication	3
HHP 1115	Fit and Well	2
ED 4507	Pre-Student Teaching Clinical Experience 2	3
Hours		14
Semester 9		
ED 4411	The Profession and Ethics of Teaching	3
ED 4414	Portfolio Completion-Secondary	1
ED 4452 Secondary Education Student Teaching		12
Hours		16
Total Hours		123

Course options and schedule are subject to change.

CUW Secondary Education - Mathematics (ONLINE)

This program is offered in both a licensure and non-licensure option.

Wisconsin licensure option

One of the reasons mathematics is so appealing is because it's irrefutable. In our program, you'll find satisfaction in discovering the best way to get your students to the right answer, all while enjoying the challenge of complicated problems. Throughout the program, you'll learn how to use computers and computer systems in the classroom to enhance problem solving. You'll explore the relationship between

a Christian worldview and a technological science. Every step of the way, you'll have experienced professors guiding you. And even though numbers may be your thing, you're certainly not a number at Concordia – you're a student who'll get to know your professors and receive meaningful mentorship, providing a workable model for the future relationships you'll form with your students.

The accelerated courses can be scheduled to complete this program in 3 years or at the pace you prefer.

Non-licensure option

Students in this option will not obtain a teaching license from the state of Wisconsin. This program is specifically designed for candidates residing outside of Wisconsin who wish to pursue a Concordia education in teaching but do not intend to obtain a Wisconsin teaching license. This option may be particularly appealing to those who are not Wisconsin residents but are interested in earning the Lutheran Teacher Diploma, which would make them eligible to receive a Call from a Lutheran Church–Missouri Synod school to serve as a church worker. This adaptation aligns with federal Department of Education regulations, which restrict out-of-state learners from enrolling in licensure programs outside their home state.

Program Learning Outcomes

- Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
- Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
- Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
- Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
- Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
- Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
- Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to

continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

- Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
- CUW Faith Standard:** Educators model Christian servant leadership by demonstrating consistent moral and ethical behavior, inspiring others by example in their personal, professional, and community lives. In Christian schools, teachers integrate faith and learning, embodying a biblical worldview while fostering a value system that emphasizes character, mission, and service. Teacher candidates seeking the Lutheran Teacher Diploma adhere to the doctrine and practice of the Lutheran Church-Missouri Synod.

Curriculum

Code	Title	Hours
Undergraduate Core Requirements - Public Education		44
Public Education Major		69
Public Education Electives		7
Undergraduate Core Requirements - Lutheran Teacher Diploma		47
Lutheran Teacher Diploma Major		75
<i>Total Hours - Public Education</i>		<i>120</i>
<i>Total Hours - Lutheran Teacher Diploma or Christian Teacher Certificate</i>		<i>122</i>

Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Code Title Hours		
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions		
ENG 2100	College Writing	3
Communication or Language course		3
Faith and Life Elective		3
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 1190	Number Sense: Teaching Pre K-9	3
ENV 1050	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3
Society & Culture elective		3

Mathematics Education Curriculum - 69 credits

Code	Title	Hours
<i>Theoretical and Practical Component - 15 credits</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 4340	The Art and Science of Assessment and Instruction ¹	3
ED 4374	Curriculum and Methods of Teaching Mathematics - Secondary ^{1,2}	3
ED 4411	The Profession and Ethics of Teaching ¹	3
<i>Mathematics Component - 32 credits</i>		
MATH 1190	Number Sense: Teaching Pre K-9	
MATH 1200	Data & Space: Teaching Pre K-9	3
MATH 1280	College Algebra	3
MATH 1500	Trigonometry	3
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4
MATH 2050	Statistics I	3
MATH 3130	Math in the Middle School	3
MATH 3210	Abstract Algebra	3
MATH 3310	Geometry	3
MATH 4950	Mathematics Education Senior Seminar	3
<i>Clinicals and Student Teaching Component - 22 credits</i>		
ED 4501	Field Experience 1	3
ED 4502	Pre-Student Teaching Clinical Experience 1	3
ED 4507	Pre-Student Teaching Clinical Experience 2 ^{1,2}	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary ¹	1
ED 4452	Secondary Education Student Teaching ¹	12
Lutheran (LCMS Members) Teacher Diploma Requirements		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
Christian Teacher Certification Requirements		
ED 2306	Teaching the Faith	3
Select one of the following:		3
REL 3500	A Survey of Christian Thought	
REL 3860	Law and Gospel in the Life of the Church	
REL 4000	Lutheran Confessions	
PHIL 3250	Christian Apologetics	
PHIL 3340	Christ and Culture	

¹ Course Requires Upper Division Status.² "The Block" classes are taken during the same semester.**Curriculum**

Code	Title	Hours
Undergraduate Core Requirements - Non-Licensable Education		44
Non-Licensable Education Major		69
Non-Licensable Education Electives		7
Non-Licensable Undergraduate Core Requirements - Lutheran Teacher Diploma		47
Non-Licensable Lutheran Teacher Diploma Major		75

<i>Total Hours - Non-Licensable Education</i>	120
<i>Total Hours - Non-Licensable Lutheran Teacher Diploma or Christian Teacher Certificate</i>	122

Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Code Title Hours		
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
<i>Liberal Arts Dimensions</i>		
ENG 2100	College Writing	3
Communication or Language course		3
Faith and Life Elective		3
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 1190	Number Sense: Teaching Pre K-9	3
ENV 1050	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3
Society & Culture elective		3

Mathematics Education Curriculum - 69 credits

Code	Title	Hours
<i>Theoretical and Practical Component - 15 credits</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 4340	The Art and Science of Assessment and Instruction ¹	3
ED 4374	Curriculum and Methods of Teaching Mathematics - Secondary ^{1,2}	3
ED 4411	The Profession and Ethics of Teaching ¹	3

Mathematics Component - 32 credits

MATH 1190	Number Sense: Teaching Pre K-9	
MATH 1200	Data & Space: Teaching Pre K-9	3
MATH 1280	College Algebra	3
MATH 1500	Trigonometry	3
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4
MATH 2050	Statistics I	3
MATH 3130	Math in the Middle School	3
MATH 3210	Abstract Algebra	3
MATH 3310	Geometry	3

MATH 4950	Mathematics Education Senior Seminar	3
<i>Clinicals and Student Teaching Component - 22 credits</i>		
ED 4501	Field Experience 1	3
ED 4502	Pre-Student Teaching Clinical Experience 1	3
ED 4507	Pre-Student Teaching Clinical Experience 2 ^{1,2}	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary ¹	1
ED 4452	Secondary Education Student Teaching	12
Lutheran (LCMS Members) Teacher Diploma Requirements		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
Christian Teacher Certification Requirements		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 3500	A Survey of Christian Thought	
REL 3860	Law and Gospel in the Life of the Church	
REL 4000	Lutheran Confessions	
PHIL 3250	Christian Apologetics	
PHIL 3340	Christ and Culture	

¹ Course Requires Upper Division Status.

² "The Block" classes are taken during the same semester.

Plan

Course	Title	Hours
Semester 1		
ED 1102	Foundations of Education	3
REL 1100	Christian Faith	3
Hours		6
Semester 2		
ED 1275	Human Learning	3
ENG 2100	College Writing	3
MATH 1280	College Algebra	3
CCE 1040	Science & Humanity	3
ED 4501	Field Experience 1	3
Hours		15
Semester 3		
ED 1230	Nature of the Exceptional Child	3
MATH 1190	Number Sense: Teaching Pre K-9	3
ED 1103	Human Relations for Teachers	3
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 4502	Pre-Student Teaching Clinical Experience 1	3
Hours		15
Semester 4		
REL 1100 or REL 2030	Christian Faith or Biblical Theology	3
CCE 1020	Western Culture & Worldview	3
MATH 1500	Trigonometry	3
HHP 1115	Fit and Well	2
Hours		11
Semester 5		
ENV 1050	Introduction to Environmental Science	3
MATH 3310	Geometry	3
MATH 2050	Statistics I	3
MATH 2010	Calculus I	4
Hours		13

Semester 6		
MATH 3210	Abstract Algebra	3
CCE 1030	Western Thought & Worldview	3
CCE 1010	Christian Citizen	3
MATH 2020	Calculus II	4
MATH 3130	Math in the Middle School	3
Hours		16
Semester 7		
ELECTIVE		3
MATH 4950	Mathematics Education Senior Seminar	3
ELECTIVE		3
ELECTIVE		1
ED 4340	The Art and Science of Assessment and Instruction	3
Hours		13
Semester 8		
COMMUNICATION & LANGUAGE		3
ED 4374	Curriculum and Methods of Teaching Mathematics - Secondary	3
ART 1000 or MUS 1171	Basic Art Experience or Creative Arts: Music	3
ED 4507	Pre-Student Teaching Clinical Experience 2	3
REL ELECTIVE		3
Hours		15
Semester 9		
ED 4411	The Profession and Ethics of Teaching	3
ED 4414	Portfolio Completion-Secondary	1
ED 4452	Secondary Education Student Teaching	12
Hours		16
Total Hours		120

Course options and schedule are subject to change.

CUW Secondary Education - Social Studies (ONLINE)

This program is offered in both a licensure and non-licensure option.

Wisconsin licensure option

Through a blend of the social sciences, history, and humanities, you'll learn to guide your students through a myriad of perspectives and social structures, and be able to adapt such lessons for the next generation of thinkers. Perhaps most importantly, you'll understand how to help your students discover how people relate to each other, how we interact as groups, and how we organize our thoughts, religions, and governments. With a foundation in social studies, your students will be able to understand the world around them, and their place in it.

You can make a difference in the lives of children; you can become a teacher by earning your bachelor's in secondary education and teaching license online. The Accelerated Secondary Education - Social Studies licensure program is a fully online bachelor's in education leading to a Wisconsin license to teach grades 4 through 12. The accelerated courses can be scheduled to complete this program in 3 years or at the pace you prefer.

Non-licensure option

Students in this option will not obtain a teaching license from the state of Wisconsin. This program is specifically designed for candidates residing outside of Wisconsin who wish to pursue a Concordia education in teaching but do not intend to obtain a Wisconsin teaching license. This option may be particularly appealing to those who are not Wisconsin

residents but are interested in earning the Lutheran Teacher Diploma, which would make them eligible to receive a Call from a Lutheran Church–Missouri Synod school to serve as a church worker. This adaptation aligns with federal Department of Education regulations, which restrict out-of-state learners from enrolling in licensure programs outside their home state.

Program Learning Outcomes

1. **Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
2. **Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
3. **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
5. **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
7. **Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
11. **CUW Faith Standard:** Educators model Christian servant leadership by demonstrating consistent moral and ethical behavior, inspiring others by example in their personal, professional, and community lives. In Christian schools, teachers integrate faith and learning, embodying a biblical worldview while fostering a value system that emphasizes character, mission, and service. Teacher candidates seeking the

Lutheran Teacher Diploma adhere to the doctrine and practice of the Lutheran Church-Missouri Synod.

Curriculum

Code	Title	Hours
Undergraduate Core Requirements - Public Education		44
Public Education Major		70
Public Education Electives		6
Undergraduate Core Requirements - Lutheran Teacher Diploma		47
Lutheran Teacher Diploma Major		76
<i>Total Hours - Public Education</i>		<i>120</i>
<i>Total Hours - Lutheran Teacher Diploma or Christian Teacher Certificate</i>		<i>123</i>

Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
<i>Liberal Arts Dimensions</i>		
ENG 2100	College Writing	3
Communication or Language course		3
Faith and Life Elective		3
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 1190	Number Sense: Teaching Pre K-9	3
ENV 1050	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3
Society & Culture elective		3

Social Studies Education Curriculum - 70 - 76 credits

Code	Title	Hours
<i>Theoretical and Practical Component - 15 credits</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 4340	The Art and Science of Assessment and Instruction ¹	3
ED 4373	Curriculum and Methods of Teaching Social Studies - Secondary ^{1,2}	3
ED 4411	The Profession and Ethics of Teaching ¹	3
<i>Social Studies Component - 33 credits</i>		
ECON 2000	Principles of Economics	3
PSY 1010	General Psychology	3

HIST 1610	World Civilizations I	3
HIST 1615	World Civilizations II	3
HIST 2240	The American Federal System	3
or POLS 2010	American Government	
HIST 3200	Early America:1492-1800	3
HIST 3210	American Republic: 1800-1860	3
HIST 3220	Indus America:1865-1920	3
HIST 3230	United States as a World Power: 1920-Present	3
HIST 3850	Historical Methods	3
HIST 4800	History Capstone	3

Clinicals and Student Teaching Component - 22 credits

ED 4501	Field Experience 1	3
ED 4502	Pre-Student Teaching Clinical Experience 1	3
ED 4507	Pre-Student Teaching Clinical Experience 2 ^{1, 2}	3

Student Teaching Component (Take these courses in the same semester)

ED 4414	Portfolio Completion-Secondary ¹	1
ED 4452	Secondary Education Student Teaching ¹	12

Lutheran (LCMS Members) Teacher Diploma Requirements

ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

Christian Teacher Certification Requirements

ED 2306	Teaching the Faith	3

Select one of the following: 3

REL 3500	A Survey of Christian Thought	
REL 3860	Law and Gospel in the Life of the Church	
REL 4000	Lutheran Confessions	
PHIL 3250	Christian Apologetics	
PHIL 3340	Christ and Culture	

¹ Course Requires Upper Division Status.

² "The Block" classes are taken during the same semester.

Curriculum

Code	Title	Hours
Undergraduate Core Requirements - Non-Licensable Education		44
Non-Licensable Education Major		70
Non-Licensable Education Electives		6
Non-Licensable Undergraduate Core Requirements - Lutheran Teacher Diploma		47
Non-Licensable Lutheran Teacher Diploma Major		76
<i>Total Hours - Non-Licensable Education</i>		<i>120</i>
<i>Total Hours - Non-Licensable Lutheran Teacher Diploma or Christian Teacher Certificate</i>		<i>123</i>

Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3

REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
<i>Liberal Arts Dimensions</i>		
ENG 2100	College Writing	3
Communication or Language course		3
Faith and Life Elective		3
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 1190	Number Sense: Teaching Pre K-9	3
ENV 1050	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3
Society & Culture elective		3

Social Studies Education Curriculum - 70 - 76 credits

Code	Title	Hours
<i>Theoretical and Practical Component - 15 credits</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 4340	The Art and Science of Assessment and Instruction ¹	3
ED 4373	Curriculum and Methods of Teaching Social Studies - Secondary ^{1,2}	3
ED 4411	The Profession and Ethics of Teaching ¹	3

Social Studies Component - 33 credits

ECON 2000	Principles of Economics	3
PSY 1010	General Psychology	3
HIST 1610	World Civilizations I	3
HIST 1615	World Civilizations II	3
HIST 2240	The American Federal System	3
or POLS 2010	American Government	
HIST 3200	Early America:1492-1800	3
HIST 3210	American Republic: 1800-1860	3
HIST 3220	Indus America:1865-1920	3
HIST 3230	United States as a World Power: 1920-Present	3
HIST 3850	Historical Methods	3
HIST 4800	History Capstone	3

Clinicals and Student Teaching Component - 22 credits

ED 4501	Field Experience 1	3
ED 4502	Pre-Student Teaching Clinical Experience 1	3
ED 4507	Pre-Student Teaching Clinical Experience 2 ^{1, 2}	3

Student Teaching Component (Take these courses in the same semester)

ED 4414	Portfolio Completion-Secondary ¹	1
ED 4452	Secondary Education Student Teaching	12

Lutheran (LCMS Members) Teacher Diploma Requirements

ED 2306	Teaching the Faith	3

REL 4000	Lutheran Confessions	3
Christian Teacher Certification Requirements		
ED 2306	Teaching the Faith	3
Select one of the following:		3
REL 3500	A Survey of Christian Thought	
REL 3860	Law and Gospel in the Life of the Church	
REL 4000	Lutheran Confessions	
PHIL 3250	Christian Apologetics	
PHIL 3340	Christ and Culture	

¹ Course Requires Upper Division Status.

² "The Block" classes are taken during the same semester.

Plan

Course	Title	Hours
Semester 1		
ED 1102	Foundations of Education	3
ENG 2100	College Writing	3
Hours		6
Semester 2		
ED 1275	Human Learning	3
ART 1000 or MUS 1171	Basic Art Experience or Creative Arts: Music	3
HIST 3200	Early America:1492-1800	3
ED 4501	Field Experience 1	3
CCE 1040	Science & Humanity	3
Hours		15
Semester 3		
ED 1230	Nature of the Exceptional Child	3
MATH 1190	Number Sense: Teaching Pre K-9	3
ED 1103	Human Relations for Teachers	3
HIST 1615	World Civilizations II	3
ED 4502	Pre-Student Teaching Clinical Experience 1	3
Hours		15
Semester 4		
CCE 1020	Western Culture & Worldview	3
REL 1000	The Bible	3
ECON 2000	Principles of Economics	3
HHP 1115	Fit and Well	2
Hours		11
Semester 5		
COMM 2100	Interpersonal Communication	3
ENV 1050	Introduction to Environmental Science	3
HIST 1610	World Civilizations I	3
HIST 3210	American Republic: 1800-1860	3
HIST 2240	The American Federal System	3
Hours		15
Semester 6		
HIST 3220	Indus America:1865-1920	3
CCE 1030	Western Thought & Worldview	3
HIST 3230	United States as a World Power: 1920-Present	3
CCE 1010	Christian Citizen	3
HIST 3850	Historical Methods	3
Hours		15
Semester 7		
PSY 1010	General Psychology	3
REL 1100	Christian Faith	3
HIST 4800	History Capstone	3
ED 4340	The Art and Science of Assessment and Instruction	3

ELECTIVE		3
Hours		15
Semester 8		
ED 4373	Curriculum and Methods of Teaching Social Studies - Secondary	3
ED 4507	Pre-Student Teaching Clinical Experience 2	3
REL ELECTIVE		3
ELECTIVE		3
Hours		12
Semester 9		
ED 4411	The Profession and Ethics of Teaching	3
ED 4414	Portfolio Completion-Secondary	1
ED 4452	Secondary Education Student Teaching	12
Hours		16
Total Hours		120

Course options and schedule are subject to change.

Health Profession Programs

The School of Health Professions (SHP) is comprised of a wide range of graduate, undergraduate, and certificate programs that support the mission of Concordia University. Our programs emphasize interprofessional education and community interaction.

School Of Health Professions Mission

The School of Health Professions is dedicated to serving the diverse health needs of individuals and communities by providing a rigorous, experiential, collaborative education that prepares outstanding health professionals who integrate faith, professional excellence and service.

- Diagnostic Medical Sonographer Completion (ONLINE) (p. 100)
- Radiologic Technology Completion (ONLINE) (p. 102)
- Social Work (ONLINE) (p. 103)
- Social Work Minor (ONLINE) (p. 106)

Bachelor Degrees

- Diagnostic Medical Sonographer Completion (ONLINE) (p. 100)
- Radiologic Technology Completion (ONLINE) (p. 102)
- Social Work (ONLINE) (p. 103)

Diagnostic Medical Sonographer Completion (ONLINE)

Concordia's Diagnostic Medical Sonography **Completion Program** offers professionals **already credentialed to practice Diagnostic Medical Sonography** the opportunity to transfer previous knowledge and credits into Concordia's completion program; so you can earn your degree faster. We will match you with an academic advisor to determine how many credits you are able to transfer, and get you started on your journey to growing your career. We understand that you are a busy working professional. That is why this program provides flexible learning options. Each course lasts 6 or 8 weeks (depending on the given format). You will benefit from coursework that is founded on a Christ-centered education.

What to Expect

Learn to communicate effectively and work collaboratively with others in your field. Through this program you will demonstrate the ability to think

critically, analyze and research problems, and propose potential solutions. Students in this program are provided a better understanding of ethical responsibilities within a health care team.

With this degree, you will be eligible to apply for **advancement opportunities in health care settings** including but not limited to:

- Leadership Roles
- Education
- Commercial Equipment Applications

Curriculum

This degree completion program can be completed in a year and a half or less. We encourage you to select a minor that will help you fulfill the total number of credits (120) needed for graduation. You can transfer up to 84 credits. You will complete the Concordia core curriculum and electives, in addition to the credits transferred, to complete your bachelor's degree in Diagnostic Medical Sonography.

Code	Title	Hours
Post-Traditional Transfer Core (p. 27)		30
DMS Transfer Credits		59
Electives		31
Total Hours		120

Code	Title	Hours
Required Core Courses		
ENG 2100	College Writing	3
REL 1590	Heritage of Faith	3
MATH 1250	Contemporary Math	3
or MATH 1280	College Algebra	
or BUS 3450	Business Statistics	
REL 2030	Biblical Theology	3
ENV 1050	Introduction to Environmental Science	3
or JPP 3040	Forensic Investigation	
PSY 2710	Social Psychology in the Workplace	3
or HCM 3500	Eldercare	
or PHIL 2560	Critical Thinking & Creativity	
or PSY 3240	Introduction to Psychopathology	
or JPP 1020	Criminology	
COMM 2100	Interpersonal Communication	3
or COMM 1010	Speech Communication	
ECON 2200	Macroeconomics	3
or POLS 1350	Voices in Democracy	
or SOC 1010	Introduction to Sociology	
or HIST 2685	Faces of Culture	
or COMM 4100	Cross-Cultural Communication	
ECON 2200	Macroeconomics	3
or POLS 1350	Voices in Democracy	
or SOC 1010	Introduction to Sociology	
or HIST 2685	Faces of Culture	
or COMM 4100	Cross-Cultural Communication	
COMM 2010	American Cinema	3
or ART 1000	Basic Art Experience	
or ART 2000	Art History I	

- or ENG 1300 Literature
- or MUS 1171 Creative Arts: Music

Admission Requirements

Applicants **must already be a credentialed diagnostic medical sonographer** to apply to the completion program.

1. Submit the online application at www.cuw.edu/apply (<http://www.cuw.edu/apply/>).
2. Official transcripts from all post-secondary institutions attended. In cases where the student has less than 60 transferable credits, an official high school transcript or proof of GED must also be submitted. Students will be required to have a minimum cumulative GPA of 2.00 or above.
3. Provide proof of current license as a Diagnostic Medical Sonographer.

Admission Decisions

The completed applicant's file is reviewed by the Admission Committee. An official decision email is sent to the applicant indicating one of the following:

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 email.
3. The student is denied admission.*

**If an applicant is denied and is eligible to appeal, they must write a letter to the program director stating their intentions and reasons for appealing the decision.*

Plan

Course	Title	Hours
Semester 1		
ENG 2100	College Writing	3
REL 1590	Heritage of Faith	3
Hours		6
Semester 2		
NATURAL WORLD		3
ELECTIVE		3
Hours		6
Semester 3		
ELECTIVE		3
ELECTIVE		3
Hours		6
Semester 4		
REL 2030	Biblical Theology	3
ELECTIVE		3
Hours		6
Semester 5		
NATURAL WORLD		3
ELECTIVE		3
Hours		6
Semester 6		
HUMAN BEINGS & BEING HUMAN		3
ELECTIVE		3
Hours		6
Semester 7		
COMMUNICATION & LANGUAGE		3
ELECTIVE		3
Hours		6

Semester 8	
ELECTIVE	3
SOCIETY & CULTURE	3
Hours	6
Semester 9	
SOCIETY & CULTURE	3
ELECTIVE	3
Hours	6
Semester 10	
HUMAN CREATIVITY & EXPRESSION	3
ELECTIVE	3
ELECTIVE	1
Hours	7
Total Hours	61

Course options and schedule are subject to change.

Radiologic Technology Completion (ONLINE)

Are you working as a Radiologic Technologist, but want to earn your bachelor's degree to advance your career? Concordia's Radiologic Technology **Completion Program** offers professionals **already credentialed to practice Radiologic Technology** the opportunity to transfer previous knowledge and credits into Concordia's completion program; so you can earn your degree faster. We will match you with an academic advisor to determine how many credits you are able to transfer to get you started on your journey towards career growth. We understand that you are a busy working professional. That is why this program provides flexible learning options. Each course lasts 6 or 8 weeks (depending on the given format). You'll benefit from coursework that is founded on a Christ-centered education.

What to Expect

Learn to communicate effectively and work collaboratively with others in your field. Through this program you will demonstrate the ability to think critically, analyze and research problems, and propose potential solutions. Students in this program are provided a better understanding of ethical responsibilities within a health care team.

With this degree, you will be eligible to apply for **advancement opportunities in health care settings** including but not limited to:

- Leadership Roles
- Education
- Commercial Equipment Applications

Curriculum

This degree can be completed in a year and a half or less. We encourage you to select a minor that will help you fulfill the total number of credits (120) needed for graduation. You can transfer up to 84 credits. You will complete the Concordia core curriculum and electives, in addition to the credits transferred, to complete your bachelor's degree in Radiologic Technology.

Code	Title	Hours
Post-Traditional Transfer Core (p. 27)		30
Radiologic Technology Program - Transfer Credits		59
Electives		31
Total Hours		120

Code	Title	Hours
Required Core Courses		
ENG 2100	College Writing	3
REL 1590	Heritage of Faith	3
MATH 1250	Contemporary Math	3
or MATH 1280	College Algebra	
or BUS 3450	Business Statistics	
REL 2030	Biblical Theology	3
ENV 1050	Introduction to Environmental Science	3
or JPP 3040	Forensic Investigation	
PSY 2710	Social Psychology in the Workplace	3
or HCM 3500	Eldercare	
or PHIL 2560	Critical Thinking & Creativity	
or PSY 3240	Introduction to Psychopathology	
or JPP 1020	Criminology	
COMM 2100	Interpersonal Communication	3
or COMM 1010	Speech Communication	
ECON 2200	Macroeconomics	3
or POLS 1350	Voices in Democracy	
or SOC 1010	Introduction to Sociology	
or HIST 2685	Faces of Culture	
or COMM 4100	Cross-Cultural Communication	
ECON 2200	Macroeconomics	3
or POLS 1350	Voices in Democracy	
or SOC 1010	Introduction to Sociology	
or HIST 2685	Faces of Culture	
or COMM 4100	Cross-Cultural Communication	
COMM 2010	American Cinema	3
or ART 1000	Basic Art Experience	
or ART 2000	Art History I	
or ENG 1300	Literature	
or MUS 1171	Creative Arts: Music	

Admission Requirements

Applicants **must already be a credentialed radiologic technologist** to apply to the completion program.

1. Submit the online application at www.cuw.edu/apply (<http://www.cuw.edu/apply/>).
2. Official transcripts from all post-secondary institutions attended. In cases where the student has less than 60 transferable credits, an official high school transcript or proof of GED must also be submitted. Students will be required to have a minimum cumulative GPA of 2.00 or above.
3. Provide proof of current license as a Radiologic Technologist.

Admission Decisions

The completed applicant's file is reviewed by the Admission Committee. An official decision email is sent to the applicant indicating one of the following:

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 email.
3. The student is denied admission.*

**If an applicant is denied and is eligible to appeal, they must write a letter to the program director stating their intentions and reasons for appealing the decision.*

Plan

Course	Title	Hours
Semester 1		
ENG 2100	College Writing	3
REL 1590	Heritage of Faith	3
Hours		6
Semester 2		
NATURAL WORLD		3
ELECTIVE		3
Hours		6
Semester 3		
ELECTIVE		3
ELECTIVE		3
Hours		6
Semester 4		
REL 2030	Biblical Theology	3
ELECTIVE		3
Hours		6
Semester 5		
NATURAL WORLD		3
ELECTIVE		3
Hours		6
Semester 6		
HUMAN BEINGS & BEING HUMAN		3
ELECTIVE		3
Hours		6
Semester 7		
COMMUNICATION & LANGUAGE		3
ELECTIVE		3
Hours		6
Semester 8		
ELECTIVE		3
SOCIETY & CULTURE		3
Hours		6
Semester 9		
SOCIETY & CULTURE		3
ELECTIVE		3
Hours		6
Semester 10		
HUMAN CREATIVITY & EXPRESSION		3
ELECTIVE		3
ELECTIVE		1
Hours		7
Total Hours		61

Course options and schedule are subject to change.

Social Work (ONLINE)

Mission

To prepare graduates for baccalaureate level, generalist, Social Work practice, within the context of faith, service and social justice.

The **context of faith** is important in the Department of Social Work. From a perspective of faith, we are able to draw energy and determination in teaching, and helping our students develop strong, competent Social Work skills that will provide a foundation for helping others. It reminds us (students and faculty) that our talents, abilities, and resources are all gifts from God that are to be used in the spirit of love, generosity, and forgiveness.

Our **faith-based** context also directs the manner in which we provide **service** to our clients. It means that Social Work students and faculty will utilize the expected professional practice knowledge and skills of the Social Work profession in their work with individuals, families, groups, communities, and governments. Our faith serves as a lens through which we see our Social Work education as a layer established upon Christian knowledge and values. It is a lens through which we see the world, our careers, vocation, and the special calling we have to reach out as Christian Social Workers to those who need help.

The idea of **possibility** relates both to our work as Social Workers and in our commitment to social justice. The concept of possibility reminds us that there are a myriad of opportunities in the Social Work profession. As students and faculty we have the chance to discern the best fit for our talents and skills. Likewise, in the **pursuit of social justice**, we help our clients reach for the possibilities in their lives, and as Social Workers we confront the barriers that might prevent our clients from reaching the possibilities that fit their skills and abilities.

History of Social Work at Concordia University

Concordia University Wisconsin (CUW) was founded in 1881 as a school of the Lutheran Church-Missouri Synod (LCMS). Over the course of the next century, CUW moved from Trinity Lutheran Church in downtown Milwaukee, to property on 31st street, and finally to the former campus of the School Sisters of Notre Dame in Mequon, Wisconsin.

For approximately eight decades, Concordia offered high school and the first two years of a liberal arts college program providing "classical, technical, and religious instruction to young men and students who desire to prepare themselves for the ministry of the Lutheran Church." In the 1960's and early 1970's, a lay ministry program was incorporated in the curriculum along with co-educational programs for those interested in becoming teachers, deaconesses, or Social Workers in the Lutheran Church. In 1978, Concordia became a 4-year accredited college providing education in teacher education, nursing, medical assistant, Social Work, and engineering. It was at this time that the current Social Work Program began as a cooperative effort with the University of Wisconsin – Milwaukee.

After officially becoming a university on August 27, 1989, the decision was made to establish an independent Social Work program at CUW. On June 16, 1997, the Council on Social Work Education (CSWE) granted initial accreditation for a Bachelor of Social Work (BSW) program at CUW. The program has grown and remained fully accredited since that time.

The Social Work Program at Concordia University is housed within the School of Health Professions (SHP) and is designed for undergraduates,

leading to a Bachelor of Social Work Degree (BSW). There are currently four program areas including:

- A traditional BSW program on the Mequon (CUW) campus
- An online BSW program
- An online Master of Social Work (MSW) program

Accreditation

The Council on Social Work Education (CSWE) provides accreditation for Social Work programs at the bachelor and graduate level of education. Graduating from an accredited program is important for BSW students. An accredited program offers BSW graduates the opportunity to request *advanced standing* for an MSW degree in any University. The BSW program at CUW has been fully accredited by CSWE since 1997. As of September 12, 2022, the BSW online program was approved by CSWE to become an online program.

Social Work Values

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

Generalist Practice

All Social Work programs educate students in Generalist Practice. Generalist practice provides students with a social work professional foundation knowledge base. Undergraduate students receive this knowledge base during the junior and senior year. Graduate students receive this knowledge base at a somewhat advanced level during the first year of their graduate program.

Definition of Generalist Practice

Generalist Social Work practitioners work with individuals, families, groups, communities, and organizations in a variety of Social Work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. Generalist practitioners engage in community and organizational development. Additionally, they evaluate service outcomes in order to improve the provision and quality of services most appropriate to client needs.

Field Education

Students begin the field instruction sequence in the first semester of the senior year, and spend both fall and spring semesters of the senior year in one field placement. During both semesters, a student will spend an average of 14-16 hours per week at the placement agency, for a total of at least 400 clock hours of field instruction. Students make a commitment to remain with the agency for two semesters, until the end of the academic year. During the spring semester, traditional students must remain in their field placement until at least May 1st.

Service Learning and IPE Hour Requirements

Social Work students will complete the Service Learning and IPE requirements:

- Twenty (20) hours of Service Learning activities
- Twenty (20) hours of IPE activities. *Eight (8) IPE hours will be completed junior and senior year with the mandatory case discussions.*

Service learning and IPE have multiple functions. 1) Provide unique experiences that prepare you for the field internship; 2) Provide experiences that build your résumé and strengthen your competitiveness for employment; 3) Increase confidence in your ability to be a Social Worker; 4) Fulfill the Christian mission of developing in mind, body and spirit for service to Christ in the church and the world.

Service Learning

Service learning is an opportunity for students to become involved with the Social Work community through a social service organization, learning first-hand some of the ins and outs of Social Work practice. Service learning is required because it gives students an opportunity to interact with a professional agency and gain insight into the work that Social Workers do. This insight helps students narrow down the area of Social Work for an internship. Students may begin accumulating service-learning hours when they become a CUW freshman. They must complete the hours before beginning their senior year, and their internship. It is advised that students complete the service learning hours freshmen and sophomore years, so that they can work on completing IPE hours junior and senior years.

Service Learning activities can include a variety of volunteer activities geared towards students' interests. Students can volunteer with homeless shelters, food pantries, Habitat for Humanity, social service agencies and other organizations that help disadvantaged populations. Students may also participate in a mission trip through their church or through CUWAA, be a camp counselor, bible school teacher, tutor, or find another option not listed. Although many options exist for Service Learning activities, students should double check with the Department of Social Work if they are unsure an activity will count.

Interprofessional Education (IPE)

Interprofessional Education (IPE) is essential for students preparing for careers in the health and social care fields, as well as healthcare administration. IPE gives Social Work students an opportunity to expand their education and learn how Social Workers interface with other health care professionals, including occupational therapists, physical therapists, physician's assistants, pharmacists, nurses and more. Students obtain IPE experience by attending mandatory case discussion events junior and senior years, and through other activities coordinated by the School of Health Professions.

Program Requirements

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

Social Work Program Core Competencies

- Competency 1: Demonstrate Ethical & Professional Behavior.
- Competency 2: Advance Human Rights and Social, Racial, Economic & Environmental Justice.
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.
- Competency 4: Engage in Practice-informed Research and Research-informed Practice.

- Competency 5: Engage in Policy Practice.
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
- Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities.
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Social Work Program Goals

The goals of the CUW/CUAA Social Work Program are to:

1. Prepare students for professional generalist practice.
2. Prepare students who have developed the behaviors associated with the nine (9) competencies established by CSWE.
3. Encourage students to draw on the foundations of Christianity in faith, service, and social justice, and to provide leadership in the provision of service and solidarity for all persons, especially marginalized or oppressed groups.
4. Develop students with strong practice skills built on the knowledge base of the profession.
5. Support students in their understanding of and ability to apply the NASW Code of Ethics when practicing, and in their understanding of the relationship between the code of ethics and Christianity.
6. Prepare students who can apply research and/or evidence-based practice in practice settings, and in evaluating the effectiveness of practice and programs.

Curriculum

Code	Title	Hours
Post-Traditional Core Requirements (p. 25) ¹		44
Major Requirements		45
Electives		31
Total Hours		120

¹ Post-Traditional Transfer Student Core Requirements (p. 27)
Transfer students must complete 30 credits in core and 45 elective credits to reach the 120 required credit hours.

Major Requirements

Code	Title	Hours
Required Core Courses		
Required Courses		
MATH 2050	Statistics I (Counts as university core) ¹	
All required Social Work (SW) courses require a grade of B- or better		
SW 1110	Social Work & Social Welfare	3
SW 1200	Introduction to Child Welfare	3
SW 3100	Research Methods I	3
SW 3110	Human Behavior in the Social Environment I (Counts as university core)	3
SW 3120	Skills & Methods of Social Work Practice I	3
SW 3200	Research Methods II	3
SW 3210	Human Behavior in the Social Environment II	3
SW 3220	Skills & Methods of Social Work Practice II	3
SW 3230	Social Welfare Policy and Programs	3
SW 4100	Field Education I	3

SW 4110	Field Seminar I	3
SW 4120	Skills & Methods of Social Work Practice III	3
SW 4200	Field Education II	3
SW 4210	Field Seminar II	3
SW 4230	Senior Integrative Seminar	3
Total Hours		45

¹ Must receive a "C" or better

Application Process

A completed application includes:

1. An online application completed at www.cuw.edu/apply (<http://www.cuw.edu/apply/>).
2. Official transcripts from all post-secondary institutions attended. Students must have a minimum cumulative GPA of 2.5 GPA overall and a 2.75 GPA in social work courses.
3. A self-reflection essay.

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

Plan

Course	Title	Hours
Semester 1		
ELECTIVE		3
REL 1590	Heritage of Faith	3
REL 2030	Biblical Theology	3
ENG 2100	College Writing	3
Hours		12
Semester 2		
ELECTIVE		3
ELECTIVE		3
MATH 2050	Statistics I	3
COMM 2100	Interpersonal Communication	3
Hours		12
Semester 3		
ELECTIVE		3
ELECTIVE		3
ENV 1050 or JPP 3040	Introduction to Environmental Science or Forensic Investigation	3
HHP 1115	Fit and Well	2
HUMAN CREATIVITY & EXPRESSION		3
Hours		14
Semester 4		
ELECTIVE		3
ELECTIVE		3
FAITH & LIFE		3
SOCIETY & CULTURE		3
Hours		12
Semester 5		
HUMAN BEING & BEING HUMAN		3
CCE 1020	Western Culture & Worldview	3
ELECTIVE		3
CCE 1040	Science & Humanity	3
Hours		12
Semester 6		
SOCIETY & CULTURE		3
CCE 1030	Western Thought & Worldview	3

ELECTIVE		1
ELECTIVE		3
Hours		10
Semester 7		
SW 1110	Social Work & Social Welfare	3
SW 1200	Introduction to Child Welfare	3
Hours		6
Semester 8		
SW 3110	Human Behavior in the Social Environment I	3
SW 3210	Human Behavior in the Social Environment II	3
Hours		6
Semester 9		
SW 3120	Skills & Methods of Social Work Practice I	3
SW 4120	Skills & Methods of Social Work Practice III	3
Hours		6
Semester 10		
SEMESTER 10-14		
SW 3220	Skills & Methods of Social Work Practice II	3
SW 3230	Social Welfare Policy and Programs	3
SW 3100	Research Methods I	3
SW 3200	Research Methods II	3
SW 4230	Senior Integrative Seminar	3
ELECTIVE		3
SW 4100	Field Education I	3
SW 4110	Field Seminar I	3
SW 4200	Field Education II	3
SW 4210	Field Seminar II	3
Hours		30
Total Hours		120

Course options and schedule are subject to change.

Minors

- Social Work Minor (ONLINE) (p. 106)

Social Work Minor (ONLINE)

Curriculum

Code	Title	Hours
SW 1110	Social Work & Social Welfare	3
SW 1200	Introduction to Child Welfare	3
SW 3100	Research Methods I	3
Electives - choose 3 courses for 9 credits		9
SW 3230	Social Welfare Policy and Programs	
SW 3210	Human Behavior in the Social Environment II	
SW 2100	Trauma: Prevalence, Impact, and Coping	
SW 2110	Drugs, Society, and Human Behavior	
SW 2120	Understanding Death and Dying	
SW 2200	Aging and the Social Environment	
POLS 2850	American Politics and Health Care Policy	
Total Hours		18

Nursing Programs

The School of Nursing is dedicated to providing a rigorous Christ-centered education that develops and inspires highly skilled professional nurse leaders who are prepared to serve diverse communities with

excellence, truth, integrity and compassion to promote health and healing.

As a nurse, you know that more and more hospitals are seeking nurses with BSN degrees. If you are a working RN with an Associate's Degree (ADN), we can help. Our proven curriculum is ideal for students who value a faith-focused, forward-thinking nursing education, and want to achieve their BSN Degree as seamlessly as possible with their current busy schedule.

- Bachelor of Science-Nursing Completion Program for Registered Nurses (ONLINE) (p. 106)

Bachelor Degrees

- Bachelor of Science-Nursing Completion Program for Registered Nurses (ONLINE) (p. 106)

Bachelor of Science-Nursing Completion Program for Registered Nurses (ONLINE)

Licensed registered nurses who have graduated from an ADN or diploma nursing program and are currently working will find Concordia's Bachelor of Science in Nursing (BSN) Completion Program a flexible means of furthering their nursing education. RNs can obtain a BSN degree in as few as 24 months, depending on how many credits are transferred in. Coursework consists of online courses with experiential opportunities in work and community settings.

The BSN Completion program provides a broad foundation in liberal arts education, as well as in the art and science of nursing. This foundation, guided by Christian principles, prepares the graduate with the professional leadership skills, expertise, and knowledge needed to function in a variety of healthcare and community settings.

Accreditation

The baccalaureate degree program in nursing at Concordia University Wisconsin is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Program Learning Outcomes

Upon graduation, the Bachelor of Science in Nursing student will be able to:

1. Applies, translates, and integrates knowledge from the liberal arts and sciences, nursing and other disciplines to support clinical judgment and innovation in nursing practice.
2. Delivers holistic, compassionate, coordinated person-centered, evidence-based, developmentally appropriate nursing care aligned with Christian values to individuals, families and important others within multiple contexts.
3. Applies disease prevention and management principles, working with traditional and non-traditional community partners to promote equitable population health outcomes.
4. Synthesizes, applies, and disseminates current evidence to improve nursing care and health outcomes.
5. Applies established and emerging principles of safety and improvement science to enhance quality and minimize risk of harm to

patients and providers through system effectiveness and individual performance.

6. Collaborates with care team members, patients, families, and communities to optimize care, enhance the healthcare experience, and improve outcomes.
7. Coordinates resources to effectively and proactively provide safe, equitable, quality care for diverse populations.
8. Uses information, communication technologies and informatics processes to gather data, make decisions, and provide safe, high quality, and efficient care in accordance with best practice and professional and regulatory standards.
9. Develops an identity that reflects professional values of accountability, ethics, and a collaborative disposition within a Christ-centered perspective.
10. Assumes personal and professional responsibility and accountability through self-reflection and participation in activities to promote personal health, resilience, well-being, and life-long learning as an emerging nurse leader.

Curriculum

Code	Title	Hours
	Core Requirements	31
	Required Nursing Courses	18
	Elective Courses & Credits Transferred In	71
	Total Credits	120

Core Requirements

Code	Title	Hours
	Faith	6
	Human Creativity & Expression	3
	Society & Culture (3 must be culture)	6
	Human Beings & Being Human	3
	Natural Sciences (4) and Statistics (3)	7
	Communication & Language (3 must be writing)	6
	Total Credits	31

Required Nursing Courses

Code	Title	Hours
	Total Credits	18
NURS 3510	Dimensions of Professional Nursing	3
NURS 3520	Trends in Professional Nursing	3
NURS 3530	Nursing Research for RNs	3
NURS 3540	Population Health	3
NURS 4510	Leadership - The Future of Nursing	3
NURS 4599	Seminar in Contemporary Nursing	3

The program is individualized based on the number of transfer credits. The following applies for all students:

- Students must complete a cumulative total of at least 120 credits in order to graduate from Concordia University with a BSN degree. These 120 credits will be comprised of transfer credits and credits taken at Concordia University.
- All students must take a minimum of 36 credits at Concordia University in order to satisfy the residency requirement.
- All students must fulfill the liberal arts core. Some courses may be transferred in to fulfill part of the core requirements.

- Students may transfer in a maximum of 84 credits to fulfill the degree requirements.
- All students are required to take 6 faith credits at Concordia University.
- Students must earn a 79% or higher in all nursing courses (NURS courses).

Admissions Requirements

- Successful completion of an Associate Degree in Nursing (ADN) from a regionally accredited institution.
- A cumulative GPA of 2.75 or above for full acceptance. Applicants with a lower GPA will be reviewed for conditional acceptance.
- Current unencumbered licensure and practice as an RN in the United States. If in the process of taking licensure exam, applicants will be considered for conditional acceptance.
- Students must be actively working as an RN. If in the process of securing an RN position, applicants will be considered for conditional acceptance.

Application Process

Students must apply online through NursingCas (<https://nursingcas.liaisoncas.org/apply/>). All students applying for admission are required to submit the following:

- Official transcripts from all colleges and universities attended
- Current resume
- Copy of current unencumbered RN licensure in the United States

Program Admission

- Students' transcripts will be evaluated by nursing program staff as part of the admission process.
- Statistics courses will only be accepted if taken within the last five years, unless specially approved by the program chairperson or designee.
- A minimum of a C is required to transfer in statistics, nursing courses, and the following science courses: Anatomy & Physiology I and II or an approved equivalent, and Microbiology.
- Students must have and maintain an active, unencumbered RN license throughout the program.
- Students must be actively working as an RN throughout the program.

Plan

Course	Title	Hours
Semester 1		
NURS 3510	Dimensions of Professional Nursing	3
MATH 2050	Statistics I	3
NURS 3520	Trends in Professional Nursing	3
Hours		9
Semester 2		
NURS 3530	Nursing Research for RNs	3
NURS 3540	Population Health	3
Hours		6
Semester 3		
REL 3150	Christian Care-Giving for Health Professionals	3
CULTURE, HUMAN CREATIVITY OR ELECTIVE		3
Hours		6
Semester 4		
NURS 4510	Leadership - The Future of Nursing	3

NURS 4599	Seminar in Contemporary Nursing	3
Hours		6
Semester 5		
RELIGION, CULTURE, HUMAN CREATIVITY OR ELECTIVE		3
RELIGION, CULTURE, HUMAN CREATIVITY OR ELECTIVE		3
Hours		6
Semester 6		
RELIGION, CULTURE, HUMAN CREATIVITY OR ELECTIVE		3
Hours		3
Total Hours		36

Course options and schedule are subject to change.

Mequon Main Campus (M)

Concordia University Wisconsin is known for its breathtaking views of Lake Michigan, and in fact, many students will say the campus' location played a big role in their decision to enroll. But a large percentage of Concordia alumni living today—and even a few current faculty—will recall making a very different commute to school.

That's because Concordia's original campus was located in downtown Milwaukee on 31st Street, between State and Highland Streets. From the school's inception in 1881 to 1983, students who attended CUW (then called Concordia College) did so in the city. The inaugural class of Concordians, which was comprised of 13 students, met in the basement of Trinity Lutheran Church in downtown Milwaukee. The next year, the 31st Street property was purchased to start Concordia's first permanent campus.

For the next approximately eight decades, Concordia College offered high school and the first two years of a liberal arts college program, providing classical, technical, and religious instruction for students who desired to prepare themselves for the ministry of the Lutheran Church. In 1978, The Lutheran Church—Missouri Synod authorized Concordia to become a four-year accredited college that would provide instruction in teacher education, nursing, medical assistant, social work, and engineering.

In a farsighted move in 1982, the LCMS purchased the former campus of the School Sisters of Notre Dame in Mequon, Wisconsin, and the college was moved 15 minutes north of its original site.

On August 27, 1989, the Board of Regents approved the move to university status, and Concordia University Wisconsin became the first university among the 10-member Concordia University System.

In 2012, CUW entered into a strategic relationship with Concordia University in Ann Arbor. The university now consists of two residential campuses in Wisconsin and Ann Arbor, and online programs that reach students worldwide, with one president and governing body presiding over all.

Batterman School of Business (M)

The Batterman School of Business offers a complete range of business education programs and degrees including associate's and bachelor's degrees for undergraduate and accelerated adult students, licensures, and certifications. Graduate programs include both our highly ranked Master's of Business Administration (with a complement of concentrations) and the Master's in Science in Leadership (MSL). Business undergraduate students also participate in the Concordia Core ([https://www.cuw.edu/academics/concordia-](https://www.cuw.edu/academics/concordia-core.html)

[core.html](https://www.cuw.edu/academics/concordia-core.html)), a rigorous, liberal arts curriculum integrated with Lutheran distinctives.

All students pursuing a Business major must earn a grade of C - or better in business required courses.

Outcomes

Any university can show you how to analyze a balance sheet or book a journal entry. Our Batterman School of Business teaches you how to become an ethical, well-rounded leader. In today's business landscape, leadership and communication skills are just as important as technical skills. Our business programs teach you both.

Through internship opportunities, a comprehensive and flexible curriculum, and 16 specializations in our MBA program, we're committed to offering programs that meet the needs of today's global businesses.

By fulfilling the course requirements for the Bachelor's, students will be able to:

Business School Outcomes

1 - Service and Ethics through a Christian Perspective

- Understand how Christian Faith and ethics inform exploration to vocation and business practices.

2 - Global Nature of Business

- Demonstrate an understanding of the complexity of elements important to members of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices.

3- Business Integration

- Demonstrate an understanding and a disposition that a student builds across the business curriculum.

4 - Critical Analysis

- Identify and evaluate conclusions, implications, and consequences.

5 - Innovative and problem solving

- Identify problems and opportunities, evaluate alternatives and solutions, and propose creative and innovative strategies.

6 - Communication

- Demonstrate language that skillfully communicates meaning to readers with clarity and fluency.

7 - Quantitative Reasoning

- Demonstrates the ability to convert relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding

- Accounting Major (M) (p. 109)
- Actuarial Science Major (M) (p. 110)
- Business Analytics and Organizational Performance (M) (p. 111)
- Business Communication Major (M) (p. 113)
- Entrepreneurship Major (M) (p. 114)
- Finance Major (M) (p. 115)
- General Business Major (M) (p. 117)

- Health Care Administration (M) (p. 118)
- Hospitality and Event Business Major (M) (p. 119)
- Human Resource and Strategic Leadership Major (M) (p. 121)
- Management Major (M) (p. 122)
- Marketing Major (M) (p. 123)
- Sport and Entertainment Business Major (M) (p. 124)

- Accounting Minor (M) (p. 126)
- Business Communication Minor (M) (p. 126)
- Business Minor (M) (p. 126)
- Economics Minor (M) (p. 126)
- Entrepreneurship Minor (M) (p. 127)
- Family Business Studies Minor (M) (p. 127)
- Finance Minor (M) (p. 127)
- Forensic Accounting Minor (M) (p. 127)
- Hospitality and Event Business Minor (M) (p. 127)
- Human Resources Minor (M) (p. 128)
- Individualized Business Minor (M) (p. 128)
- Management Minor (M) (p. 128)
- Managerial Accounting Minor (M) (p. 128)
- Marketing Minor (M) (p. 128)
- Nonprofit Management Minor (M) (p. 129)
- Public Relations Minor (M) (p. 129)
- Sport and Entertainment Business Minor (M) (p. 129)

- Business Certificate (M) (p. 130)
- Economics Certificate (M) (p. 130)
- Marketing Certificate (M) (p. 130)

Majors

- Accounting Major (M) (p. 109)
- Actuarial Science Major (M) (p. 110)
- Business Analytics and Organizational Performance (M) (p. 111)
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- Finance Major (M) (p. 115)
- General Business Major (M) (p. 117)
- Health Care Administration (M) (p. 118)
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- Human Resource and Strategic Leadership Major (M) (p. 121)
- Management Major (M) (p. 122)
- Marketing Major (M) (p. 123)
- Sport and Entertainment Business Major (M) (p. 124)

Accounting Major (M)

Students receive in-depth training in accounting systems, state and federal laws, and IRS policies that will prepare them to serve in their vocations. They will be prepared to work within both businesses and government agencies. Options are available for completing a double major or combining an undergraduate and graduate program. Rigorous classes prepare students who wish to study for the Certified Public Accounting (CPA) Licensure exam.

Our dedicated accounting professors are committed to enhancing learning by working with students inside and outside of the classroom. Students are encouraged to participate in the on-campus, student-led, Accounting Club, which provides a network of support. CUW accounting graduates have had a 100% job placement rate for two years running.

Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Accounting, students will be able to:

1. Create and analyze financial statements prepared in accordance with Generally Accepted Accounting Principles (GAAP).
2. Understand and correctly use the basic terms and concepts of the accounting profession, as applied in actual accounting activities.
3. Demonstrate an understanding of the domestic and international economic and regulatory environment of business.
4. Demonstrate an understanding of Information Systems appropriate to entry-level business positions.
5. Demonstrate an understanding of the legal and ethical responsibilities of accountants, businesses and businesspersons from a Christian perspective.

Curriculum

Due to the rigor of the accounting profession, students who wish to register for BUS 3450 Business Statistics or higher accounting courses, will be required to have earned a minimum grade of "B" in ACCT 2100 Financial Accounting and ACCT 2200 Managerial Accounting. Each student will then be required to earn a minimum grade of C in each of their upper-level accounting courses to be awarded a bachelor's degree in accounting from Concordia University.

Students who wish to complete the 150-hours to qualify for CPA Licensure have several options - including an MBA - and should consult with their advisor to plan their course of study.

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		57
Electives		18
Minor: Optional		
Total Hours		120

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core)	
ECON 2200	Macroeconomics (counted in University Core)	
COMM 1100	Public Speaking (counted in University Core)	
	or COMM 21 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
BUS 2200	Business Law I	3
BUS 1400	Quantitative Business Essentials	3

BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
FIN 3000	Principles of Finance	3
MGMT 1200	Management & Leadership	3
or BUS 5110	People-Focused Management	
MKTG 1300	Sales and Marketing	3
Required Courses		
ACCT 3100	Intermediate Accounting I	3
ACCT 3110	Intermediate Accounting II	3
ACCT 3200	Accounting Information Systems	3
ACCT 3250	Cost Accounting	3
ACCT 3500	Income Tax I	3
ACCT 3510	Income Tax II	3
ACCT 4200	Auditing	3
ACCT 4400	Business Combinations, Governmental, and NFP	3
Total Hours		57

Plan

Course	Title	Hours
Semester 1		
ACCT 2100	Financial Accounting	3
MGMT 1200	Management & Leadership	3
ENG 1040	Introduction to Writing	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
CCE 1010	Christian Citizen	3
Hours		15
Semester 2		
ACCT 2200	Managerial Accounting	3
BUS 1400	Quantitative Business Essentials	3
FIN 3000	Principles of Finance	3
MKTG 1300	Sales and Marketing	3
CCE 1030	Western Thought & Worldview	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 3		
ACCT 3100	Intermediate Accounting I	3
BUS 2200	Business Law I	3
ECON 2200	Macroeconomics	3
CCE 1020	Western Culture & Worldview	3
REL 1000	The Bible	3
HHP ACTIVITY		1
Hours		16
Semester 4		
ACCT 3110	Intermediate Accounting II	3
ECON 2100	Microeconomics	3
CCE 1040	Science & Humanity	3
REL 1100	Christian Faith	3
NATURAL WORLD SCIENCE		4
Hours		16
Semester 5		
ACCT 3250	Cost Accounting	3
ACCT 3500	Income Tax I	3
BUS 3450	Business Statistics	3
FAITH & LIFE		3

ELECTIVE		3
Hours		15
Semester 6		
ACCT 3510	Income Tax II	3
BUS 3420	Management Information Systems	3
CREATIVE EXPRESSION		3
ELECTIVE		3
ELECTIVE		3
Hours		15
Semester 7		
ACCT 4400	Business Combinations, Governmental, and NFP	3
BUS 3999	Business Internship	3
PSY 1010	General Psychology	3
NON-WESTERN CULTURE		3
ACCT 3200	Accounting Information Systems	3
Hours		15
Semester 8		
ACCT 4200	Auditing	3
BUS 4420	Business Policy and Ethics	3
ELECTIVE		3
ELECTIVE		3
Hours		12
Total Hours		120

Course options and schedule are subject to change.

Actuarial Science Major (M)

Students will learn mathematical and statistical techniques that are at the core of the actuarial profession. This degree prepares students with the mathematical and statistical skills to protect businesses from financial loss, assist individuals and companies in making secure decisions, and determine risk in insurance, finance, and other industries.

Graduates will be equipped to pass the Society of Actuaries Exam P, Exam FM, and Exam IFM.

Concordia University is one of the only schools of its size to offer an Actuarial Science program that has a certified, professionally experienced actuary as its primary faculty member

Program Learning Outcomes

1. Demonstrate knowledge of the mathematical and statistical techniques that are at the core of the actuarial profession.
2. Understand the fundamental probability theory and its general applications so as to be able to pass the Society of Actuaries Exam P.
3. Understand the theory of interest and its applications in the fields of finance and actuarial science, so as to be able to pass Society of Actuaries Exam FM.
4. Gain a working knowledge of investment finance and financial markets, so as to be able to pass Society of Actuaries Exam IFM.
5. Apply technology to actuarial problem-solving.
6. Develop the skills needed for entry into the profession and continued success on the actuarial exams.
7. Gain an understanding of the actuarial profession by learning from professionals in the field of actuarial science.

Curriculum

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		65
Electives		10
Total Hours		120

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Code	Title	Hours
Required Core Courses		
ECON 2200	Macroeconomics (counted in University Core)	3
COMM 1100	Public Speaking (counted in University Core)	
or COMM 2100	Interpersonal Communication	
BUS 3450	Business Statistics (counted in University Core)	
Core Business Requirements		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
BUS 2200	Business Law I	3
BUS 1400	Quantitative Business Essentials	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics	3
ECON 2100	Microeconomics	3
FIN 3000	Principles of Finance	3
MGMT 1200	Management & Leadership	3
or BUS 5110	People-Focused Management	
MKTG 1300	Sales and Marketing	3
Required Major Courses		
FIN 3100	Basic Investing	3
FIN 3150	Principles of Insurance	3
FIN 3210	Financial Math for Actuaries	3
FIN 3220	Probability for Actuaries	3
DSAA 2000	Introduction to Data Science and Analysis	3
FIN 4200	Advanced Excel for Financial Analysis	3
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4
CSC 2000	Coding I - Fundamentals	3
CSC 2050	Coding II - Algorithms	3
Total Hours		65

Plan

Course	Title	Hours
Semester 1		
ACCT 2100	Financial Accounting	3
BUS 1400	Quantitative Business Essentials	3
MATH 2010	Calculus I	4
CCE 1010	Christian Citizen	3
HHP 1100	Stewardship of the Body	1
HHP ACTIVITY COURSE		1
Hours		15
Semester 2		
FIN 3000	Principles of Finance	3

MATH 2020	Calculus II	4
CCE 1030	Western Thought & Worldview	3
ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
Hours		16
Semester 3		
FIN 3210	Financial Math for Actuaries	3
COMM 2100	Interpersonal Communication	3
REL 1100	Christian Faith	3
NATURAL WORLD SCIENCE WITH LAB		4
CCE 1040	Science & Humanity	3
Hours		16
Semester 4		
NON-WESTERN CULTURE		3
FAITH & LIFE		3
HUMAN BEINGS & BEING HUMAN		3
WESTERN CULTURE & WORLDVIEW		3
CREATIVE EXPRESSION		3
Hours		15
Semester 5		
BUS 3450	Business Statistics	3
MGMT 1200	Management & Leadership	3
MKTG 1300	Sales and Marketing	3
FIN 3220	Probability for Actuaries	3
ECON 2100	Microeconomics	3
Hours		15
Semester 6		
BUS 2200	Business Law I	3
ECON 2200	Macroeconomics	3
ACCT 2200	Managerial Accounting	3
CSC 2000	Coding I - Fundamentals	3
DSAA 2000	Introduction to Data Science and Analysis	3
Hours		15
Semester 7		
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
FIN 4200	Advanced Excel for Financial Analysis	3
FIN 3150	Principles of Insurance	3
CSC 2050	Coding II - Algorithms	3
Hours		15
Semester 8		
BUS 4420	Business Policy and Ethics	3
FIN 3100	Basic Investing	3
ELECTIVE		3
ELECTIVE		3
ELECTIVE		1
Hours		13
Total Hours		120

Course options and schedule are subject to change.

Business Analytics and Organizational Performance (M)

The Business Analytics program prepares Christian leaders to make data-driven decisions that enhance organizational performance, identify emerging markets, and solve complex business problems. Students apply these skills to specific areas of finance, economics, marketing, and human resources, etc.

Program Learning Outcomes

1. Summarize principles of Christian ethics related to business intelligence. b) Summarize principles of bias and fairness as related to business intelligence
2. Apply the principles and techniques of database structure, administration, and implementation of data collection capabilities and decision-support systems.
3. Understand basic computer programming techniques to facilitate collaboration with stakeholders to work across platforms.
4. Describe models for effective decision making to achieve business objectives.
5. Compare different organizational behaviors and adapt organization performance strategies.
6. Articulate assumptions, analyses, and interpretations of data in a written and oral format.

Curriculum

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Core Business Requirements		33
Major Requirements		36
Electives		6
Total Hours		120

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core)	
ECON 2200	Macroeconomics (counted in University Core)	
COMM 2100	Interpersonal Communication (counted in University Core)	
	or COMM 11 Public Speaking	
<i>Core Business Requirements</i>		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
BUS 1400	Quantitative Business Essentials	3
	or BUS 1200 Business Essentials	
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
ECON 2100	Microeconomics	3
FIN 3000	Principles of Finance	3
MGMT 1200	Management & Leadership	3
	or BUS 5110 People-Focused Management	
MKTG 1300	Sales and Marketing	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
Total Hours		33

Code	Title	Hours
<i>Required Major Courses</i>		
DSAA 2000	Introduction to Data Science and Analysis	3
CSC 2000	Coding I - Fundamentals	3
DSAA 3000	Data Mining and Predictive Analysis	3
ECON 3350	An Econometric Survey	3
DSAA 3100	Visual Analytics	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
CSC 3400	Artificial Intelligence	3
CSC 3030	Database Fundamentals	3
BUAN 4850	Business Data Analytics Programming with Visualization	3
BUAN 4900	Analytics and the Digital Economy	3
MGMT 3660	Managing Change	3
BUAN 4950	Data Analytics: Integrative Project	3
Total Hours		36

Plan

Course	Title	Hours
Semester 1		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 1400	Quantitative Business Essentials	3
ECON 2200	Macroeconomics	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
Hours		15
Semester 2		
DSAA 2000	Introduction to Data Science and Analysis	3
MGMT 1200	Management & Leadership	3
CCE 1030	Western Thought & Worldview	3
COMM 1100	Public Speaking	3
	or COMM 2100 or Interpersonal Communication	
HHP 1100	Stewardship of the Body	1
HUMAN BEINGS & BEING HUMAN		3
Hours		16
Semester 3		
CSC 2000	Coding I - Fundamentals	3
BUS 3450	Business Statistics	3
ECON 2100	Microeconomics	3
CCE 1020	Western Culture & Worldview	3
NATURAL SCIENCE		4
Hours		16
Semester 4		
ELECTIVE		3
BUS 3420	Management Information Systems	3
ECON 3350	An Econometric Survey	3
CCE 1040	Science & Humanity	3
REL 1000	The Bible	3
Hours		15
Semester 5		
CSC 3030	Database Fundamentals	3
DSAA 3000	Data Mining and Predictive Analysis	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
MKTG 1300	Sales and Marketing	3
REL 1100	Christian Faith	3
Hours		15
Semester 6		
BUS 2200	Business Law I	3
DSAA 3100	Visual Analytics	3

FAITH & LIFE	3
ELECTIVE	3
ELECTIVE	3
Hours	15
Semester 7	
BUAN 4850	Business Data Analytics Programming with Visualization 3
BUAN 4900	Analytics and the Digital Economy 3
BUS 3999	Business Internship 3
CSC 3400	Artificial Intelligence 3
MGMT 3660	Managing Change 3
Hours	15
Semester 8	
BUAN 4950	Data Analytics: Integrative Project 3
BUS 4420	Business Policy and Ethics 3
CREATIVE EXPRESSION	3
HHP ACTIVITY	1
ELECTIVE	3
Hours	13
Total Hours	120

Course options and schedule are subject to change.

Business Communication Major (M)

Communication is by far the most important skill professionals have in the business world. Main components of communication within the workplace involve nonverbal communication, audience analysis, data interpretation, and public speaking.

The Business Communication program provides an opportunity to study topics such as public relations, group dynamics, conflict management and cross-cultural communication. Students gain practical experience through mock-interviews, crisis response activities, networking events, journalism, social media campaigns, and servant leadership opportunities. Graduates of the program are well equipped for a variety of careers in management, corporate communication, negotiation and technical writing.

Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Business Communication, students will be able to:

1. Write and deliver effective speeches for a variety of audiences
2. Apply different managerial perspectives (e.g., classical, human relations, and human resources) to motivate and manage subordinates
3. Write clear letters, proposals, and persuasive messages that accomplish the intended purposes in the workplace
4. Write a research paper that uses and cites a variety of up-to-date and credible sources
5. Use empathetic listening to understand and support those experiencing issues, problems or emotions
6. Negotiate to obtain desired outcomes using either collaborative or competitive approaches, when appropriate
7. Possess readiness to use their God-given gifts effectively in their vocation to serve others.

Curriculum

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		63
Electives		12
Minor: Optional		
Total Hours		120

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core)	3
ECON 2200	Macroeconomics (counted in University Core)	3
COMM 1100	Public Speaking (counted in University Core) or COMM 21 Interpersonal Communication	3

Core Business Requirements

ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 1200	Business Essentials	3
or BUS 1400	Quantitative Business Essentials	
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership	3
or BUS 5110	People-Focused Management	
MKTG 1300	Sales and Marketing	3

Required Courses

BCOM 2400	Business Writing	3
BCOM 3000	Group Dynamics	3
BCOM 3900	Conflict Management	3
COMM 2200	Advanced Public Speaking	3
COMM 3100	Social Media	3
MGMT 3620	Organizational Behavior	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
MKTG 2200	Public Relations	3

Major Electives - Select four of the following:		12
BCOM 3200	Intermediate Public Relations	
BCOM 3850	Interviewing Principles	
BCOM 4000	Advanced Public Relations	
COMM 4100	Cross-Cultural Communication	
COMM 3400	Gender and Communication	
MGMT 3660	Managing Change	

Total Hours	63

Plan

Course	Title	Hours
Semester 1		
CCE 1010	Christian Citizen	3

ENG 1040	Introduction to Writing	3
MGMT 1200	Management & Leadership	3
PSY 1010	General Psychology	3
REL 1000	The Bible	3
Hours		15
Semester 2		
BUS 1200	Business Essentials	3
CCE 1020	Western Culture & Worldview	3
COMM 1100	Public Speaking	3
HHP 1100	Stewardship of the Body	1
MKTG 1300	Sales and Marketing	3
REL 1100	Christian Faith	3
Hours		16
Semester 3		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3
CCE 1030	Western Thought & Worldview	3
CREATIVE EXPRESSION		3
ECON 2200	Macroeconomics	3
Hours		15
Semester 4		
COMM 2200	Advanced Public Speaking	3
CCE 1040	Science & Humanity	3
NATURAL WORLD SCIENCE		4
ECON 2100	Microeconomics	3
Hours		13
Semester 5		
BCOM 3000	Group Dynamics	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
BUS 3450	Business Statistics	3
BCOM ELECTIVE		3
FAITH & LIFE		3
Hours		15
Semester 6		
BCOM 2400	Business Writing	3
BCOM 3850	Interviewing Principles	3
BCOM 3900	Conflict Management	3
BUS 3420	Management Information Systems	3
ECON 2100	Microeconomics	3
Hours		15
Semester 7		
BUS 3999	Business Internship	3
BCOM ELECTIVE		3
MGMT 3400	Financial Issues in Nonprofit Management	3
MKTG 2200	Public Relations	3
HHP ACTIVITY		1
NON-WESTERN CULTURE		3
Hours		16
Semester 8		
BUS 4420	Business Policy and Ethics	3
COMM 3100	Social Media	3
HUMAN BEINGS & BEING HUMAN		3
ELECTIVE		3
ELECTIVE		3
Hours		15
Total Hours		120

Course options and schedule are subject to change.

Entrepreneurship Major (M)

Entrepreneurship is characterized by creativity and innovation, risk-taking and learning from failure. Students in this program will develop a network of individuals, organizations and professionals who are entrepreneurial-minded and connected to resources. Students are expected to demonstrate competence in leveraging technology in market research and identification, develop a business model, prototype an idea for a business or service, and develop a business plan for a start up or participate in starting a company or new business venture.

Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Entrepreneurship, students will be able to:

1. Develop and grow an entrepreneurial network of individuals, organizations and professionals.
2. Develop and display knowledge and skills related to innovation, creativity, problem-solving, perseverance and adaptability.
3. Ideate and identify emerging markets, trends, problems, and challenges.
4. Demonstrate competence in leveraging technology in market research and identification.
5. Articulate a vision for and commitment to ethical business practice in the education sector.
6. Demonstrate adaptability and "pivot-ability."
7. Develop a business model and prototype an idea for a business or service.
8. Create and develop business plans.
9. Start or participate in starting a company/new business venture.

Curriculum

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		48
Electives		27
Minor: Optional		
Total Hours		120

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core)	
ECON 2200	Macroeconomics (counted in University Core)	
COMM 1100	Public Speaking (counted in University Core) or COMM 21 Interpersonal Communication	

Core Business Requirements

ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3

BUS 1200	Business Essentials	3
or BUS 1400	Quantitative Business Essentials	
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership	3
or BUS 5110	People-Focused Management	
MKTG 1300	Sales and Marketing	3
Required Major Courses		
ENTR 2500	Legal Landscape of Entrepreneurship	3
MGMT 3640	Small Business Administration	3
ENTR 2800	Planning New Ventures	3
MKTG 4250	Marketing Research	3
ENTR 3900	Entrepreneurship Practicum	3
BUS 3220	Nonprofit Fundraising and Grant Writing	3
Choose 1 of the following:		3
BUS 2660	Organizational Management Principles	
BUS 3640	Supply Chain Management	
MKTG 3400	E-Commerce	
Total Hours		48

Plan

Course	Title	Hours
Semester 1		
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
MGMT 1200	Management & Leadership	3
HUMAN BEINGS & BEING HUMAN		3
REL 1000	The Bible	3
Hours		15
Semester 2		
BUS 1400	Quantitative Business Essentials	3
CCE 1020	Western Culture & Worldview	3
COMM 1100	Public Speaking	3
or COMM 2100	or Interpersonal Communication	
HHP 1100	Stewardship of the Body	1
MKTG 1300	Sales and Marketing	3
REL 1100	Christian Faith	3
Hours		16
Semester 3		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3
CCE 1030	Western Thought & Worldview	3
CREATIVE EXPRESSION		3
ECON 2200	Macroeconomics	3
Hours		15
Semester 4		
ELECTIVE		3
MGMT 3600	Human Resource Management	3
CCE 1040	Science & Humanity	3
NATURAL WORLD SCIENCE		4
ECON 2100	Microeconomics	3
Hours		16
Semester 5		
ENTR 2500	Legal Landscape of Entrepreneurship	3
ENTR 2800	Planning New Ventures	3

BUS 3450	Business Statistics	3
ELECTIVE		3
FAITH & LIFE		3
Hours		15
Semester 6		
MKTG 3400	E-Commerce	3
MKTG 4250	Marketing Research	3
BUS 3420	Management Information Systems	3
ELECTIVE		3
ELECTIVE		3
Hours		15
Semester 7		
BUS 3999	Business Internship	3
NON-WESTERN CULTURE		3
ENTR 3900	Entrepreneurship Practicum	3
BUS 3220	Nonprofit Fundraising and Grant Writing	3
HHP ACTIVITY		1
ELECTIVE		3
Hours		16
Semester 8		
BUS 4420	Business Policy and Ethics	3
ELECTIVE		3
ELECTIVE		3
ELECTIVE		3
Hours		12
Total Hours		120

Course options and schedule are subject to change.

Finance Major (M)

Students will use analytical reasoning to effectively problem solve and guide long-term planning. Graduates will be prepared to help businesses, organizations, and individuals plan and wisely allocate money, as well as other assets.

CUW has an investment Club and CU Ventures Fund Management Program to enhance networking and learning opportunities outside the classroom. Students are provided with the tools to conduct comprehensive financial research and manage a real portfolio.

Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Finance, students will be able to:

1. Conduct financial analysis to assess the drivers of an organization's profitability and make recommendations to improve overall profitability or reduce risk.
2. Collect, organize, and analyze data to make allocation and investment decisions.
3. Make capital allocation recommendations to help institutions and individuals manage their resources and plan their operations using the various methods, instruments, and markets available.
4. Build an operating and financial plan for an institution or individual that includes financial projections.
5. Apply time value of money techniques to make capital allocation and project decisions.

6. Measure and properly analyze risk when comparing projects or other investment opportunities.

Curriculum - Investments & Corporate Finance

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		57
Electives		18
Minor: Optional		
Total Hours		120

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core)	
ECON 2200	Macroeconomics (counted in University Core)	
COMM 1100	Public Speaking (counted in University Core) or COMM 21 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
BUS 1400	Quantitative Business Essentials	3
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
FIN 3000	Principles of Finance	3
MGMT 1200	Management & Leadership or BUS 5110 People-Focused Management	3
MKTG 1300	Sales and Marketing	3
Required Major Courses		
FIN 3100	Basic Investing	3
FIN 3400	Corporate Finance	3
ECON 3350	An Econometric Survey	3
FIN 4250	Securities Analysis	3
FIN 4200	Advanced Excel for Financial Analysis	3
FIN 3200	Money and Banking	3
FIN 4300	International Finance	3
DSAA 2000	Introduction to Data Science and Analysis	3
Total Hours		57

Curriculum - Financial Economics

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		57
Electives		18
Minor: Optional		
Total Hours		120

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core)	
ECON 2200	Macroeconomics (counted in University Core)	
COMM 1100	Public Speaking (counted in University Core) or COMM 21 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
BUS 1400	Quantitative Business Essentials	3
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
FIN 3000	Principles of Finance	3
MGMT 1200	Management & Leadership or BUS 5110 People-Focused Management	3
MKTG 1300	Sales and Marketing	3
Required Major Courses		
FIN 3100	Basic Investing	3
FIN 3400	Corporate Finance	3
ECON 3350	An Econometric Survey	3
FIN 4250	Securities Analysis	3
ECON 3700	International Economics	3
ECON 3070	History of Economic Thought	3
ECON 3100	Macroeconomic Crises in History	3
FIN 3200	Money and Banking	3
Total Hours		57

Plan

Course	Title	Hours
Semester 1		
ACCT 2100	Financial Accounting	3
BUS 1400	Quantitative Business Essentials	3
MGMT 1200	Management & Leadership	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
Hours		15
Semester 2		
ECON 2200	Macroeconomics	3
FIN 3000	Principles of Finance	3
MKTG 1300	Sales and Marketing	3
CCE 1030	Western Thought & Worldview	3
COMM 1100	Public Speaking or COMM 2100 Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 3		
ACCT 2200	Managerial Accounting	3
BUS 2200	Business Law I	3

FIN 3100	Basic Investing	3
CCE 1020	Western Culture & Worldview	3
NATURAL WORLD - SCIENCE		4
Hours		16
Semester 4		
BUS 3450	Business Statistics	3
ECON 2100	Microeconomics	3
CCE 1040	Science & Humanity	3
REL 1000	The Bible	3
ELECTIVE		3
HHP ACTIVITY		1
Hours		16
Semester 5		
FIN 3400	Corporate Finance	3
FINANCE ELECTIVE		3
REL 1100	Christian Faith	3
CREATIVE EXPRESSION		3
NON-WESTERN CULTURE		3
Hours		15
Semester 6		
BUS 3420	Management Information Systems	3
FINANCE ELECTIVE		3
HUMAN BEINGS & BEING HUMAN		3
FAITH & LIFE		3
ELECTIVE		3
Hours		15
Semester 7		
BUS 3999	Business Internship	3
FIN 4250	Securities Analysis	3
FINANCE ELECTIVE		3
ELECTIVE		3
ELECTIVE		3
Hours		15
Semester 8		
BUS 4420	Business Policy and Ethics	3
ECON 3350	An Econometric Survey	3
ELECTIVE		3
		3
Hours		12
Total Hours		120

Course options and schedule are subject to change.

General Business Major (M)

Students first receive a foundation in business skills and then select classes in accounting, business law, human resources, international business, marketing, economics, and finance according to their interest.

Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in General Business, students will be able to:

1. Demonstrate an understanding of how the Christian worldviews in formulating appropriate and enlightened responses to ethical issues and dilemmas.
2. Demonstrate an understanding of the complexity of elements important to members of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices.

3. Demonstrate an understanding and a disposition that a student builds across the business curriculum.

4. Identify and evaluates conclusions, implications, and consequences.

5. Utilize, interpret and assess quantitative data to inform and drive sound decision making.

6. Demonstrates language that skillfully communicates meaning to readers with clarity and fluency.

7. Demonstrates the ability to convert relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.

Curriculum

This major requires the business core and 12 credits of business electives plus BUS 240 and MGMT 472.

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		45
Electives		30
Minor: Optional		
Total Hours		120

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Major Requirements

Code	Title	Hours
Required Core Courses		
BUS 3450	Business Statistics (counted in University Core)	
ECON 2200	Macroeconomics (counted in University Core)	
COMM 1100	Public Speaking (counted in University Core) or COMM 21 Interpersonal Communication	

Core Business Requirements

ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 1200	Business Essentials	3
or BUS 1400	Quantitative Business Essentials	
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership	3
or BUS 5110	People-Focused Management	
MKTG 1300	Sales and Marketing	3

Required Major Courses

MGMT 3660	Managing Change	3
BUS 2440	Project Management	3

Major Electives

Select 12 credits of Business Electives	12
Total Hours	45

Plan

Course	Title	Hours
Semester 1		
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
MGMT 1200	Management & Leadership	3
PSY 1010	General Psychology	3
REL 1000	The Bible	3
Hours		15
Semester 2		
BUS 1200	Business Essentials	3
CCE 1020	Western Culture & Worldview	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
MKTG 1300	Sales and Marketing	3
REL 1100	Christian Faith	3
Hours		16
Semester 3		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3
CCE 1030	Western Thought & Worldview	3
CRATIVE EXPRESSION		3
ECON 2200	Macroeconomics	3
Hours		15
Semester 4		
ELECTIVE		3
BUS 2400	Introduction to LEAN	3
CCE 1040	Science & Humanity	3
NATURAL WORLD- SCIENCE		4
ECON 2100	Microeconomics	3
Hours		16
Semester 5		
BUSINESS ELECTIVE		3
BUSINESS ELECTIVE		3
BUS 3450	Business Statistics	3
FIN 3000	Principles of Finance	3
FAITH & LIFE		3
Hours		15
Semester 6		
BUSINESS ELECTIVE		3
BUSINESS ELECTIVE		3
BUS 3420	Management Information Systems	3
MGMT 3660	Managing Change	3
ELECTIVE		3
Hours		15
Semester 7		
BUS 3999	Business Internship	3
NON-WESTERN CULTURE		3
ELECTIVE		3
ELECTIVE		3
HHP ACTIVITY		1
ELECTIVE		3
Hours		16
Semester 8		
BUS 4420	Business Policy and Ethics	3
ELECTIVE		3
ELECTIVE		3

ELECTIVE	3
Hours	12
Total Hours	120

Course options and schedule are subject to change.

Health Care Administration (M)

This program focuses on managing resources in a health care setting while working to understand the business implications on the health care system. Students will be equipped with the ability to evaluate research results focusing on health care, management and decision-making, operations and communications. Graduates are prepared for roles in hospitals, long-term care facilities, medical groups, medical device or pharmaceutical companies, and other clinical settings.

Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Health Care Administration, students will be able to:

1. Analyze health care demonstrating acceptance of individuals as holistic beings, created by God, respecting the dignity, worth, and rights of the individual.
2. Respect diversity within the health care community for both those who are served and the providers of care.
3. Synthesize knowledge from a multi-disciplinary perspective including, but, not limited to: management, finance, marketing, and policy theories.
4. Recognize the differences and similarities of current trends and issues relative to the healthcare industry as a basis for problem-solving and decision-making in health care.
5. Demonstrate a willingness to work cohesively and communicate interpersonally with members of the interdisciplinary health care team; including demonstration of effective communication both written and oral.
6. Recognize current trends and issues relative to health care management to evaluate and research results applicable to health care practice.

Curriculum

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		51
Electives		24
Minor: Optional		
Total Hours		120

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Major Requirements

Code	Title	Hours
Required Core Courses		
BUS 3450	Business Statistics (counted in University Core)	
ECON 2200	Macroeconomics (counted in University Core)	
COMM 1100	Public Speaking (counted in University Core) or COMM 21 Interpersonal Communication	

Core Business Requirements

ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3
BUS 1200	Business Essentials	3
or BUS 1400	Quantitative Business Essentials	
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership	3
or BUS 5110	People-Focused Management	
MKTG 1300	Sales and Marketing	3

Required Major Courses

HCM 3500	Eldercare	3
HCM 3200	Management Principles in Health Care	3
HCM 3400	Health Care Marketing	3
HCM 2000	Healthcare Ethics	3
HCM 3300	Financial Issues in Health Care	3
HCM 3100	Current Trends in Healthcare	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
HCM 4100	Health Care Planning and Evaluation	3

Total Hours **51**

Plan

Course	Title	Hours
Semester 1		
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
MGMT 1200	Management & Leadership	3
PSY 1010	General Psychology	3
REL 1000	The Bible	3
Hours		15
Semester 2		
BUS 1400	Quantitative Business Essentials	3
CCE 1020	Western Culture & Worldview	3
COMM 1100	Public Speaking	3
or COMM 2100	or Interpersonal Communication	
HHP 1100	Stewardship of the Body	1
MKTG 1300	Sales and Marketing	3
REL 1100	Christian Faith	3
Hours		16
Semester 3		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3
CCE 1030	Western Thought & Worldview	3
CREATIVE EXPRESSION		3
ECON 2200	Macroeconomics	3
Hours		15
Semester 4		
ELECTIVE		3
HCM 2000	Healthcare Ethics	3
CCE 1040	Science & Humanity	3
NATURAL WORLD- SCIENCE		4
ECON 2100	Microeconomics	3
Hours		16

Semester 5

HCM 3100	Current Trends in Healthcare	3
HCM 3200	Management Principles in Health Care	3
BUS 3450	Business Statistics	3
HUMAN BEINGS & BEING HUMAN		3
FAITH & LIFE		3
Hours		15

Semester 6

HCM 3300	Financial Issues in Health Care	3
HCM 3400	Health Care Marketing	3
BUS 3420	Management Information Systems	3
HCM 4100	Health Care Planning and Evaluation	3
ELECTIVE		3
Hours		15

Semester 7

BUS 3999	Business Internship	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
HCM 3500	Eldercare	3
ELECTIVE		3
HHP ACTIVITY		1
ELECTIVE		3
Hours		16

Semester 8

BUS 4420	Business Policy and Ethics	3
ELECTIVE		3
ELECTIVE		3
ELECTIVE		3
Hours		12
Total Hours		120

Course options and schedule are subject to change.

Hospitality and Event Business Major (M)

The Hospitality and Event Business Major/Minor is housed within the Sport and Hospitality Business Department.

The numbers are staggering. On average, 1.8 million meetings take place every year in the US. And of those meetings, 85% require lodging. When you factor in tourism, more than \$1 trillion in revenue is generated every single year. That means a lot of people are traveling for a number of different reasons. And when they travel, they need a place to stay. It's a growing industry, and there's a ton of room for you to grow and really make your mark within it.

The Hospitality and Event Business (HEB) major allows you to pursue careers in areas like:

1. Event Management
2. Food & Beverage Management
3. Lodging Management
4. Hospitality Business

You'll enjoy innovative instruction – with a curriculum that is current, engaging and challenging – to help you develop the core skills and character necessary to thrive in these competitive and creative industries.

Through HEB, you will network with and learn from professionals in hospitality, tourism and event management, as well as business people who work within the many sub-professions tied to these industries. Better still, when you display consistent professional and personal growth in the classroom, you could even earn the opportunity to gain intensive field experience at major events, like the Final Four or the Super Bowl.

Program Learning Outcomes

Program Student Learning Outcomes for Hospitality and Event Business Major/Minor

- Demonstrate growth and skills in communication methods used within the Hospitality and Event industries.
- Exhibit growth in project management, design, and execution to exceed the expectations of various industry stakeholders.
- Utilizing real-time project-based learning, students will develop a creative, well-organized mindset that fosters skills required for confident decisions that align with industry best practices.
- Consistently framing and assessing globally-minded personal and professional leadership competencies that increase opportunities in the Hospitality and Event industries.
- Demonstrate service mindset based on Christian values intended to benefit the person, community and the world.

Curriculum

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		49
Concentration Requirements		12
Electives		14
Minor: Optional		
Total Hours		120

Major Requirements

Code	Title	Hours

Required Core Courses

BUS 3450	Business Statistics (counted in University Core)	
ECON 2200	Macroeconomics (counted in University Core)	
COMM 1100	Public Speaking (counted in University Core)	
	or COMM 21 Interpersonal Communication	

Core Business Requirements

ACCT 2100	Financial Accounting	3
BUS 2200	Business Law I	3
BUS 1200	Business Essentials	3
	or BUS 1400 Quantitative Business Essentials	
BUS 3420	Management Information Systems	3
SHB 3000	SHB Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership	3
	or BUS 5110 People-Focused Management	
MKTG 1300	Sales and Marketing	3

Required Major Courses

SHB 1400	Exposition & Special Event Management	3
SHB 2000	Contemporary Leadership Behavior	3

SHB 2020	Professional Development - Intro to Field Experience	1
SHB 2150	Intro to Culinary Management	3
SHB 3100	Integrated PR & Social Media	3
SHB 3300	Financial Aspects of Hospitality	3
SHB 4000	Sales, Sponsorship, and Fundraising Strategies	3
SHB 4500	SHB Senior Capstone	3

Required Concentration Courses (12 Credits)

Event Management Concentration

SHB 1200	Introduction to Hospitality & Event Business	
SHB 2200	Concessions, Catering, & Vendor Strategies	
SHB 2300	Ceremonial Management	
SHB 4100	Event & Production Management	

Food & Beverage Management Concentration

SHB 1200	Introduction to Hospitality & Event Business	
SHB 2200	Concessions, Catering, & Vendor Strategies	
SHB 2350	Intro to Beer, Wine, and Spirits Management	
SHB 4050	Culinary Management Operations	

Lodging Management Concentration

SHB 1200	Introduction to Hospitality & Event Business	
SHB 3120	Hotel Administration	
SHB 3220	Front Office Management	
SHB 4100	Event & Production Management	

Hospitality Business Concentration

SHB 1200	Introduction to Hospitality & Event Business	
Select 1 course (3 credits) from Event Management concentration		
Select 1 course (3 credits) from Food & Beverage Management concentration		
Select 1 course (3 credits) from Lodging Management concentration		

Total Hours	61

Plan

Course	Title	Hours
Semester 1		
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
MGMT 1200	Management & Leadership	3
SHB 1400	Exposition & Special Event Management	3
REL 1000	The Bible	3
Hours		15
Semester 2		
BUS 1200	Business Essentials	3
CCE 1020	Western Culture & Worldview	3
HUMAN BEINGS & BEING HUMAN		3
HHP 1100	Stewardship of the Body	1
MKTG 1300	Sales and Marketing	3
REL 1100	Christian Faith	3
Hours		16
Semester 3		
COMM 1100	Public Speaking	3
	or COMM 2100 Interpersonal Communication	
BUS 2200	Business Law I	3
CCE 1030	Western Thought & Worldview	3
HHP ACTIVITY		1
SHB 2000	Contemporary Leadership Behavior	3

ELECTIVE/CONCENTRATION	3
Hours	16
Semester 4	
NATURAL WORLD - SCIENCE	4
ECON 2200 Macroeconomics	3
CCE 1040 Science & Humanity	3
SHB 2150 Intro to Culinary Management	3
Hours	13
Semester 5	
ACCT 2000 Accounting & Finance for Business Professionals	3
ECON 2100 Microeconomics	3
SHB 3100 Integrated PR & Social Media	3
SHB 4000 Sales, Sponsorship, and Fundraising Strategies	3
FAITH & LIFE	3
Hours	15
Semester 6	
ELECTIVE/CONCENTRATION	3
BUS 3420 Management Information Systems	3
ELECTIVE/CONCENTRATION	3
ELECTIVE/CONCENTRATION	3
SHB 3300 Financial Aspects of Hospitality	3
Hours	15
Semester 7	
BUS 3450 Business Statistics	3
ELECTIVE/CONCENTRATION	3
SHB 3000 SHB Internship	3
ELECTIVE/CONCENTRATION	3
ELECTIVE/CONCENTRATION	3
Hours	15
Semester 8	
SHB 4500 SHB Senior Capstone	3
NON-WESTERN CULTURE	3
ELECTIVE/CONCENTRATION	3
CREATIVE EXPRESSION	3
ELECTIVE/CONCENTRATION	3
Hours	15
Total Hours	120

Course options and schedule are subject to change.

Human Resource and Strategic Leadership Major (M)

The Human Resource and Strategic Leadership program equips students with the knowledge and skills necessary for management in the human resource function within an organization. Students will develop interpersonal and technical skills in areas such as employment practices, staffing, compensation and benefits, training and change management necessary to help businesses thrive.

Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Human Resource and Strategic Leadership, students will be able to:

1. Recognize, clarify and apply important federal and state legislation, case law decisions, and executive orders that affect employment relationships.
2. Analyze compensation plans that identify and describe plan objectives, salary structure, and fringe benefits.

3. Recognize organizational performance models that create effective teams and organizations through employee motivation, engagement, culture, and change management.
4. Develop methods for attracting, retaining, developing, and engaging a diverse workforce.
5. Identify and describe the elements of servant leadership which apply to the work of the human resource professional.
6. Demonstrate knowledge of employee and management conflict resolution practices.

Curriculum

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		54
Electives		21
Total Hours		120

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core)	
ECON 2200	Macroeconomics (counted in University Core)	
COMM 1100	Public Speaking (counted in University Core)	
	or COMM 21 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3
BUS 1200	Business Essentials	3
	or BUS 1400 Quantitative Business Essentials	
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership	3
	or BUS 5110 People-Focused Management	
MKTG 1300	Sales and Marketing	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
Required Major Courses		
BUS 2660	Organizational Management Principles	3
BUS 2600	Employment and Labor Relations	3
BUS 2620	Staffing	3
BUS 3680	Compensation and Benefits	3
MGMT 3600	Human Resource Management	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
BUS 3660	Training and Employee Development	3
MGMT 3660	Managing Change	3
BUS 4600	Integrative Project: HR Management	3
Total Hours		54

Plan

Course	Title	Hours
Semester 1		
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
MGMT 1200	Management & Leadership	3
HUMAN BEINGS & BEING HUMAN		3
REL 1000	The Bible	3
Hours		15
Semester 2		
BUS 1200	Business Essentials	3
CCE 1020	Western Culture & Worldview	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
MKTG 1300	Sales and Marketing	3
REL 1100	Christian Faith	3
Hours		16
Semester 3		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3
CCE 1030	Western Thought & Worldview	3
CREATIVE EXPRESSION		3
ECON 2200	Macroeconomics	3
Hours		15
Semester 4		
ELECTIVE		3
ECON 2100	Microeconomics	3
CCE 1040	Science & Humanity	3
NATURAL WORLD - SCIENCE		4
BUS 2660	Organizational Management Principles	3
Hours		16
Semester 5		
BUS 2600	Employment and Labor Relations	3
BUS 2620	Staffing	3
BUS 3450	Business Statistics	3
ELECTIVE		3
FAITH & LIFE		3
Hours		15
Semester 6		
BUS 3680	Compensation and Benefits	3
BUS 3660	Training and Employee Development	3
ELECTIVE		3
BUS 3420	Management Information Systems	3
MGMT 3600	Human Resource Management	3
Hours		15
Semester 7		
BUS 3999	Business Internship	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
ELECTIVE		3
ELECTIVE		3
HHP ACTIVITY		1
ELECTIVE		3
Hours		16
Semester 8		
BUS 4420	Business Policy and Ethics	3
BUS 4600	Integrative Project: HR Management	3
MGMT 3660	Managing Change	3

ELECTIVE	3
Hours	12
Total Hours	120

Course options and schedule are subject to change.

Management Major (M)

Students in the Management program will master current software for designing and managing business projects, while adopting proven project management tools and techniques at each stage in a project's life cycle. Coursework will prepare students to integrate organizational strategies that involve the parent, supplier, and sub-supplier organizations working together in domestic and global environments. A comprehensive business plan will be developed in a capstone experience.

Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Management, students will be able to:

1. Demonstrate the ability to use critical thinking skills in the business context
2. Demonstrate the ability to use creative thinking skills in the business context
3. Demonstrate strategic decision making skills in the development of a business plan
4. Develop knowledge of operations and management - planning, organizing, leading and controlling the resources of an organization
5. Demonstrate knowledge of human resource issues within the business organization
6. Understand and apply the dynamics of the marketing function, including product planning, pricing, promotion, channel management, and competition analysis
7. Apply basic accounting principles and construct and interpret financial statements

Curriculum

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		48
Electives		27
Minor: Optional		
Total Hours		120

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core)	
ECON 2200	Macroeconomics (counted in University Core)	
COMM 1100 or COMM 21	Public Speaking (counted in University Core) Interpersonal Communication	

Core Business Requirements

ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 1200	Business Essentials	3
or BUS 1400	Quantitative Business Essentials	
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership	3
or BUS 5110	People-Focused Management	
MKTG 1300	Sales and Marketing	3
Required Major Courses		
BUS 2200	Business Law I	3
BUS 2440	Project Management	3
BUS 2660	Organizational Management Principles	3
MGMT 3600	Human Resource Management	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
MGMT 3640	Small Business Administration	3
MGMT 3660	Managing Change	3
Total Hours		48

Plan

Course	Title	Hours
Semester 1		
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
MGMT 1200	Management & Leadership	3
PSY 1010	General Psychology	3
REL 1000	The Bible	3
Hours		15
Semester 2		
BUS 1200	Business Essentials	3
CCE 1020	Western Culture & Worldview	3
HHP 1100	Stewardship of the Body	1
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
MKTG 1300	Sales and Marketing	3
REL 1100	Christian Faith	3
Hours		16
Semester 3		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3
CCE 1030	Western Thought & Worldview	3
CREATIVE EXPRESSION		3
ECON 2200	Macroeconomics	3
Hours		15
Semester 4		
HUMAN BEINGS & BEING HUMAN		3
ECON 2100	Microeconomics	3
CCE 1040	Science & Humanity	3
NATURAL WORLD - SCIENCE		4
MKTG 2200	Public Relations	3
Hours		16
Semester 5		
BUS 2660	Organizational Management Principles	3
MGMT 3640	Small Business Administration	3
BUS 3450	Business Statistics	3

ELECTIVE/MINOR		3
FAITH & LIFE		3
Hours		15
Semester 6		
BUS 2440	Project Management	3
MGMT 3660	Managing Change	3
ELECTIVE/MINOR		3
BUS 3420	Management Information Systems	3
MGMT 3600	Human Resource Management	3
Hours		15
Semester 7		
BUS 3999	Business Internship	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
ELECTIVE/MINOR		3
HHP ACTIVITY		1
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
Hours		16
Semester 8		
BUS 4420	Business Policy and Ethics	3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
Hours		12
Total Hours		120

Course options and schedule are subject to change.

Marketing Major (M)

The Marketing program covers a wide variety of areas, from an understanding of consumer audiences and product design to packaging and pricing all the way through advertising, selling and distribution, finally ending with the promotion of a product or service. Students will engage in public relations, digital marketing, web design and maintenance and learn how to ethically engage with the public.

Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Marketing, students will be able to:

1. Identify target markets.
2. Analyze target market needs.
3. Develop products and services attuned to target market needs.
4. Prepare a comprehensive communications plan to reach the target market.
5. Prepare a distribution plan to bring product to target market.
6. Price product to cover costs and meet return objectives.
7. Prepare a comprehensive marketing operational plan.

Curriculum

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		51
Electives		24

Minor: Optional	
Total Hours	120

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Major Requirements

Code	Title	Hours

Required Core Courses

BUS 3450	Business Statistics (counted in University Core)	
ECON 2200	Macroeconomics (counted in University Core)	
COMM 1100	Public Speaking (counted in University Core)	
or COMM 21	Interpersonal Communication	

Core Business Requirements

ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 1200	Business Essentials	3
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership	3
or BUS 5110	People-Focused Management	

Required Major Courses

MKTG 2200	Public Relations	3
MKTG 3000	Retail Management	3
MKTG 3200	Promotion & Advertising	3
MKTG 3400	E-Commerce	3
MKTG 4200	Marketing Management	3
MKTG 4250	Marketing Research	3
MKTG 4400	International Marketing	3
GD 1500	Digital Vector Design	3

Total Hours	48

Plan

Course	Title	Hours

Semester 1

CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
MGMT 1200	Management & Leadership	3
HUMAN BEINGS & BEING HUMAN		3
GD 1500	Digital Vector Design	3

Hours	15

Semester 2

BUS 1200	Business Essentials	3
CCE 1020	Western Culture & Worldview	3
COMM 1100	Public Speaking	3
or COMM 2100	or Interpersonal Communication	
HHP 1100	Stewardship of the Body	1
MKTG 1300	Sales and Marketing	3
REL 1000	The Bible	3

Hours	16

Semester 3

ACCT 2000	Accounting & Finance for Business Professionals	3
REL 1100	Christian Faith	3

CCE 1030	Western Thought & Worldview	3
ELECTIVE/MINOR		3
ECON 2200	Macroeconomics	3

Hours	15

Semester 4

ELECTIVE/MINOR		3
ECON 2100	Microeconomics	3
CCE 1040	Science & Humanity	3
NATURAL WORLD - SCIENCE		4
MKTG 2200	Public Relations	3

Hours	16

Semester 5

MKTG 3000	Retail Management	3
MKTG 3400	E-Commerce	3
BUS 3450	Business Statistics	3
ELECTIVE/MINOR		3
FAITH & LIFE		3

Hours	15

Semester 6

MKTG 3200	Promotion & Advertising	3
MKTG 4200	Marketing Management	3
ELECTIVE/MINOR		3
BUS 3420	Management Information Systems	3
ELECTIVE/MINOR		3

Hours	15

Semester 7

BUS 3999	Business Internship	3
NON-WESTERN CULTURE		3
ELECTIVE/MINOR		3
HHP ACTIVITY		1
MKTG 4400	International Marketing	3
ELECTIVE/MINOR		3

Hours	16

Semester 8

BUS 4420	Business Policy and Ethics	3
MKTG 4250	Marketing Research	3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3

Hours	12

Total Hours	120

Course options and schedule are subject to change.

Sport and Entertainment Business Major (M)

The Sport and Entertainment Business Major/Minor is housed within the Sport and Hospitality Business Department.

Like every other industry, the inter-related sports and entertainment industries were significantly impacted by the global COVID-19 pandemic. However, sports and entertainment are showing signs of a strong recovery. The global sports market is expected to grow from \$388.28 billion in 2020 to \$440.77 billion in 2021 . Further, the market is expected to reach \$599.9 billion in 2025.

Yes, there are still engaging careers to be found in these dynamic and changing industries. However, they require the same six things from those who expect to excel within them:

Sacrifice. Attitude. Effort. Clarity. Humility. Grit.

The Sport and Entertainment Business degree allows you to pursue a variety of careers in athletic and entertainment management. Our curriculum is current, engaging, and challenging – with courses and experiences designed under the guidance of a professional advisory board consisting of industry practitioners – to help you develop the fundamentals, skills, and character that will give you the best chance to thrive in a competitive industry.

Not only that, but you'll work with industry pros, networking with and learning from experts in professional and amateur sports and entertainment, along with business people who work within the innumerable sub-professions tied to these industries. But nothing beats hands-on experience. If you display consistent professional and personal growth, you could earn intensive field experience opportunities at major events like the Final Four and even the Super Bowl.

Program Learning Outcomes

- Demonstrate growth and skills in communication methods used within the Sport and Entertainment industries.
- Exhibit analytical, critical analysis, and problem-solving skills valued within the Sport and Entertainment industries.
- Utilizing project-based learning, students will develop and articulate human relations and conceptual competencies necessary to advance the Sport and Entertainment industry.
- Consistently framing and assessing globally-minded personal and professional leadership skills that increase industry opportunities in Sport and Entertainment.
- Demonstrate service mindset based on Christian values intended to benefit the person, community and the world.

Curriculum

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		60
Electives		15
Minor: Optional		
Total Hours		120

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Major Requirements

Code	Title	Hours
Core Requirements		
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core)	
ECON 2200	Macroeconomics (counted in University Core)	
COMM 1100	Public Speaking (counted in University Core)	
or COMM 2100	Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3
BUS 1200	Business Essentials	3
or BUS 1400	Quantitative Business Essentials	
BUS 3420	Management Information Systems	3
SHB 3000	SHB Internship (Replaces BUS 3999 in business core)	3

BUS 4420	Business Policy and Ethics	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership	3
or BUS 5110	People-Focused Management	

Required Courses

SHB 1100	Introduction to Sport & Entertainment Business	3
SHB 2000	Contemporary Leadership Behavior	3
SHB 2100	Facility Design & Management	3
SHB 2400	Administration & Organization of Sport & Entertainment	3
SHB 2500	Legal & Ethical Issues of Sport	3
SHB 3100	Integrated PR & Social Media	3
SHB 3200	Sport Economics & Finance	3
SHB 3400	Marketing of Sport & Entertainment	3
SHB 4000	Sales, Sponsorship, and Fundraising Strategies	3
SHB 4100	Event & Production Management	3
SHB 4500	SHB Senior Capstone	3

Total Hours **57**

Plan

Course	Title	Hours
Semester 1		
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
MGMT 1200	Management & Leadership	3
SHB 1100	Introduction to Sport & Entertainment Business	3
REL 1000	The Bible	3
Hours		15
Semester 2		
BUS 1200	Business Essentials	3
CCE 1020	Western Culture & Worldview	3
HUMAN BEINGS & BEING HUMAN		3
HHP 1100	Stewardship of the Body	1
MKTG 1300	Sales and Marketing	3
REL 1100	Christian Faith	3
Hours		16
Semester 3		
COMM 1100	Public Speaking	3
or COMM 2100	or Interpersonal Communication	
BUS 2200	Business Law I	3
CCE 1030	Western Thought & Worldview	3
HHP ACTIVITY		1
SHB 2400	Administration & Organization of Sport & Entertainment	3
SHB 2100	Facility Design & Management	3
Hours		16
Semester 4		
NATURAL WORLD - SCIENCE		4
ECON 2200	Macroeconomics	3
CCE 1040	Science & Humanity	3
SHB 2000	Contemporary Leadership Behavior	3
SHB 2500	Legal & Ethical Issues of Sport	3
Hours		16
Semester 5		
ACCT 2000	Accounting & Finance for Business Professionals	3
ECON 2100	Microeconomics	3
SHB 3100	Integrated PR & Social Media	3
SHB 3200	Sport Economics & Finance	3

SHB 3400	Marketing of Sport & Entertainment	3
Hours		15
Semester 6		
FAITH & LIFE		3
BUS 3420	Management Information Systems	3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
Hours		15
Semester 7		
BUS 3450	Business Statistics	3
SHB 4100	Event & Production Management	3
SHB 3000	SHB Internship	3
ELECTIVE/MINOR		3
Hours		12
Semester 8		
SHB 4500	SHB Senior Capstone	3
NON-WESTERN CULTURE		3
SHB 4000	Sales, Sponsorship, and Fundraising Strategies	3
CREATIVE EXPRESSION		3
ELECTIVE/MINOR		3
Hours		15
Total Hours		120

Course options and schedule are subject to change.

Minors

- Accounting Minor (M) (p. 126)
- Business Communication Minor (M) (p. 126)
- Business Minor (M) (p. 126)
- Economics Minor (M) (p. 126)
- Entrepreneurship Minor (M) (p. 127)
- Family Business Studies Minor (M) (p. 127)
- Finance Minor (M) (p. 127)
- Forensic Accounting Minor (M) (p. 127)
- Hospitality and Event Business Minor (M) (p. 127)
- Human Resources Minor (M) (p. 128)
- Individualized Business Minor (M) (p. 128)
- Management Minor (M) (p. 128)
- Managerial Accounting Minor (M) (p. 128)
- Marketing Minor (M) (p. 128)
- Nonprofit Management Minor (M) (p. 129)
- Public Relations Minor (M) (p. 129)
- Sport and Entertainment Business Minor (M) (p. 129)

Accounting Minor (M)

Curriculum

Code	Title	Hours
Required Courses		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
ACCT 3100	Intermediate Accounting I	3
ACCT 3110	Intermediate Accounting II	3
Minor Electives		

Select two Accounting Electives ¹	6
Total Hours	18

¹ FIN 3000 Principles of Finance can be selected as an elective by non-business majors.

Business Communication Minor (M)

Curriculum

Code	Title	Hours
Required Courses		
BCOM 2400	Business Writing	3
BCOM 3000	Group Dynamics	3
BCOM 3800	Organizational Communication	3
BCOM 3850	Interviewing Principles	3
COMM 3100	Social Media	3
MGMT 1200	Management & Leadership	3
Total Hours		18

Business Minor (M)

Business Minor cannot be taken by Business Majors.

Business majors must complete all listed degree requirements and earn a minimum total of 120 credits to graduate.

All students pursuing a Business major or minor must earn a grade of C- or better in all Business core, major, or minor courses to earn a business degree.

Minor Requirements

Code	Title	Hours
Required Courses		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
Select four of the following:		12
BUS 2200	Business Law I	
ECON 2000	Principles of Economics	
FIN 3000	Principles of Finance	
MGMT 1200	Management & Leadership	
MKTG 1300	Sales and Marketing	
Total Hours		18

Economics Minor (M)

Curriculum

Code	Title	Hours
Required Courses		
ECON 2200	Macroeconomics	3
ECON 2100	Microeconomics	3
ECON 3350	An Econometric Survey	3
ECON 3700	International Economics	3
ECON 3070	History of Economic Thought	3

ECON 3100	Macroeconomic Crises in History	3
Total Hours		18

Entrepreneurship Minor (M)

Curriculum

Code	Title	Hours
Required Courses		
MGMT 1200	Management & Leadership	3
MKTG 1300	Sales and Marketing	3
ENTR 2800	Planning New Ventures	3
ENTR 2500	Legal Landscape of Entrepreneurship	3
ENTR 3900	Entrepreneurship Practicum	3
Select one of the following:		3
BUS 3600	Family Business Management	
MGMT 3640	Small Business Administration	
Total Hours		18

Family Business Studies Minor (M)

Curriculum

Code	Title	Hours
Required Courses		
BUS 3200	Business Law II	3
BUS 3620	Family Business Strategic Plan	3
BCOM 3900	Conflict Management	3
ENTR 2800	Planning New Ventures	3
BUS 2660	Organizational Management Principles	3
Select one of the following:		3
MGMT 3640	Small Business Administration	
ENTR 2900	Social Entrepreneurship	
ENTR 3900	Entrepreneurship Practicum	
Total Hours		18

Finance Minor (M)

Curriculum

Code	Title	Hours
Required Courses		
ACCT 2100	Financial Accounting	3
FIN 3000	Principles of Finance	3
Select four of the following:		12
FIN 3100	Basic Investing	
FIN 3150	Principles of Insurance	
FIN 3200	Money and Banking	
FIN 3400	Corporate Finance	
FIN 4250	Securities Analysis	
FIN 4300	International Finance	
ECON 3070	History of Economic Thought	
ECON 3700	International Economics	
ECON 3100	Macroeconomic Crises in History	
Total Hours		18

Forensic Accounting Minor (M)

Curriculum

If you are an accounting major/minor and wish to pursue the forensic accounting minor, you will be required to substitute ACCT 2100 Financial Accounting for an upper level accounting or JPP course that you did not already take for your accounting major/minor.

Code	Title	Hours
Required Courses		
ACCT 2100	Financial Accounting	3
ACCT 3100	Intermediate Accounting I	3
ACCT 3110	Intermediate Accounting II	3
JPP 2030	Criminal Investigation	3
JPP 4020	White Collar Crime	3
ACCT 2700	Fraud Management	3
Total Hours		18

Hospitality and Event Business Minor (M)

The Hospitality and Event Business Major/Minor is housed within the Sport and Hospitality Business Program.

How does the Hospitality and Event Business MINOR differ from the major?

1. Only 18 credits from the Sport and Hospitality Program are required for the minor.
(Click on the CURRICULUM tab for more information.)
2. Students minoring in Hospitality and Event Business are NOT required to take SHB 4500 - Program Capstone.
3. Students minoring in Hospitality and Event Business are NOT required to take SHB 3000 - SHB Internship.

Business now finds itself firmly entrenched within the "Experience Economy." This minor is a popular option for students in the Batterman School of Business that are majoring in entrepreneurship, marketing and public relations, as it provides valuable customer service, guest engagement, event activation and hospitality skills that today are applied in ALL industries.

The numbers are staggering. On average, 1.8 million meetings take place every year in the US. And of those meetings, 85% require lodging. When you factor in tourism, more than \$1 trillion in revenue is generated every single year. That means a lot of people are traveling for a number of different reasons. And when they travel, they need a place to stay. It's a growing industry, and there's a ton of room for you to grow and really make your mark within it.

You'll enjoy innovative instruction – with a curriculum that is current, engaging and challenging – to help you develop the core skills and character necessary to thrive in these competitive and creative industries.

Through HEB, you will network with and learn from professionals in hospitality, tourism and event management, as well as business people who work within the many sub-professions tied to these industries. Better still, when you display consistent professional and personal growth in

the classroom, you could even earn the opportunity to gain intensive field experience at major events, like the Final Four or the Super Bowl.

Program Learning Outcomes

Program Student Learning Outcomes for Hospitality and Event Business Major/Minor

- Demonstrate growth and skills in communication methods used within the Hospitality and Event industries.
- Exhibit growth in project management, design, and execution to exceed the expectations of various industry stakeholders.
- Utilizing real-time project-based learning, students will develop a creative, well-organized mindset that fosters skills required for confident decisions that align with industry best practices.
- Consistently framing and assessing globally-minded personal and professional leadership competencies that increase opportunities in the Hospitality and Event industries.
- Demonstrate service mindset based on Christian values intended to benefit the person, community and the world.

Curriculum

Code	Title	Hours
Required Courses		
SHB 1200	Introduction to Hospitality & Event Business	3
SHB 2200	Concessions, Catering, & Vendor Strategies	3
SHB 3300	Financial Aspects of Hospitality	3
SHB 4000	Sales, Sponsorship, and Fundraising Strategies	3
SHB 4100	Event & Production Management	3
Pick One of the following		3
SHB 1400	Exposition & Special Event Management	
SHB 2300	Ceremonial Management	
Total Hours		18

Human Resources Minor (M)

Curriculum

Code	Title	Hours
Required Courses		
BUS 2620	Staffing	3
BUS 2600	Employment and Labor Relations	3
MGMT 3600	Human Resource Management	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
BUS 3660	Training and Employee Development	3
MGMT 3660	Managing Change	3
Total Hours		18

Individualized Business Minor (M)

This minor is available only to students who are non-business majors. The student can select any 6 courses (18 credits) from the business curriculum in a self-constructed minor that meets their own individualized career and/or educational goals. All course prerequisites must be met. Also, the courses selected by the student in this minor would not be eligible to count toward any other business minor.

Note: Students should consult with a business advisor prior to picking courses for this minor.

Management Minor (M)

Curriculum

Management Minor cannot be taken by Business Majors.

Code	Title	Hours
Required Courses		
MGMT 1200	Management & Leadership	3
MKTG 1300	Sales and Marketing	3
ECON 2000	Principles of Economics	3
MGMT 3600	Human Resource Management	3
MGMT 4200	Operations Management	3
MGMT 3660	Managing Change	3
Total Hours		18

Managerial Accounting Minor (M)

Curriculum

The Managerial Accounting Minor cannot be taken by Accounting or Finance Majors.

Code	Title	Hours
Required Courses		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
ACCT 3250	Cost Accounting	3
FIN 3000	Principles of Finance	3
FIN 3400	Corporate Finance	3
Minor Electives		
Upper level Accounting or Finance Elective		3
Total Hours		18

Marketing Minor (M)

Curriculum

Code	Title	Hours
Required Courses		
MGMT 1200	Management & Leadership	3
MKTG 1300	Sales and Marketing	3
MKTG 4200	Marketing Management	3
ECON 2200	Macroeconomics (Prerequisite for MKTG 4200)	
ECON 2100	Microeconomics (Prerequisite for MKTG 4200)	
Select three of the following:		9
MKTG 2200	Public Relations	
MKTG 3000	Retail Management	
MKTG 3200	Promotion & Advertising	
MKTG 3400	E-Commerce	
MKTG 4250	Marketing Research	
GD 1500	Digital Vector Design	
Total Hours		18

Nonprofit Management Minor (M)

Minor Requirements

Code	Title	Hours
Required Course		
MGMT 2200	Nonprofit Management Principles	3
MKTG 2500	Nonprofit Marketing	3
MGMT 3400	Financial Issues in Nonprofit Management	3
BUS 3220	Nonprofit Fundraising and Grant Writing	3
MGMT 3200	Legal Issues in Nonprofit Management	3
MGMT 3660	Managing Change	3
Total Hours		18

Public Relations Minor (M)

Curriculum

Code	Title	Hours
Required Courses		
MKTG 2200	Public Relations	3
BCOM 3200	Intermediate Public Relations	3
BCOM 4000	Advanced Public Relations	3
BCOM 2400	Business Writing	3
COMM 1200	Journalism	3
COMM 3200	Mass Communication Campaigns	3
Recommended Core Courses		
COMM 1100	Public Speaking (Communications & Language)	
COMM 4100	Cross-Cultural Communication (Society & Culture)	
GD 1010	Digital Design Fundamentals (Human Creativity & Expression)	
or GD 1500	Digital Vector Design	
Total Hours		18

Sport and Entertainment Business Minor (M)

The Sport and Entertainment Business Major/Minor is housed within the Sport and Hospitality Business Program.

How does the Sport and Entertainment Business MINOR differ from the major?

1. Only 18 credits from the Sport and Hospitality Program are required for the minor.
(Click on the CURRICULUM tab for more information.)
2. Students minoring in Sport and Entertainment Business are NOT required to take SHB 4500 - Program Capstone.
3. Students minoring in Sport and Entertainment Business are NOT required to take SHB 3000 - SHB Internship.

The minor is a popular option for students in the Batterman School of Business that are majoring in accounting, finance, marketing and public relations, as it provides valuable insight into elements of the sport and entertainment industry that differ from more traditional career tracks.

Like every other industry, the inter-related sports and entertainment industries were significantly impacted by the global COVID-19 pandemic. However, sports and entertainment are showing signs of a strong recovery. The global sports market is expected to grow from \$388.28 billion in 2020 to \$440.77 billion in 2021. Further, the market is expected to reach \$599.9 billion in 2025.

Yes, there are still engaging careers to be found in these dynamic and changing industries. However, they require the same six things from those who expect to excel within them:

Sacrifice. Attitude. Effort. Clarity. Humility. Grit.

A minor in Sport and Entertainment Business allows you to pursue a variety of careers by merging the skills developed in your major with the unique demands found in the athletic and entertainment industries. Our curriculum is current, engaging, and challenging – with courses and experiences designed under the guidance of a professional advisory board consisting of industry practitioners – to help you develop the fundamentals, skills, and character that will give you the best chance to thrive in a competitive industry.

Not only that, but you'll work with industry pros, networking with and learning from experts in professional and amateur sports and entertainment, along with business people who work within the innumerable sub-professions tied to these industries. But nothing beats hands-on experience. If you display consistent professional and personal growth, you could earn intensive field experience opportunities at major events like the Final Four and even the Super Bowl.

Program Student Learning Outcomes

- Demonstrate growth and skills in communication methods used within the Sport and Entertainment industries.
- Exhibit analytical, critical analysis and problem solving skills valued within the Sport and Entertainment industries.
- Utilizing project-based learning, students will develop and articulate human relations and conceptual competencies necessary to advance the Sport and Entertainment industry.
- Consistently framing and assessing globally-minded personal and professional leadership skills that increase industry opportunities in Sport and Entertainment.
- Demonstrate service mindset based on Christian values intended to benefit the person, community and the world.

Curriculum

Code	Title	Hours
Required Courses		
SHB 1100	Introduction to Sport & Entertainment Business	3
SHB 2500	Legal & Ethical Issues of Sport	3
SHB 3400	Marketing of Sport & Entertainment	3
SHB 4000	Sales, Sponsorship, and Fundraising Strategies	3
Select two of the following:		6
SHB 2100	Facility Design & Management	
SHB 2400	Administration & Organization of Sport & Entertainment	
SHB 3200	Sport Economics & Finance	
Total Hours		18

Certificates

- Business Certificate (M) (p. 130)
- Economics Certificate (M) (p. 130)
- Marketing Certificate (M) (p. 130)

Business Certificate (M)

The student will demonstrate an understanding of foundational business administration concepts in the areas of accounting, management, economics, MIS, and marketing.

Student Learning Outcomes for the Business Certificate

- Utilize, interpret and assess quantitative data to inform and drive sound decision-making.
- Demonstrates the ability to convert relevant business information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.
- Demonstrate an understanding and a disposition that a student builds across the business curriculum.

Curriculum

Code	Title	Hours
ACCT 2100	Financial Accounting	3
MGMT 1200	Management & Leadership	3
ECON 2100	Microeconomics	3
BUS 3420	Management Information Systems	3
MKTG 1300	Sales and Marketing	3
Total Hours		15

Economics Certificate (M)

The student will demonstrate an understanding of foundational business economic concepts in the areas of macroeconomics, microeconomics, international economics, and history of economics.

Student Learning Outcomes for the Economics Certificate

- Understand and correctly use the basic terms and concepts of the economics profession, as applied in actual economic analysis.
- Evaluate and assess information from a variety of sources that indicate the status of particular macroeconomics.
- Identify, describe, and analyze different market environments.

Curriculum

Code	Title	Hours
ECON 2200	Macroeconomics	3
ECON 2100	Microeconomics	3
ECON 3700	International Economics	3
ECON 3100	Macroeconomic Crises in History	3
ECON 3300	Intermediate Micro Economics	3
Total Hours		15

Marketing Certificate (M)

The student will demonstrate an understanding of foundational marketing concepts in the areas of general marketing, marketing

research, international marketing, management, market analysis, and business planning.

Student Learning Outcomes for the Marketing Certificate

- Design and develop marketing solutions for current business environments.
- Evaluate and apply marketing practices to create measurable results.
- Develop effective communication principles and strategies for areas of organizational leadership and media.

Curriculum

Code	Title	Hours
MKTG 1300	Sales and Marketing	3
MKTG 4250	Marketing Research	3
MKTG 4400	International Marketing	3
MKTG 4200	Marketing Management	3
ENTR 2800	Planning New Ventures	3
Total Hours		15

School of Arts and Sciences (M)

The School of Arts and Sciences educates men and women to be thoughtful and articulate people of faith who, rooted in the liberal arts, contribute in meaningful ways to their families, communities, and cultures. It does this in two primary ways. First, the School offers over thirty programs of study, including the arts, communication, computer science, the humanities, the natural sciences, and the social sciences.

Each program focuses on educating the whole person by developing skills necessary for future careers and providing insights that shape Christian citizens for a global society. Second, the School of Arts and Sciences houses the Core Curriculum, which provides a framework for continued learning, development, and growth in a lifelong pursuit of Vocation. Through a study of the liberal arts, the Core offers students a broad understanding of their place in the world, and is a meaningful, unifying influence for all Concordia graduates.

- Art Major (M) (p. 131)
- Biblical Studies Major (M) (p. 133)
- Biology Major (M) (p. 134)
- Biomedical Sciences Major (M) (p. 136)
- Chemical Engineering (M) (p. 140)
- Chemistry Major (M) (p. 142)
- Classical Education - Bachelor of Arts (M) (p. 144)
- Computer Science Major (M) (p. 145)
- Data Science and Mathematics Major (M) (p. 149)
- Director of Church Ministries - Bachelor of Arts (M) (p. 151)
- English Major (M) (p. 152)
- Environmental Science Major (M) (p. 154)
- Environmental Studies Major (M) (p. 155)
- History Major (M) (p. 157)
- Horticulture Major (M) (p. 159)
- Illustration Major (M) (p. 160)
- Industrial Engineering (M) (p. 162)
- Interior Architecture and Design Major (M) (p. 163)
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- Music Therapy Major (M) (p. 173)
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- Philosophy Major (M) (p. 176)
- Philosophy, Politics and Economics Major (M) (p. 177)
- Psychology Major (M) (p. 178)
- Theological Languages Major (M) (p. 180)
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- Visual Communication Major (M) (p. 184)
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No results were found.

Majors

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- Biology Major (M) (p. 134)
- Biomedical Sciences Major (M) (p. 136)
- Chemical Engineering (M) (p. 140)
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- Environmental Science Major (M) (p. 154)
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- Psychology Major (M) (p. 178)
- Theological Languages Major (M) (p. 180)
- Theology Major (M) (p. 181)
- Visual Communication Major (M) (p. 184)

Art Major (M)

At Concordia University Wisconsin, our Art Major is all about fostering a community of creative minds, deeply invested in expressing compelling narratives through their art. Our educational approach is rooted in Lutheran principles, emphasizing integrity, service, and respect throughout our curriculum. We aim to ignite a passion for blending time-honored techniques like ceramics, painting, and jewelry making with modern digital art forms, creating a dynamic space where creativity and purpose converge.

Our top-notch facilities act as a creative playground, enabling students to refine their skills across diverse art mediums, while staying abreast of the industry's evolving tools and techniques. Our educational journey is not

just about artistic skill-building; it also delves into the ethical dimensions of art, highlighting the role and responsibilities of artists in society.

We're dedicated to preparing our students for the real world, ensuring they leave with a comprehensive portfolio that demonstrates their technical expertise and a deep understanding of art as a catalyst for positive change. Our ultimate goal is to nurture each student into becoming a visionary Christian leader, equipped to make meaningful contributions to the world with a blend of faith-driven confidence and artistic brilliance.

The Art major consists of 51 credit hours of course work, offering a more in-depth interdisciplinary learning experience. Students will learn a variety of experiential as well as technological art forms in this cross-functional integrated journey into the arts. Students have access to a state of the art Mac lab with up to date software and archival printing capabilities. In addition to the 45-credit Liberal Arts core requirements and required courses listed , all Art majors are encouraged to complete a minor. An animation, small business or marketing minor is strongly recommended to help students develop the skills they will need to channel their talents into a successful career. Required Macbook Pro (not a Macbook Air) 8GB Unified memory (Apple Education Store) + (Apple Care).

Program Learning Outcomes

Students will:

- Explain the connection between visual arts and Christian faith.
- Develop critical thinking and creative problem-solving through the artistic process.
- Integrate historical knowledge in creating, describing, and analyzing visual art, considering technical, spiritual, and social contexts.
- Evaluate complex visual problems by comparing and contrasting multiple solutions.
- Present work professionally through visual, oral, and written communication.
- Utilize data for creative inspiration, informed artistic decisions, and efficient, insightful data-driven art.

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		
Required Courses		39
Major Electives		12
Additional Electives		24
Minor: Optional		
Total Hours		120

Major Requirements

Code	Title	Hours
Required Courses		
ART 1020	Digital Imaging Fundamentals	3
ART 1500	2-Dimensional Design	3
ART 1510	Observational Drawing	3
ART 1520	Creative Workshop: 2D Art	3
ART 1530	Creative Workshop: 3D Art	3

ART 1550	Color Theory Application	3
ART 2000	Art History I	3
ART 2010	Art History II	3
ART 2540	Mixed Media Drawing	3
ART 2560	Painting	3
ART 4800	Senior Portfolio/Exhibition	3
GD 1500	Digital Vector Design	3
GD 1510	Digital Raster Design	3

Major Electives

Select 12 credits of the following:		12
ART 1030	Darkroom Fundamentals	
ART 1050	Ceramic Fundamentals	
ART 1540	Interior Space Production	
ART 2500	Digital Imaging Production	
ART 2510	Ceramics: Throwing on the Wheel	
ART 2520	History of Design	
ART 2530	History of Photography	
ART 3010	Digital Imaging: Engineering	
ART 3020	Digital Imaging: Artificial Intelligence	
ART 3030	Digital Imaging: Movement	
ART 3040	Digital Imaging: Product Photography	
ART 3500	Figure Drawing	
ART 3800	Art Study Abroad	
GD 3000	Pixel Motion	
GD 3500	Advanced Pixel Motion	
GD 3510	Creative Pixel Studio	
GD 3520	Web Design Solutions	

Total Hours	51

Plan

Course	Title	Hours
Semester 1		
GD 1500	Digital Vector Design	3
ART 1500	2-Dimensional Design	3
ART 1510	Observational Drawing	3
ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 2		
GD 1510	Digital Raster Design	3
ART 1520	Creative Workshop: 2D Art	3
ART 1550	Color Theory Application	3
REL 1100	Christian Faith	3
CCE 1010	Christian Citizen	3
HHP		1
Hours		16
Semester 3		
ART 1530	Creative Workshop: 3D Art	3
ART 1020	Digital Imaging Fundamentals	3
CCE 1020	Western Culture & Worldview	3
CORE: FAITH AND LIFE		3
ART 2000	Art History I	3
Hours		15
Semester 4		
CCE 1030	Western Thought & Worldview	3

ART 2010	Art History II	3
ART 2540	Mixed Media Drawing	3
CORE: HUMAN BEINGS BEING HUMAN		3
CORE: NATURAL WORLD MATH OR COMPUTER SCIENCE		3
Hours		15
Semester 5		
CCE 1040	Science & Humanity	3
ART 2560	Painting	3
CORE: SOCIETY AND CULTURE		3
CORE: NATURAL WORLD SCIENCE WITH LAB		4
		3
Hours		16
Semester 6		
CORE: COMMUNICATION AND LANGUAGE		3
ART: MAJOR ELECTIVE		3
ART: MAJOR ELECTIVE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Semester 7		
CORE: HUMAN CREATIVITY AND EXPRESSION		3
ART: MAJOR ELECTIVE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Semester 8		
ART 4800	Senior Portfolio/Exhibition	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		12
Total Hours		120

Course options and schedule are subject to change.

Biblical Studies Major (M)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

The Biblical Studies major forms students to serve Christ in the church and in the world with a focus on the Bible. Students will learn the main message of the Bible and will begin to mine its depths in order to prepare for professional church work, study for graduate school in Christian theology or a related field, or be a more informed lay leader in a Christian

congregation. This study is a good foundation for further work not only in the Lutheran Church - Missouri Synod but for all Christian denominations.

As a student, you will explain and analyze the basic tenets of the Christian faith. Through this understanding, you will apply the Christian worldview and doctrines to current situations and to historical programs and situations. Grow in your relationship with Christ and put His teachings into practice in your own life.

Program Learning Outcomes

- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's Word, appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.
- Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual.
- Students will develop an appreciation for how God has worked in history, recognize key figures and movements in the life of the Church, and identify the state of theology today.
- Students will grow in their relationship with Christ and will put his teachings into practice in their vocations.
- Students will observe, assess, and interpret today's cultures and world views. Students will be familiar with various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups.
- Students will demonstrate an understanding of research skills in the discipline.

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements ¹		33
Electives		48
Minor: Required (minimum 18 credits)		
Total Hours		126

¹ This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

Major Requirements

Code	Title	Hours
Required Core Courses		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
REL 3500	A Survey of Christian Thought	
Required Courses		
REL 2020	New Testament	3
REL 4900	Senior Seminar I	3
REL 4910	Senior Seminar II	3
5 Courses in Biblical Content		15
At least 3 credits must be from an Old Testament upper level Bible course and at least 3 credits must be from a New Testament upper level Bible course		
Select either the language track or the theology track		9

I. Language Track

GRK 2010	Greek I
GRK 2020	Greek II
GRK 3010	Greek III
OR	
HEB 2010	Hebrew I
HEB 2020	Hebrew II
HEB 3010	Hebrew III

II. Theology Track

Choose 9 credits of upper level REL courses (Biblical content courses are strongly recommended)

Total Hours **33**

Plan

Course	Title	Hours
Semester 1		
REL 2010 or REL 2020	Old Testament or New Testament	3
ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
CORE		3
CORE		3
Hours		15
Semester 2		
REL 2010 or REL 2020	Old Testament or New Testament	3
CCE 1030	Western Thought & Worldview	3
CORE		3
CORE		3
CORE		3
Hours		15
Semester 3		
REL 2030	Biblical Theology	3
REL		3
CCE 1020	Western Culture & Worldview	3
LANGUAGE/THEOLOGY TRACK		3
ELECTIVE OR MINOR		3
HHP		1
Hours		16
Semester 4		
REL		3
LANGUAGE/THEOLOGY TRACK		3
CCE 1040	Science & Humanity	3
CORE: LAB SCIENCE		4
ELECTIVE OR MINOR		3
Hours		16
Semester 5		
REL 3500	A Survey of Christian Thought	3
REL		3
LANGUAGE/THEOLOGY TRACK		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
HHP		1
Hours		16
Semester 6		
REL		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3

ELECTIVE OR MINOR		3
Hours		15
Semester 7		
REL		3
REL 4900	Senior Seminar I	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		18
Semester 8		
REL 4910	Senior Seminar II	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Total Hours		126

Course options and schedule are subject to change.

Biology Major (M)

The goal of the Department of Life & Earth Sciences at Concordia University Wisconsin is to develop competent scientists with a Christian worldview. The graduates of its programs will possess the current scientific knowledge and research/data interpretation skills so necessary for entering scientific or medical careers in industry, academia, or government. More importantly, they will be prepared to provide a Christian influence and ethical perspective to the debate on the science-related problems facing the world today.

The Biology major provides a traditional background for students interested in careers in the biological sciences whether it be in industry, government, or academia. This major includes a broader focus (including more plants and animals) than the Biomedical Sciences Major, but still provides the foundational knowledge for most post-doctoral programs in a medical field. Accordingly, this major is commonly selected by students interested in pre-health professional education.

The broad perspective of the Biology major provides an opportunity for students to identify and focus on areas of biology that are of specific interest to them. Opportunities at the Concordia Center for Environmental Stewardship (CCES) and to do research with science faculty are readily available.

The Lutheran Church—Missouri Synod affirms that all of Scripture, including the creation account in Genesis, is the word of God, true, and authoritative for faith and life. Current conventional scientific theories that conflict with the account in Genesis might be studied in portions of this course. In no way should this be seen as endorsement of a non-authoritative view of Scripture by the course instructor or by Concordia University.

Program Learning Outcomes

Students will:

- Demonstrate an understanding of and an ability to explain major biological and related scientific concepts (Knowledge Base of Biology and Related Sciences);

- Demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively (Biological Procedures and Data)
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems (Scientific Inquiry);
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists (Scientific Communication);
- Recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science (Vocation and Ethics)
- Demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation (God's Design and Stewardship).

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		56
Electives		19
Minor: Optional		
Total Hours		120

Code	Title	Hours
Required Core Courses		
CHEM 1414	General Chemistry I (Natural World: Science with a Lab)	4
COMM 1100	Public Speaking (Recommended) (Communication)	3
or COMM 2100	Interpersonal Communication	3
MATH 2050	Statistics I (Natural World: Mathematics)	3
<i>Select one of the following (Human Beings and Being Human):</i>		
PHIL 2400	Environmental Ethics	3
PHIL 3500	Bioethical Dilemmas in Contemporary Society	3
SCI 2400	Cosmogony	3

Recommended Core Courses		
PSY 1010	General Psychology	3
LEGL 2300	Environmental Law & Politics	3
BIO 3760	Ecology of the Tropics (Culture designation)	3

Required Major Courses		
BIO 1401	General Biology I	4
or BIO 1501	Functional Human Biology I	
BIO 1402	General Biology II	4
or BIO 1502	Functional Human Biology II	
BIO 2400	Botany	4
BIO 2500	Zoology	4
BIO 2600	Biology of Microorganisms	4
BIO 3400	Genetics	4
BIO 4900	Biology Senior Seminar (1 credit course taken twice)	2
CHEM 1414	General Chemistry I (taken in core)	
CHEM 1424	General Chemistry II	4
CHEM 2414	Organic Chemistry I	4
CHEM 2424	Organic Chemistry II	4

PHYS 1514	General Physics I	4
or PHYS 1714	University Physics I	
PHYS 1524	General Physics II	4
or PHYS 1724	University Physics II	

Major Electives

<i>Choose a minimum of 10 credits of the following: ¹</i>		10
BIO 1801	Human Anatomy and Physiology I	4
BIO 1802	Human Anatomy and Physiology II	4
BIO 2800	Pathophysiology	3
BIO 3200	Cell Biology	4
BIO 3500	Immunology	3
BIO 3760	Ecology of the Tropics (Culture designation)	3
BIO 3761	Ecology of the Tropics Lab	1
BIO 3800	Histology	3
BIO 3990	Biology Internship ²	1-4
BIO 4100	Ecology	4
BIO 4200	Molecular Biology	4
BIO 4300	Pharmacology	3
BIO 4800	Human Physiology	4
BIO 4990	Undergraduate Research ²	1-4
CHEM 3214	Biochemistry	4
CHEM 4224	Advanced Biochemistry	4
ENV 1300	Introduction to Sustainability	3
ENV 1400	Introductory GIS	4
ENV 1800	Environmental Science	4
ENV 2200	Water Quality and Aquaponics	4
ENV 2400	Native Plants of Wisconsin	4
ENV 3200	Environmental Data Analysis	3
ENV 4990	Advanced Applied Field Research ²	1-4
RSC 3020	Advanced Anatomy	4
SCI 2400	Cosmogony (if not taken in the core)	3

Total Hours	56

¹ With approval from the Life and Earth Sciences Department on an individual basis, a student may use a 4-credit upper-level chemistry course in place of one of the courses listed here.

² No more than 4 credits of BIO 3990, BIO 4990, and/or ENV 4990 may count towards major requirements.

Plan

Course	Title	Hours
Semester 1		
BIO 1501	Functional Human Biology I	4
CHEM 1414	General Chemistry I	4
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
HHP 1100	Stewardship of the Body	1
Hours		15
Semester 2		
BIO 1502	Functional Human Biology II	4
CHEM 1424	General Chemistry II	4
CCE 1040	Science & Humanity	3
MATH 2050	Statistics I	3
REL 1000	The Bible	3
Hours		17

Semester 3		
BIO 2400	Botany	4
CHEM 2414	Organic Chemistry I	4
CCE 1020	Western Culture & Worldview	3
COMM 1100 or COMM 2010	Public Speaking or American Cinema	3
ELECTIVE OR MINOR		3
Hours		17
Semester 4		
CHEM 2424	Organic Chemistry II	4
BIO 2500	Zoology	4
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3
ELECTIVE OR MINOR		3
Hours		17
Semester 5		
BIO 2600	Biology of Microorganisms	4
PHYS 1514 or PHYS 1714	General Physics I or University Physics I	4
CORE		3
ELECTIVE OR MINOR		3
Hours		14
Semester 6		
BIO 3400	Genetics	4
CORE		3
PHYS 1524 or PHYS 1724	General Physics II or University Physics II	4
MAJOR ELECTIVE		3
HHP		1
Hours		15
Semester 7		
MAJOR ELECTIVE		4
BIO 4900	Biology Senior Seminar	1
REL		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		14
Semester 8		
MAJOR ELECTIVE		3
BIO 4900	Biology Senior Seminar	1
PHIL 3500	Bioethical Dilemmas in Contemporary Society	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		1
Hours		11
Total Hours		120

Course options and schedule are subject to change.

Biomedical Sciences Major (M)

The goal of the Departments of Physical Sciences and Life & Earth Sciences at Concordia University Wisconsin is to develop competent scientists with a Christian worldview. The graduates of this program will possess the current scientific knowledge and research/data interpretation skills so necessary for entering scientific or medical careers in industry, academia, or government. More importantly, they will be prepared to provide a Christian influence and ethical perspective to the debate on the science-related problems facing the world today.

The Biomedical Sciences Major, which combines human health sciences with Concordia University Wisconsin's distinctive core curriculum with courses in theology, humanities and social sciences, should provide

students with the intellectual, scientific, and ethical tools to succeed in advanced studies in the health sciences (including medical, physician assistant, dentistry, optometry, pharmacy, graduate, chiropractic, or physical therapy school) or proceed directly into the growing fields of biotechnology and drug development.

Program Learning Outcomes

Students will:

- Demonstrate an understanding of and an ability to explain major biological and related scientific concepts (Knowledge Base of Biology and Related Sciences);
- Demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively (Biological Procedures and Data)
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems (Scientific Inquiry);
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists (Scientific Communication);
- Recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science (Vocation and Ethics)
- Demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation (God's Design and Stewardship).

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		61
Electives		14
Minor: Optional		
Total Hours		120

Major Requirements

Code	Title	Hours
Required Core Courses		
CHEM 1414	General Chemistry I (Natural World: Science with a Lab)	
COMM 1100	Public Speaking (Recommended) (Communication)	
	or COMM 2100 Interpersonal Communication	
MATH 2050	Statistics I (Natural World: Mathematics)	
PHIL 3500	Bioethical Dilemmas in Contemporary Society (Human Beings & Being Human)	

Recommended Core/Elective Courses

MATH 2010	Calculus I (for pre-med students)
PSY 1010	General Psychology
SOC 1010	Introduction to Sociology (for pre-med students) (Society and Culture)

Required Major Courses

BIO 1501	Functional Human Biology I	4
BIO 1502	Functional Human Biology II	4
BIO 2600	Biology of Microorganisms	4
BIO 3200	Cell Biology	4

BIO 3400	Genetics	4
BIO 4900	Biology Senior Seminar (1 credit course taken twice)	2
CHEM 1424	General Chemistry II	4
CHEM 2414	Organic Chemistry I	4
PHYS 1514	General Physics I	4
or PHYS 1714	University Physics I	
PHYS 1524	General Physics II	4
or PHYS 1724	University Physics II	
Total Hours		38

Select one of the following tracks:

Pre-Medical Track

Code	Title	Hours
Required Courses		
BIO 1801	Human Anatomy and Physiology I	4
BIO 1802	Human Anatomy and Physiology II	4
CHEM 2424	Organic Chemistry II	4
CHEM 3214	Biochemistry	4
<i>Major Electives</i>		
Select at least seven credits from the major electives listed below		7
Recommended Courses		
The following classes do not count toward the major but are strongly recommended		
PSY 1010	General Psychology	
MATH 2010	Calculus I	
SOC 1010	Introduction to Sociology (Society and Culture)	
Total Hours		23

Human Biology Track

Code	Title	Hours
Required Courses		
BIO 1801	Human Anatomy and Physiology I	4
BIO 1802	Human Anatomy and Physiology II	4
Select five courses of the following:		15-18
BIO 2800	Pathophysiology	3
BIO 3500	Immunology	3
BIO 3800	Histology	3
BIO 4300	Pharmacology	3
BIO 4800	Human Physiology	4
Select up to two additional courses from the major electives listed below		
Recommended Course		
PSY 1010	General Psychology	
Total Hours		23-26

Research Track

Code	Title	Hours
Required Courses		
BIO 4200	Molecular Biology	4
CHEM 2424	Organic Chemistry II	4

CHEM 3214	Biochemistry	4
Select at least three credits from the following:		3
BIO 3990	Biology Internship	1-4
BIO 4990	Undergraduate Research	1-4
CHEM 4990	Undergraduate Research	1-4
<i>Major Electives</i>		
Select eight credits of major electives listed below		8
Recommended Courses		
MATH 2010	Calculus I	
Total Hours		23

Major Electives

Code	Title	Hours
BIO 2800	Pathophysiology	3
BIO 3500	Immunology	3
BIO 3760	Ecology of the Tropics	4
& BIO 3761	and Ecology of the Tropics Lab (Core Culture Designation)	
BIO 3800	Histology	3
BIO 3990	Biology Internship ¹	1-4
BIO 4200	Molecular Biology	4
BIO 4300	Pharmacology	3
BIO 4800	Human Physiology	4
BIO 4990	Undergraduate Research ¹	1-4
CHEM 2424	Organic Chemistry II	4
CHEM 3990	Chemistry Internship ¹	1-4
CHEM 3214	Biochemistry	4
CHEM 4224	Advanced Biochemistry	4
CHEM 4990	Undergraduate Research ¹	1-4
PHIL 3090	History and Philosophy of Science	3
RSC 3020	Advanced Anatomy	4
SCI 2400	Cosmogony	3

¹ No more than 4 credits of BIO 3990, BIO 4990, CHEM 3990, and/or CHEM 4990 may count towards major requirements.

Plan - Pre-Medical Track

Course	Title	Hours
Semester 1		
BIO 1501	Functional Human Biology I	4
CHEM 1414	General Chemistry I	4
CCE 1020	Western Culture & Worldview	3
ENG 1040	Introduction to Writing	3
COMM 1100	Public Speaking	3
or COMM 2010	or American Cinema	
Hours		17
Semester 2		
BIO 1502	Functional Human Biology II	4
CHEM 1424	General Chemistry II	4
CCE 1040	Science & Humanity	3
MATH 2050	Statistics I	3
CORE		3
Hours		17
Semester 3		
BIO 2600	Biology of Microorganisms	4

CHEM 2414	Organic Chemistry I	4
CCE 1030	Western Thought & Worldview	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
Hours		15
Semester 4		
CHEM 2424	Organic Chemistry II	4
BIO 3400	Genetics	4
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3
ELECTIVE OR MINOR		3
Hours		17
Semester 5		
BIO 1801	Human Anatomy and Physiology I	4
CHEM 3214	Biochemistry	4
PHYS 1514 or PHYS 1724	General Physics I or University Physics II	4
ELECTIVE OR MINOR		3
Hours		15
Semester 6		
BIO 1802	Human Anatomy and Physiology II	4
MAJOR ELECTIVE		3
PHYS 1524 or PHYS 1724	General Physics II or University Physics II	4
ELECTIVE OR MINOR		3
Hours		14
Semester 7		
BIO 4900 or CHEM 4911	Biology Senior Seminar or Chemistry Senior Seminar I	1
BIO 3200	Cell Biology	4
MAJOR ELECTIVE		3
CORE		3
ELECTIVE OR MINOR		3
Hours		14
Semester 8		
BIO 4900 or CHEM 4911	Biology Senior Seminar or Chemistry Senior Seminar I	1
MAJOR ELECTIVE		4
PHIL 3500	Bioethical Dilemmas in Contemporary Society	3
CORE		3
HHP		1
Hours		12
Total Hours		121

Pre-Medical Track – 23 credits (Complete all professional school admission requirements by the end of junior year)

BIO 1801: Human Anatomy & Physiology I - 4 crs

BIO 1802: Human Anatomy & Physiology II - 4 crs C- or better in BIO 1801

(S) CHEM 2424: Organic Chemistry II - 4 crs C- or better in CHEM 2414

(F) CHEM 3214: Biochemistry - 4 crs C- or better in CHEM 2424 or consent of instructor

Select 7 credits of major electives listed below

Strongly Recommended Additional Courses: MATH 2010, PSY 1010 and SOC 1010

Major Electives

(F) CHEM 3214: Biochemistry - 4 crs C- or better in CHEM 2424 or consent of instructor

(S) BIO 2800: Pathophysiology - 4 crs C- in BIO 1401/2, BIO 1501/2 or BIO 1801/2

RSC 3020: Advanced Anatomy - 4 crs C- or better in BIO 1801/2

(Even S) BIO 3500: Immunology - 3 crs C- or better in BIO 1401/2 or 1501/2; and CHEM 1003, 1204 or 1414

(S) BIO 3760: Ecology of the Tropics - 3 crs

(S) BIO 3761: Ecology of the Tropics Lab - 1 cr

PHIL 3090: Philosophy & History of Science - 3 crs

BIO/CHEM 3990: Internship - 1 to 4 crs** 16 Biology/Chemistry credits

(Even S) CHEM 4334: Advanced Biochemistry - 4 crs C- in CHEM 3214 or consent of instructor

(F) BIO 3800: Histology - 3 crs C- or better in BIO 1300, 1502 or 1802

(S) BIO 4200: Molecular Biology - 3 crs C- or better in BIO 1401/2, 1501/02; and BIO 260, 3200, 3400 or CHEM 3214

(Even S) BIO 4300: Pharmacology - 3 crs C- or better in BIO 1401/2, 1501/2 or 1801/2 and CHEM 2424

(Odd S) BIO 4800: Human Physiology - 4 crs *** C- or better in BIO 1501/2 or BIO 1801/2

(F) SCI 2400: Cosmogony - 3 crs

BIO/CHEM 4990 Undergraduate Research - 1-4 crs** 16 Biology/Chemistry credits

(S) CHEM 2424: Organic Chemistry II - 4 crs C- or better in CHEM 2414

*** Recommended for PA school

**The number of credits you may complete per semester depends on the advisor, therefore a student must confirm with their advisor the department chair before signing up for this course. 1 credit = 40 hours of research/internship. No more than 4 credits of BIO 3990, BIO 4990, CHEM 3990, and/or CHEM 4990 may count towards major requirements.

Course options and schedule are subject to change.

Plan - Human Biology Track

Course	Title	Hours
Semester 1		
BIO 1501	Functional Human Biology I	4
MATH 1280	College Algebra	3
CCE 1020	Western Culture & Worldview	3
ENG 1040	Introduction to Writing	3
COMM 1100 or COMM 2010	Public Speaking or American Cinema	3
Hours		16
Semester 2		
BIO 1502	Functional Human Biology II	4
CHEM 1003	Introductory Chemistry	3
CCE 1040	Science & Humanity	3
MATH 2050	Statistics I	3
CORE		3
Hours		16
Semester 3		
BIO 2600	Biology of Microorganisms	4
CHEM 1414	General Chemistry I	4
CCE 1030	Western Thought & Worldview	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
Hours		15
Semester 4		
BIO 1801	Human Anatomy and Physiology I	4
CHEM 1424	General Chemistry II	4
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3
ELECTIVE OR MINOR		3
Hours		17

Semester 5		
CHEM 2414	Organic Chemistry I	4
BIO 1802	Human Anatomy and Physiology II	4
PHYS 1514 or PHYS 1714	General Physics I or University Physics I	4
ELECTIVE OR MINOR		3
Hours		15
Semester 6		
BIO 3400	Genetics	4
TRACK OR MAJOR ELECTIVE		3
PHYS 1524 or PHYS 1724	General Physics II or University Physics II	4
ELECTIVE OR MINOR		3
Hours		14
Semester 7		
BIO 4900 or CHEM 4911	Biology Senior Seminar or Chemistry Senior Seminar I	1
TRACK OR MAJOR ELECTIVE		4
TRACK OR MAJOR ELECTIVE		3
CORE		3
BIO 3200	Cell Biology	4
Hours		15
Semester 8		
BIO 4900 or CHEM 4911	Biology Senior Seminar or Chemistry Senior Seminar I	1
TRACK OR MAJOR ELECTIVE		4
PHIL 3500	Bioethical Dilemmas in Contemporary Society	3
CORE		3
HHP		1
Hours		12
Total Hours		120

Human Biology Track – 23 to 26 credits

BIO 1801: Human Anatomy & Physiology I - 4 crs.

BIO 1802: Human Anatomy & Physiology II - 4 crs C- or better in BIO 1801

Select 5 classes from the following (2 of the 5 can be major electives):

(S) BIO 2800: Pathophysiology - 3 crs C- or better in BIO 1401/2, BIO 1501/2 or BIO 1801/2

(Even S) BIO 3500: Immunology - 3 crs C- or better in BIO 1402, BIO 1502 & CHEM 1003, 1204 or 1414

(F) BIO 3800: Histology - 3 crs C- or better in BIO 1801/2

(Even S) BIO 4300: Pharmacology - 3 crs C- or better in BIO 1401/2, 1501/2 or 1801/2 and CHEM 242

(Odd S) BIO 4800: Human Physiology - 4 crs C- or better in BIO 1501/2 or BIO 1801/2

Two additional major elective courses listed below

Additional Recommended Course: PSY 1010

Major Electives

(F) CHEM 3214: Biochemistry - 4 crs C- or better in CHEM 2424 or consent of instructor

(S) BIO 2800: Pathophysiology - 4 crs C- in BIO 1401/2, BIO 1501/2 or BIO 1801/2

RSC 3020: Advanced Anatomy - 4 crs C- or better in BIO 1801/2

(Even S) BIO 3500: Immunology - 3 crs C- or better in BIO 1401/2 or 1501/2; and CHEM 1003, 1204 or 1414

(S) BIO 3760: Ecology of the Tropics - 3 crs

(S) BIO 3761: Ecology of the Tropics Lab - 1 cr

PHIL 3090: Philosophy & History of Science - 3 crs

BIO/CHEM 3990: Internship - 1 to 4 crs** 16 Biology/Chemistry credits (Even S) CHEM 4334: Advanced Biochemistry - 4 crs C- in CHEM 3214 or consent of instructor

(F) BIO 3800: Histology - 3 crs C- or better in BIO 1300, 1502 or 1802

(S) BIO 4200: Molecular Biology - 3 crs C- or better in BIO 1401/2, 1501/02; and BIO 260, 3200, 3400 or CHEM 3214

(Even S) BIO 4300: Pharmacology - 3 crs C- or better in BIO 1401/2, 1501/2 or 1801/2 and CHEM 2424

(Odd S) BIO 4800: Human Physiology - 4 crs *** C- or better in BIO 1501/2 or BIO 1801/2

(F) SCI 2400: Cosmogony - 3 crs

BIO/CHEM 4990 Undergraduate Research - 1-4 crs** 16 Biology/Chemistry credits

(S) CHEM 2424: Organic Chemistry II - 4 crs C- or better in CHEM 2414

*** Recommended for PA school

**The number of credits you may complete per semester depends on the advisor, therefore a student must confirm with their advisor

the department chair before signing up for this course. 1 credit = 40

hours of research/internship. No more than 4 credits of

BIO 3990, BIO 4990, CHEM 3990, and/or CHEM 4990 may count towards major requirements.

Course options and schedule are subject to change.

Plan - Research Track

Course	Title	Hours
Semester 1		
BIO 1501	Functional Human Biology I	4
MATH 1280	College Algebra	3
CCE 1020	Western Culture & Worldview	3
ENG 1040	Introduction to Writing	3
CORE		3
Hours		16
Semester 2		
BIO 1502	Functional Human Biology II	4
CHEM 1003	Introductory Chemistry	3
CCE 1040	Science & Humanity	3
MATH 2050	Statistics I	3
CORE		3
Hours		16
Semester 3		
BIO 2600	Biology of Microorganisms	4
CHEM 1414	General Chemistry I	4
CCE 1030	Western Thought & Worldview	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
Hours		15
Semester 4		
TRACK OR MAJOR ELECTIVE		4
CHEM 1424	General Chemistry II	4
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3
ELECTIVE OR MINOR		3
Hours		17
Semester 5		
CHEM 2414	Organic Chemistry I	4
TRACK OR MAJOR ELECTIVE		4
PHYS 1514 or PHYS 1714	General Physics I or University Physics I	4
ELECTIVE OR MINOR		3
Hours		15

Semester 6		
BIO 3400	Genetics	4
TRACK OR MAJOR ELECTIVE		3
PHYS 1524 or PHYS 1724	General Physics II or University Physics II	4
ELECTIVE OR MINOR		3
Hours		14
Semester 7		
BIO 4900 or CHEM 4911	Biology Senior Seminar or Chemistry Senior Seminar I	1
TRACK OR MAJOR ELECTIVE		4
TRACK OR MAJOR ELECTIVE		3
CORE		3
BIO 3200	Cell Biology	4
Hours		15
Semester 8		
BIO 4900 or CHEM 4911	Biology Senior Seminar or Chemistry Senior Seminar I	1
TRACK OR MAJOR ELECTIVE		4
PHIL 3500	Bioethical Dilemmas in Contemporary Society	3
CORE		3
HHP		1
Hours		12
Total Hours		120

Research Track – 23 to 24 credits

(Odd S) BIO 4200: Molecular Biology - 4 crs C- or better in BIO 1401/2, 1501/2; and BIO 2600, 3200, 3400 or CHEM 3214

(S) CHEM 2424: Organic Chemistry II - 4 crs C- or better in CHEM 2414

(F) CHEM 3214: Biochemistry - 4 crs C- or better in CHEM 2424 or consent of instructor

Select 3 credits from following:

BIO 3990: Biology Internship - 1 to 4 crs ** 16 Biology credits

BIO 4990: Undergraduate Research - 1 to 4 crs** 16 Biology credits (1-2 credits per semester)

CHEM 3990: Chemistry Internship - 1 to 4 crs** 16 Chemistry credits

CHEM 4990: Undergraduate Research - 1 to 4 crs** 16 Chemistry credits

Select 8 credits of major electives listed below

Major Electives

(F) CHEM 3214: Biochemistry - 4 crs C- or better in CHEM 2424 or consent of instructor

(S) BIO 2800: Pathophysiology - 4 crs C- in BIO 1401/2, BIO 1501/2 or BIO 1801/2

RSC 3020: Advanced Anatomy - 4 crs C- or better in BIO 1801/2

(Even S) BIO 3500: Immunology - 3 crs C- or better in BIO 1401/2 or 1501/2; and CHEM 1003, 1204 or 1414

(S) BIO 3760: Ecology of the Tropics - 3 crs

(S) BIO 3761: Ecology of the Tropics Lab - 1 cr

PHIL 3090: Philosophy & History of Science - 3 crs

BIO/CHEM 3990: Internship - 1 to 4 crs** 16 Biology/Chemistry credits

(Even S) CHEM 4334: Advanced Biochemistry - 4 crs C- in CHEM 3214 or consent of instructor

(F) BIO 3800: Histology - 3 crs C- or better in BIO 1300, 1502 or 1802

(S) BIO 4200: Molecular Biology - 3 crs C- or better in BIO 1401/2, 1501/2; and BIO 260, 3200, 3400 or CHEM 3214

(Even S) BIO 4300: Pharmacology - 3 crs C- or better in BIO 1401/2, 1501/2 or 1801/2 and CHEM 2424

(Odd S) BIO 4800: Human Physiology - 4 crs *** C- or better in BIO 1501/2 or BIO 1801/2

(F) SCI 2400: Cosmogony - 3 crs

BIO/CHEM 4990 Undergraduate Research - 1-4 crs** 16 Biology/

Chemistry credits

(S) CHEM 2424: Organic Chemistry II - 4 crs C- or better in CHEM 2414

*** Recommended for PA school

**The number of credits you may complete per semester depends on the advisor, therefore a student must confirm with their advisor the department chair before signing up for this course. 1 credit = 40 hours of research/internship. No more than 4 credits of BIO 3990, BIO 4990, CHEM 3990, and/or CHEM 4990 may count towards major requirements.

Course options and schedule are subject to change.

Chemical Engineering (M)

Chemical Engineering is a discipline that involves transforming raw materials and chemicals into useful products through processes that are safe, sustainable and economical. Chemical Engineers address many challenges to benefit the society- for example, energy, clean water, food, oil, healthcare. You have heard of catalytic converters in vehicles. That's chemical engineering applied to an environmental problem. Desalination of sea water is an example of scientific breakthrough by chemical engineers. With foundation in chemistry, physics and math, the curriculum includes material and energy balances, thermodynamics, separation processes, fluid mechanics, heat and mass transfer, chemical reaction kinetics, reactor design, process dynamics and control, process safety to prepare you for a versatile career to do the world a lot of good.

The Concordia University Wisconsin Bachelor's of Science in Chemical Engineering program will provide students with technical and creative problem-solving skills that meet professional expectations. The curriculum will be grounded in a Christian approach to making the world safer and healthier.

The Chemical Engineering program consists of 133 credits, completed over eight semesters. Students will practice skills with hands-on experiential learning opportunities in modern labs, under the supervision of qualified and experienced faculty. Students will complete a capstone design project and are strongly encouraged to complete an internship. The total typical time to complete the program is four years. No minor will be required for chemical engineering students as the program is credit heavy. Concordia University will seek to have its B.S. Chemical Engineering program accredited by the Accreditation Board of Engineering and Technology; the application is due upon the graduation of the first cohort in Spring 2028.

Based on the University Mission and the Engineering programs mission, the Program Educational Objectives (PEO) of the Chemical Engineering program are to produce graduates who during their professional career will be:

PEO1: Productive Contributors with strong skills in teamwork and communication

PEO2: Creators of value in product or process or service at workplace with a commitment to professional growth

PEO3: Holistic and responsible professionals impacting society.

Program Learning Outcomes

Students will:

- identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- apply engineering design to produce solution that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- communicate effectively with a range of audiences.
- recognize ethical and professional responsibilities in engineering situation and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and social contexts.
- function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- acquire and apply new knowledge as needed, using appropriate learning strategies.

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements (Basic Sciences and Mathematics 28 + Discipline 56)		84
Elective (CHEM)		4
Minor: Optional		
Total Hours		133

Major Requirements

Code	Title	Hours
Required Core Courses		
CHEM 1414	General Chemistry I	
MATH 2050	Statistics I	
<i>Required Basic Sciences and Mathematics Courses (28 credits)</i>		
CHEM 1424	General Chemistry II	4
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4
MATH 2030	Calculus III	4
MATH 3250	Linear Algebra and Differential Equations	4
PHYS 1714	University Physics I	4
PHYS 1724	University Physics II	4
<i>Required Discipline Courses (56 Credits)</i>		
CHEM 2414	Organic Chemistry I	4
CHEM 2424	Organic Chemistry II	4
CHEM 3504	Physical Chemistry: Quantum and Spectroscopy	4
ENGR 1010	Engineering Introduction, Design and Ethics	3
ENGR 1020	Engineering Applications and Programming	3
ENGR 2110	Material Balances	3
ENGR 2320	Thermodynamics	4
ENGR 3110	Separation Processes	3
ENGR 3120	Mass Transfer	3
ENGR 3140	Kinetics & Reactor Design	4
ENGR 3310	Heat Transfer	4
ENGR 3330	Fluid Mechanics	4
ENGR 4110	Process Safety	3

ENGR 4210	Process Dynamics & Control	4
ENGR 4911	Chemical Engineering Capstone Design Project I	3
ENGR 4912	Chemical Engineering Capstone Design Project II	3
<i>Elective (Select one of the following courses, 4 credits)</i>		4
CHEM 2204	Analytical Chemistry	
CHEM 3214	Biochemistry	
CHEM 4524	Instrumental Analysis	
Total Hours		88

Plan

Course	Title	Hours
Semester 1		
CHEM 1414	General Chemistry I	4
MATH 2010	Calculus I	4
ENGR 1010	Engineering Introduction, Design and Ethics	3
ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
Hours		17
Semester 2		
ENGR 1020	Engineering Applications and Programming	3
MATH 2020	Calculus II	4
REL 1100	Christian Faith	3
MATH 2050	Statistics I	3
CHEM 1424	General Chemistry II	4
Hours		17
Semester 3		
PHYS 1714	University Physics I	4
CHEM 2414	Organic Chemistry I	4
MATH 2030	Calculus III	4
ENGR 2110	Material Balances	3
REL 1000	The Bible	3
Hours		18
Semester 4		
MATH 3250	Linear Algebra and Differential Equations	4
PHYS 1724	University Physics II	4
CHEM 2424	Organic Chemistry II	4
ENGR 2320	Thermodynamics	4
HHP 1100	Stewardship of the Body	1
HHP ACTIVITY COURSE OR VARSITY ATHLETICS		1
Hours		18
Semester 5		
ENGR 3310	Heat Transfer	4
ENGR 3330	Fluid Mechanics	4
ENGR 3110	Separation Processes	3
CCE 1020	Western Culture & Worldview	3
COMM 4100	Cross-Cultural Communication	3
Hours		17
Semester 6		
CHEM 3504	Physical Chemistry: Quantum and Spectroscopy	4
ENGR 3120	Mass Transfer	3
ENGR 3140	Kinetics & Reactor Design	4
COMM 3300	Technical Writing and Speaking	3
CCE 1030	Western Thought & Worldview	3
Hours		17
Semester 7		
ENGR 4911	Chemical Engineering Capstone Design Project I	3
CHEM 2204	Analytical Chemistry	4
or CHEM 3214	or Biochemistry	
or CHEM 4524	or Instrumental Analysis	
ENGR 4110	Process Safety	3

CCE 1040	Science & Humanity	3
FAITH AND LIFE		3
Hours		16
Semester 8		
ENGR 4912	Chemical Engineering Capstone Design Project II	3
ENGR 4210	Process Dynamics & Control	4
HUMAN CREATIVITY AND EXPRESSION		3
HUMAN BEINGS AND BEING HUMAN		3
Hours		13
Total Hours		133

Course options and schedule are subject to change.

Chemistry Major (M)

The goal of the Department of Physical Sciences at Concordia University Wisconsin is to develop competent scientists with a Christian worldview. The graduates of its programs will possess the current scientific knowledge and research/data interpretation skills so necessary for entering scientific or medical careers in industry, academia, or government. More importantly, they will be prepared to provide a Christian influence and ethical perspective to the debate on the science-related problems facing the world today.

Concordia offers a chemistry major that is certified by the American Chemical Society(ACS). This major includes 48 credits of chemistry and 16 credits of supplementary coursework (physics and mathematics).

Program Learning Outcomes

Students will:

- Demonstrate an understanding of and ability to apply fundamental chemical concepts;
- Use common laboratory procedures and equipment, often as a member of a team, to gather meaningful data;
- Analyze and interpret data to arrive at appropriate conclusions;
- Apply principles of laboratory safety and chemical hygiene;
- Perform undergraduate research and conduct effective searches of the chemical literature;
- Communicate and summarize scientific information effectively and accurately in both oral and written form;
- Act ethically and responsibly, demonstrating an understanding of the role chemistry plays in societal issues; and
- Recognize that, though our scientific understanding of the universe continues to change, God’s truth does not, for His ways are higher than our ways and His thoughts than our thoughts (Isaiah 55:9).

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		42
Electives		33
Minor: Optional		
Total Hours		120

Major Requirements

Code	Title	Hours
Required Core Courses		
CHEM 1414	General Chemistry I (Lab Science - 4 credits)	

MATH 2010	Calculus I (Mathematics - 4 credits)	
Required Courses		
CHEM 1424	General Chemistry II	4
CHEM 2204	Analytical Chemistry	4
CHEM 2304	Descriptive Inorganic Chemistry	4
CHEM 2414	Organic Chemistry I	4
CHEM 2424	Organic Chemistry II	4
CHEM 3214	Biochemistry	4
CHEM 3404	Physical Chemistry: Thermodynamics	4
CHEM 4524	Instrumental Analysis (4 credits)	4
CHEM 4911	Chemistry Senior Seminar I	1
CHEM 4921	Chemistry Senior Seminar II	1
PHYS 1714	University Physics I	4
PHYS 1724	University Physics II	4
Total Hours		42

Curriculum - American Chemical Society (ACS) Track

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		56
Electives		19
Minor: Optional		
Total Hours		120

Major Requirements

Code	Title	Hours
Required Core Courses		
CHEM 1414	General Chemistry I (Lab Science - 4 credits)	
MATH 2010	Calculus I (Mathematics - 4 credits)	
Required Courses		
CHEM 1424	General Chemistry II	4
CHEM 2204	Analytical Chemistry	4
CHEM 2304	Descriptive Inorganic Chemistry	4
CHEM 2414	Organic Chemistry I	4
CHEM 2424	Organic Chemistry II	4
CHEM 3214	Biochemistry	4
CHEM 3404	Physical Chemistry: Thermodynamics	4
CHEM 4524	Instrumental Analysis (4 credits)	4
CHEM 4911	Chemistry Senior Seminar I	1
CHEM 4921	Chemistry Senior Seminar II	1
PHYS 1714	University Physics I	4
PHYS 1724	University Physics II	4
ACS Chemistry Track		
CHEM 3504	Physical Chemistry: Quantum and Spectroscopy	4
CHEM 4224	Advanced Biochemistry	4
CHEM 4990	Undergraduate Research (may be repeated up to 4 credits with 1-4 credits per semester)	2
MATH 2020	Calculus II	4
Total Hours		56

Plan - Chemistry

Course	Title	Hours
Semester 1		
CHEM 1414	General Chemistry I	4
MATH 2010	Calculus I	4
ENG 1040	Introduction to Writing	3
HHP 1100	Stewardship of the Body	1
CCE 1030	Western Thought & Worldview	3
Hours		15
Semester 2		
CHEM 1424	General Chemistry II	4
REL 1100	Christian Faith	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
CCE 1040	Science & Humanity	3
ELECTIVE OR MINOR		3
Hours		16
Semester 3		
PHYS 1714	University Physics I	4
CHEM 2414	Organic Chemistry I	4
CCE 1010	Christian Citizen	3
HHP		1
ELECTIVE OR MINOR		3
Hours		15
Semester 4		
CHEM 2424	Organic Chemistry II	4
PHYS 1724	University Physics II	4
CCE 1020	Western Culture & Worldview	3
ELECTIVE OR MINOR		3
Hours		14
Semester 5		
CHEM 3404	Physical Chemistry: Thermodynamics	4
CHEM 3214	Biochemistry	4
CORE		3
CORE		3
Hours		14
Semester 6		
CHEM 2204	Analytical Chemistry	4
REL 1000	The Bible	3
ELECTIVE OR MINOR		3
CORE		3
ELECTIVE OR MINOR		3
Hours		16
Semester 7		
CHEM 4911	Chemistry Senior Seminar I	1
CHEM 4524	Instrumental Analysis	4
CHEM 2304	Descriptive Inorganic Chemistry	4
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Semester 8		
CHEM 4921	Chemistry Senior Seminar II	1
CORE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		2
Hours		15
Total Hours		120

Course options and schedule are subject to change.

Plan - Chemistry ACS

Course	Title	Hours
Semester 1		
CHEM 1414	General Chemistry I	4
MATH 2010	Calculus I	4
ENG 1040	Introduction to Writing	3
HHP 1100	Stewardship of the Body	1
CCE 1010	Christian Citizen	3
Hours		15
Semester 2		
CHEM 1424	General Chemistry II	4
MATH 2020	Calculus II	4
REL 1100	Christian Faith	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
CCE 1040	Science & Humanity	3
Hours		17
Semester 3		
PHYS 1714	University Physics I	4
CHEM 2414	Organic Chemistry I	4
CCE 1010	Christian Citizen	3
HHP		1
ELECTIVE OR MINOR		3
Hours		15
Semester 4		
CHEM 2424	Organic Chemistry II	4
PHYS 1724	University Physics II	4
CCE 1030	Western Thought & Worldview	3
ELECTIVE OR MINOR		3
Hours		14
Semester 5		
CHEM 3404	Physical Chemistry: Thermodynamics	4
CHEM 4990	Undergraduate Research	2
CORE		3
CORE		3
CHEM 3214	Biochemistry	4
Hours		16
Semester 6		
CHEM 3504	Physical Chemistry: Quantum and Spectroscopy	4
CHEM 2204	Analytical Chemistry	4
CORE		3
CHEM 4224	Advanced Biochemistry	4
Hours		15
Semester 7		
CHEM 2304	Descriptive Inorganic Chemistry	4
CHEM 4911	Chemistry Senior Seminar I	1
CHEM 4524	Instrumental Analysis	4
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Semester 8		
CHEM 4921	Chemistry Senior Seminar II	1
CORE		3
ELECTIVE		3
REL 1000	The Bible	3
ELECTIVE OR MINOR		3
Hours		13
Total Hours		120

Course options and schedule are subject to change.

Classical Education - Bachelor of Arts (M)

Classical Education at Concordia embraces a traditional engagement with the Liberal Arts anchored in Christian thought and tailored to the modern world. Classical Education emphasizes not only the holistic development of students—mind, body, spirit—but also the development of content knowledge in the various areas of the Liberal Arts, including language arts, history, philosophy, theology, the fine arts, mathematics and science. Students are encouraged to see the interconnections between these discrete disciplines and to pursue not simply an accumulation of knowledge, but to embark upon a life-long pursuit of Truth. With this solid foundation students are prepared to follow vocations as teachers, in their turn helping develop young people to their fullest potential.

The Classical Education program is intended to prepare students to teach in schools and academies that have adopted a classical paradigm for their curricula and principles of pedagogy. Graduates of the program may be called to positions in schools of the Lutheran Church-Missouri Synod and are eligible to be rostered in the LCMS with the designation “Minister of Religion—Commissioned, Teacher.” Nevertheless, admission to the program is open to members of any Christian denomination.

All students are required to have a minimum of 12 hours in Latin (or Greek), 15 hours in Bible and Doctrine, and a distribution of courses in the Humanities and Arts disciplines that make up the traditional education of a “free” citizen, as defined in the Classical world.

Students can fulfill the requirements of the Classical Education program in two ways: by completing the Classical Studies major and the Classical Pedagogy minor; OR students may complete an Arts & Sciences major (such as Mathematics, History, English, etc.), the Classical Pedagogy minor, and an individualized minor in Classical Studies.

In order to be eligible to receive a call from a LCMS congregation, the student must also complete successfully all theology courses required of a candidate qualified for a first call as a Minister of Religion—Commissioned.

Classical Studies Major

The Classical Studies major is designed to give students a thorough grounding in Classical culture and the Christian intellectual tradition through a broad engagement with the Liberal Arts.

The Classical Studies major can be taken either as a stand alone major or as part of the Classical Education Program.

The Classical Pedagogy minor provides training in distinctively classical principles of instruction and learning.

Program Learning Outcomes

Students will:

- Demonstrate knowledge of the major historical figures and events, ideas and themes, texts and artifacts, and worldviews of Western culture and civilization and in particular will be able to describe the influence of Christianity upon and within the Western tradition.
- Articulate an understanding of the philosophy of Classical Lutheran education, demonstrate the ability to distinguish between various educational philosophies and to assess them in light of Christian and/or Lutheran theology.

- Develop familiarity and facility with the methods distinctive of Classical Lutheran education, including content-driven pedagogy, rhetoric, and the Socratic method/shared inquiry model.
- Engage with Classical education curricula, textbooks, standards, rubrics, case studies, and classroom management techniques.
- Demonstrate competency in the principles and methods of Lutheran catechesis, including a knowledge of foundational Lutheran educational documents and a command of Luther’s Small Catechism.
- Manifest proficiency in at least one of the classical languages (i.e., Latin or Greek or music theory).
- Develop pedagogical competency through practical experience in a classical education setting, by means of field work and/or internship and will cultivate a sense of vocation and an attitude of service as future Classical educators.

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		36
Electives		39
Minor: Required		
Total Hours		120

Code	Title	Hours
Required Core Courses		
Latin Proficiency Course (3 credits) ¹		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
REL 3500	A Survey of Christian Thought	
Required Courses		
<i>Latin</i>		6
<i>History</i>		6
<i>English/Literature</i>		6
<i>Philosophy</i>		6
<i>Fine Arts</i>		6
<i>Theology</i>		6
REL 2020	New Testament	
REL 4000	Lutheran Confessions	
Total Hours		36

¹ For Latin proficiency requirement please speak with your advisor.

² For non Lutheran students, this course is strongly recommended; however, any 3000 or 4000 level course is allowed.

Plan

Course	Title	Hours
Semester 1		
LAT 1050	Latin I	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
REL 2010	Old Testament	3
CORE		3
Hours		15
Semester 2		
LAT 1060	Latin II	3
LAT 2050	Latin III	3

CCE 1030	Western Thought & Worldview	3
REL 2020	New Testament	3
CSC 1010	Foundations of Computer Science	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 3		
LAT 2060	Latin IV	3
CCE 1020	Western Culture & Worldview	3
REL 2030	Biblical Theology	3
ELECTIVE		3
CORE		4
Hours		16
Semester 4		
CCE 1040	Science & Humanity	3
ELECTIVE		3
ELECTIVE		3
CORE		3
CORE		3
HHP		1
Hours		16
Semester 5		
ENG 3500	Classical & Modern Rhetoric	3
REL 3500	A Survey of Christian Thought	3
REL 4000	Lutheran Confessions	3
ELECTIVE		3
ELECTIVE		3
Hours		15
Semester 6		
HIST 4400	History of Education in the Western Tradition	3
PSY 3050	Psychology of Teaching and Learning	3
LEGL 3250	Legal Landscape of American Schools	3
ELECTIVE		3
ELECTIVE		3
Hours		15
Semester 7		
CORE		3
ELECTIVE		3
ELECTIVE		3
LA 3000		6
Hours		15
Semester 8		
LA 4800	Practicum	3
LA 4900	Classical Education Student Teaching	6
ELECTIVE		3
Hours		12
Total Hours		120

Course options and schedule are subject to change.

Computer Science Major (M)

The Computer Science program at Concordia University Wisconsin is designed to equip students with the technical expertise, critical thinking skills, and ethical grounding needed to thrive in today's technology-driven world. Rooted in a Christian worldview, the program emphasizes the development of well-rounded professionals who are prepared to use their talents to serve Christ and benefit society. Students will engage with foundational and advanced computer science concepts, from programming and data structures to software engineering and systems design, all while being encouraged to integrate their faith with their work.

Graduates of this program will be well-positioned to pursue a variety of careers in the tech industry. Possible roles include software developer, systems analyst, database administrator, IT consultant, cybersecurity analyst, and artificial intelligence specialist. With the continual demand for skilled computer scientists, job prospects remain strong, and graduates are expected to find meaningful employment opportunities in fields such as healthcare, finance, education, manufacturing, and the non-profit sector.

In addition to preparing students for professional success, this program encourages lifelong learning and adaptability, helping graduates remain at the forefront of technological advancements. By the time they graduate, students will not only have the technical expertise employers seek but also the ethical judgment and sense of purpose needed to lead and serve in an increasingly complex digital landscape. Strong applicants should consider the Computer Science Scholars program to elevate their experience at Concordia and further expand their future prospects.

Program Learning Outcomes

- Demonstrate expertise in core computer science disciplines, including programming, data structures, algorithms, databases, and software engineering, and effectively apply these skills to solve complex problems.
- Analyze, design, and implement software systems that are reliable, efficient, and maintainable, considering both functional and non-functional requirements.
- Recognize and address ethical challenges in computing by applying Christian values and professional ethical standards to ensure that technology serves humanity and aligns with God's purposes.
- Communicate effectively in both written and verbal forms to diverse audiences, including technical and non-technical stakeholders, and demonstrate the ability to work collaboratively in teams.
- Commit to continuous learning and professional development, staying current with emerging technologies, methodologies, and industry best practices in a manner that reflects a humble and teachable spirit.
- Explore the intersection of Christian faith and computing, understanding how technology can be used responsibly to advance the common good, promote justice, and enhance human flourishing.
- Develop leadership and service-oriented mindsets, using computing knowledge and skills to contribute positively to the Church and society, and to mentor and inspire others.
- Engage with global and cultural issues in technology, understanding diverse perspectives, and promoting technology solutions that respect human dignity and cultural differences.
- Apply logical reasoning, critical thinking, and creative problem-solving techniques to develop innovative solutions that meet real-world needs, always considering the broader implications of technology on individuals and society.
- Reflect on personal and professional vocation in light of the Christian calling to serve Christ, discern how individual talents and passions in computing can be used to glorify God and benefit others.

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Technical Core		36
Major or Concentration		16-18
Electives		21-23
Total Hours		120

Code	Title	Hours
Technical Core Courses		
MATH 2050	Statistics I	3
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 2000	Coding I - Fundamentals	3
CSC 2020	Computer Architecture	3
CSC 2050	Coding II - Algorithms	3
CSC 3010	Computational Dilemmas	3
CSC 3020	User Experience and Interactive Systems	3
CSC 3030	Database Fundamentals	3
CSC 3050	Operating Systems	3
CSC 3070	Software Engineering	3
CSC 4060	Advanced Database and Web Development	3
CSC 4950	Capstone Project	3
Total Hours		36

Select from the following 4 Concentrations:

Code	Title	Hours
Software Engineering		
CSC 3200	Systems Programming	3
CSC 3210	Programming Language Theory	3
CSC 4200	Theoretical Computer Science	3
CSC 4400	Coding III - Data Structures	3
CSC Elective		3
CSC 4900	Internship	1-3
Total Hours		16-18

Code	Title	Hours
AI & Robotics		
CSC 2400	Machine Learning and Robotics	3
CSC 3400	Artificial Intelligence	3
CSC 4400	Coding III - Data Structures	3
CSC 4410	Adv Artificial Intelligence	3
CSC Elective		3
CSC 4900	Internship	1-3
Total Hours		16-18

Code	Title	Hours
Cyber Security		
CSC 1800	Systems Integration	3
CSC 3600	Cybersecurity	3
CSC 3610	Networks & Security	3
CSC 4600	Penetration Testing	3
CSC Elective		3

CSC 4900	Internship	1-3
Total Hours		16-18

Code	Title	Hours
Virtual & Augmented Reality		
CSC 1800	Systems Integration	3
CSC 2800	Animation I	3
CSC 3800	Animation II	3
CSC 4800	Animation III	3
CSC Elective		3
CSC 4900	Internship	1-3
Total Hours		16-18

Plan - AI & Robotics

Course	Title	Hours
Semester 1		
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 2000	Coding I - Fundamentals	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
CORE		3
Hours		15
Semester 2		
CSC 2050	Coding II - Algorithms	3
CSC 2020	Computer Architecture	3
MATH 2050	Statistics I	3
CCE 1030	Western Thought & Worldview	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 3		
CSC 3070	Software Engineering	3
CSC 4400	Coding III - Data Structures	3
CCE 1020	Western Culture & Worldview	3
CORE		3
CORE		4
Hours		16
Semester 4		
CSC 3050	Operating Systems	3
CSC 3010	Computational Dilemmas	3
CCE 1040	Science & Humanity	3
REL 1100	Christian Faith	3
ELECTIVE OR MINOR		3
HHP		1
Hours		16
Semester 5		
CSC 3030	Database Fundamentals	3
CSC 3400	Artificial Intelligence	3
CSC 2400	Machine Learning and Robotics	3
CORE		3
CORE		3
Hours		15
Semester 6		
CSC 4060	Advanced Database and Web Development	3
CSC 4410	Adv Artificial Intelligence	3
CORE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15

Semester 7		
CSC 4900	Internship	1-3
CSC 3020	User Experience and Interactive Systems	3
CSC 4950	Capstone Project	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		13-15
Semester 8		
CSC ELECTIVE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		12
Total Hours		118-120

Course options and schedule are subject to change.

Plan - Cyber Security

Course	Title	Hours
Semester 1		
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 2000	Coding I - Fundamentals	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
CORE		3
Hours		15
Semester 2		
CSC 2050	Coding II - Algorithms	3
CSC 2020	Computer Architecture	3
CORE		3
CSC 1800	Systems Integration	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 3		
CSC 3070	Software Engineering	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
MATH 2050	Statistics I	3
CORE		4
Hours		16
Semester 4		
CSC 3050	Operating Systems	3
CSC 3010	Computational Dilemmas	3
CCE 1040	Science & Humanity	3
CSC 3610	Networks & Security	3
ELECTIVE OR MINOR		3
HHP		1
Hours		16
Semester 5		
CSC 3030	Database Fundamentals	3
CSC 4600	Penetration Testing	3
CORE		3
CORE		3
ELECTIVE OR MINOR		3
Hours		15
Semester 6		
CSC 4060	Advanced Database and Web Development	3
CSC 3600	Cybersecurity	3
CORE		3
CCE 1030	Western Thought & Worldview	3

ELECTIVE OR MINOR		3
Hours		15
Semester 7		
CSC 4900	Internship	1-3
CSC 3020	User Experience and Interactive Systems	3
CSC 4950	Capstone Project	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		13-15
Semester 8		
ELECTIVE OR MINOR		3
CSC ELECTIVE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		12
Total Hours		118-120

Course options and schedule are subject to change.

Plan - Scholars

Course	Title	Hours
Semester 1		
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 2000	Coding I - Fundamentals	3
CCE 1030	Western Thought & Worldview	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
CORE		3
Hours		18
Semester 2		
CSC 2050	Coding II - Algorithms	3
CSC 2020	Computer Architecture	3
MATH 2050	Statistics I	3
CCE 1040	Science & Humanity	3
REL 1000	The Bible	3
ELECTIVE OR MINOR		3
Hours		18
Semester 3		
CSC 3070	Software Engineering	3
MAJOR ELECTIVE		3
CCE 1020	Western Culture & Worldview	3
CORE		4
REL 1100	Christian Faith	3
HHP		1
HHP 1100	Stewardship of the Body	1
Hours		18
Semester 4		
CSC 3050	Operating Systems	3
CSC 3010	Computational Dilemmas	3
MAJOR ELECTIVE		3
CORE		3
CORE		3
ELECTIVE OR MINOR		3
Hours		18
Semester 5		
ELECTIVE		3
Hours		3
Semester 6		
CSC 3020	User Experience and Interactive Systems	3
CSC 3030	Database Fundamentals	3
MAJOR ELECTIVE		3

CORE		3
CORE		3
ELECTIVE OR MINOR		3
Hours		18
Semester 7		
CSC ELECTIVE		3
MAJOR ELECTIVE		3
ELECTIVE OR MINOR		3
MSCS		3
MSCS		3
MSCS		3
Hours		18
Semester 8		
ELECTIVE		3
Hours		3
Semester 9		
CSC 4900	Internship	3
CSC 4950	Capstone Project	3
ELECTIVE OR MINOR		3
MSCS		3
MSCS		3
MSCS		3
Hours		18
Semester 10		
CSC 4060	Advanced Database and Web Development	3
ELECTIVE OR MINOR		3
MSCS		3
MSCS		3
MSCS		3
MSCS		3
Hours		18
Total Hours		150

Course options and schedule are subject to change.

Plan - Software Engineering

Course	Title	Hours
Semester 1		
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 2000	Coding I - Fundamentals	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
CORE		3
Hours		15
Semester 2		
CSC 2050	Coding II - Algorithms	3
CSC 2020	Computer Architecture	3
MATH 2050	Statistics I	3
CCE 1030	Western Thought & Worldview	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 3		
CSC 3070	Software Engineering	3
CSC 4400	Coding III - Data Structures	3
CCE 1020	Western Culture & Worldview	3
CORE		3
CORE		4
Hours		16
Semester 4		
CSC 3050	Operating Systems	3

CSC 3200	Systems Programming	3
CCE 1040	Science & Humanity	3
REL 1100	Christian Faith	3
ELECTIVE OR MINOR		3
HHP		1
Hours		16
Semester 5		
CSC 3030	Database Fundamentals	3
CSC 3210	Programming Language Theory	3
CORE		3
PHIL 2110	Elementary Logic	3
ELECTIVE OR MINOR		3
Hours		15
Semester 6		
CSC 3010	Computational Dilemmas	3
CSC 4200	Theoretical Computer Science	3
CORE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Semester 7		
CSC 4900	Internship	3
CSC 3020	User Experience and Interactive Systems	3
CSC 4950	Capstone Project	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Semester 8		
CSC 4060	Advanced Database and Web Development	3
CSC ELECTIVE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		12
Total Hours		120

Course options and schedule are subject to change.

Plan - Virtual Augmented Reality

Course	Title	Hours
Semester 1		
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 2000	Coding I - Fundamentals	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
CORE		3
Hours		15
Semester 2		
CSC 2050	Coding II - Algorithms	3
CSC 2020	Computer Architecture	3
MATH 2050	Statistics I	3
CCE 1030	Western Thought & Worldview	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 3		
CSC 3070	Software Engineering	3
CSC 2800	Animation I	3
CCE 1020	Western Culture & Worldview	3
CORE		3
CORE		4
Hours		16

Semester 4

CSC 3050	Operating Systems	3
CSC 1800	Systems Integration	3
CCE 1040	Science & Humanity	3
REL 1100	Christian Faith	3
CSC 3800	Animation II	3
HHP		1

Hours 16

Semester 5

CSC 3030	Database Fundamentals	3
ELECTIVE OR MINOR		3
CORE		3
CORE		3
ELECTIVE OR MINOR		3

Hours 15

Semester 6

CSC 3010	Computational Dilemmas	3
CSC 4800	Animation III	3
CORE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3

Hours 15

Semester 7

CSC 4900	Internship	3
CSC 3020	User Experience and Interactive Systems	3
CSC 4950	Capstone Project	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3

Hours 15

Semester 8

CSC 4060	Advanced Database and Web Development	3
CSC ELECTIVE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3

Hours 12

Total Hours 120

Course options and schedule are subject to change.

Data Science and Mathematics Major (M)

The name of the program is Data Science and Mathematics (DSM). The DSM program will develop individuals with a strong quantitative background, especially in data science, mathematics and statistics. This program will be offered at the baccalaureate level as a Bachelor's of Science. No certificate or credentials will be awarded. This program will be housed in the School of Arts & Sciences and the Department of Mathematics. The program will use the traditional undergraduate format.

The program will use face-to-face delivery methods with a few online courses.

Program Learning Outcomes

Students will:

- Analyze and interpret data using an ethical approach stemming from a Christian worldview. Apply and appreciate mathematics as an appropriate paradigm in order to investigate God's creation.
- Apply data science and mathematical problem solving strategies to solve a variety of real-world applications.

- Demonstrate the ability to select and apply appropriate statistical analysis to interpret information.
- Discern appropriate algorithms and software tools for problem solving. Demonstrate the ability to prove and disprove conjectures.
- Communicate solutions and concepts in oral, written, and symbolic formats.

Curriculum - Data Science Concentration

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		35
Electives		40
Minor: Optional		
Total Hours		120

Major Requirements

Code	Title	Hours
Required Core Course		
MATH 2050	Statistics I	
Required Courses		
DSAA 2000	Introduction to Data Science and Analysis	3
DSAA 4000	Senior Research Seminar	3
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4
MATH 3050	Statistics II	3
<i>Data Science Concentration</i>		
CSC 2000	Coding I - Fundamentals	3
CSC 2050	Coding II - Algorithms	3
CSC 3030	Database Fundamentals	3
CSC 4400	Coding III - Data Structures	3
DSAA 3000	Data Mining and Predictive Analysis	3
DSAA 3100	Visual Analytics	3
Total Hours		35

Curriculum - Mathematics Concentration

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		37
Electives		38
Minor: Optional		
Total Hours		120

Major Requirements

Code	Title	Hours
Required Core Course		
MATH 2050	Statistics I	
Required Courses		
DSAA 2000	Introduction to Data Science and Analysis	3
DSAA 4000	Senior Research Seminar	3
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4
MATH 3050	Statistics II	3
<i>Mathematics Concentration</i>		

MATH 2200	Discrete Math	3
MATH 2030	Calculus III	4
MATH 3210	Abstract Algebra	3
MATH 3250	Linear Algebra and Differential Equations	4
MATH 3310	Geometry	3
MATH 4410	Real Analysis	3
Total Hours		37

Plan - Data Science

Course	Title	Hours
Semester 1		
MATH 2010	Calculus I	4
MATH 2050	Statistics I	3
ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
REL 1000	The Bible	3
Hours		16
Semester 2		
MATH 2020	Calculus II	4
DSAA 2000	Introduction to Data Science and Analysis	3
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3
HHP		1
CORE		3
Hours		17
Semester 3		
DSAA 3000	Data Mining and Predictive Analysis	3
CCE 1020	Western Culture & Worldview	3
HHP 1100	Stewardship of the Body	1
CSC 2000	Coding I - Fundamentals	3
CORE		3
CORE		4
Hours		17
Semester 4		
DSAA 3100	Visual Analytics	3
CCE 1040	Science & Humanity	3
CSC 2050	Coding II - Algorithms	3
CORE		3
ELECTIVE		3
Hours		15
Semester 5		
CSC 4400	Coding III - Data Structures	3
MATH 3050	Statistics II	3
CORE		3
ELECTIVE		3
ELECTIVE		3
Hours		15
Semester 6		
CSC 3030	Database Fundamentals	3
ELECTIVE		3
ELECTIVE		3
ELECTIVE		3
ELECTIVE		3
Hours		15
Semester 7		
ELECTIVE		3
DSAA 4000	Senior Research Seminar	3
ELECTIVE		3
ELECTIVE		3

ELECTIVE	1
Hours	13
Semester 8	
ELECTIVE	3
ELECTIVE	3
ELECTIVE	3
ELECTIVE	3
Hours	12
Total Hours	120

Course options and schedule are subject to change.

Plan - Mathematics

Course	Title	Hours
Semester 1		
MATH 2010	Calculus I	4
MATH 2050	Statistics I	3
ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
REL 1000	The Bible	3
Hours		16
Semester 2		
MATH 2020	Calculus II	4
DSAA 2000	Introduction to Data Science and Analysis	3
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3
CORE		3
Hours		16
Semester 3		
MATH 2030	Calculus III	4
CCE 1020	Western Culture & Worldview	3
HHP 1100	Stewardship of the Body	1
CORE		3
CORE		4
Hours		15
Semester 4		
MATH 2200	Discrete Math	3
CCE 1040	Science & Humanity	3
CORE		3
CORE		3
ELECTIVE		3
Hours		15
Semester 5		
MATH 3310	Geometry	3
MATH 3050	Statistics II	3
CORE		3
HHP		1
ELECTIVE		3
Hours		13
Semester 6		
MATH 3210	Abstract Algebra	3
ELECTIVE		3
ELECTIVE		3
ELECTIVE		3
ELECTIVE		3
Hours		15
Semester 7		
MATH 3250	Linear Algebra and Differential Equations	4
DSAA 4000	Senior Research Seminar	3
ELECTIVE		3
ELECTIVE		3

ELECTIVE		3
Hours		16
Semester 8		
MATH 4410	Real Analysis	3
ELECTIVE		3
ELECTIVE		3
ELECTIVE		3
ELECTIVE		2
Hours		14
Total Hours		120

Course options and schedule are subject to change.

Director of Church Ministries - Bachelor of Arts (M)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

The Director of Church Ministries (DCM) program equips men and women to serve as a Director of Church Ministries (DCM) in congregations where the church worker solicits, trains and deploys lay people within the congregation to serve in a variety of service capacities. The Director of Church Ministries Program requires a theology major and two minors; the first a minor in church ministries and the second a minor in non-profit management. Within the church ministries minor the student chooses to specialize in one out of six possible ministry areas: evangelism, missions, parish teaching, youth ministry, Christian service learning, and pre-deaconess/social ministry (for women who intend to enroll in the deaconess programs at either of The Lutheran Church – Missouri Synod seminaries). By careful use of electives students can add a second specialization.

Because of the nature of this work all Director of Church Ministries students must demonstrate good human relations skills and a life of Christian example. Graduates may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church – Missouri Synod with the designation "Minister of Religion Commissioned – Director of Church Ministries (DCM)." Concordia University Wisconsin is the only synod school at which this program is offered. Application involves steps in addition to application to the university.

Program Learning Outcomes

- Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the

Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual.

- Students will observe, assess, and interpret today's cultures and world views. Students will be familiar with various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups.
- Students will demonstrate an understanding of research skills in the discipline.

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Theology Major (see Theology for major requirements)		36
Church Ministries Minor		23
Non-Profit Management Minor (see Business for minor requirements)		18
Electives		4
Total Hours		126

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

Church Ministries Minor Requirements

Code	Title	Hours
Required Courses		
COMM 2100	Interpersonal Communication (May count in core)	3
HHP 2209	First Aid and CPR	2
REL 2630	Communicating Bible Messages	3
Any REL course above REL 2030		3
Additional REL course above REL 2030		3
<i>Specialization (see program director for details)</i>		
Specialization Course I		3
Specialization Course II		3
Specialization Course III		3
Total Hours		23

Note: See Theology (p. 181) for theology major requirements and see Business for non-profit minor (p. 129) requirements

Program Admission

Application involves steps in addition to application to the university. Applicants for the Director of Church Ministries Program should contact the Church Ministries office for application information.

Plan

Course	Title	Hours
Semester 1		
REL 2010 or REL 2020	Old Testament or New Testament	3
REL 2030	Biblical Theology	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
CORE		3
Hours		15
Semester 2		
REL 2010 or REL 2020	Old Testament or New Testament	3

CCE 1030	Western Thought & Worldview	3
COMM 2100	Interpersonal Communication	3
CORE		3
CORE		3
Hours		15
Semester 3		
REL 2870	Christian Care Giving	3
REL 2590	Religious Education of Youth and Adults	3
CCE 1020	Western Culture & Worldview	3
HHP 1100	Stewardship of the Body	1
NON PROFIT MINOR		3
CORE		3
Hours		16
Semester 4		
REL MINOR		3
REL 2630	Communicating Bible Messages	3
CCE 1040	Science & Humanity	3
CORE		4
NON PROFIT MINOR		3
Hours		16
Semester 5		
REL OLD OR NEW TESTAMENT		3
HHP 2209	First Aid and CPR	2
NON PROFIT MINOR		3
CORE		4
MINOR SPECIALIZATION		3
HHP		1
Hours		16
Semester 6		
REL OLD OR NEW TESTAMENT		3
REL 2500	Great Commission Evangelism	3
or REL 2550	or Friendship Evangelism	
REL HISTORICAL THEOLOGY		3
NON PROFIT MINOR		3
REL 3000	Ministry Practicum	3
REL 3120	Office of the Professional Church Worker	3
Hours		18
Semester 7		
REL 4200	Church Ministries Internship	3
REL MINOR		3
NON PROFIT MINOR		3
MINOR SPECIALIZATION		3
ENG 2450	Art of the Personal Essay	3
Hours		15
Semester 8		
REL 4010	Lutheran Worship: Theology and Practice	3
REL 4000	Lutheran Confessions	3
NON PROFIT MINOR		3
REL ELECTIVE		3
ELECTIVE		3
Hours		15
Total Hours		126

Course options and schedule are subject to change.

English Major (M)

Language is powerful. Stories have started and ended wars. Speeches have controlled and liberated populations. A well-wrought phrase can be the start of a romantic relationship, and a mindless comment can be the

end of one. Concordia's Bachelor of Arts in English degree program helps you recognize and wield the power of language.

Concordia's English degree program allows you to choose from two concentrations: a focus on literary analysis and a focus on writing in multiple contexts for multiple purposes. Both concentrations synthesize the value of a liberal arts education with practical skills training.

The literature concentration emphasizes skills in interpretation, analysis, and critical thinking. It is best suited for students who love reading and are interested in exploring the deepest questions for humanity. It serves as a pathway to careers in higher education, arts and entertainment industries, publishing, library science, law, politics, or mental health services.

The writing concentration emphasizes skills in writing, rhetorical awareness, and communication. It is best suited for students who love writing and want to express themselves and their ideas to the world. It serves as a pathway to careers in authorship, arts and entertainment industries, politics, corporate and non-profit management, content writing, technical writing, and grant writing.

Regardless of your concentration, the English department at Concordia is a supportive community of invested readers and writers. You will encounter texts that open the world to you and reveal the heights and depths of human potential. You will become more confident in the value and power of your own ideas, more creative and flexible in solving problems, and more resilient to the challenges life might throw at you in the future. Majoring in English opens doors and prepares you for employment, but it also empowers you to live life better. Why just survive, when you can thrive?

Program Learning Outcomes

- Our students are intellectually courageous: confident and secure in Christian faith, they rigorously analyze diverse points of view in order to better understand the human condition.
- Our students are well read: they can argue for the value of texts across a range of cultures, time periods, locations, genres, and media.
- Our students read well: driven by intellectual curiosity, they effectively interpret and analyze texts using discipline-specific content knowledge, methods, and theories.
- Our students are creative: by engaging in divergent thinking, they propose unique solutions to problems and develop original writing and analyses.
- Our students are rhetorically savvy: well-versed in the methods of argument and persuasion, they communicate effectively using a wide range of techniques for varied situations and audiences.
- Our students are vocational: they leverage the power of texts and narratives to profoundly change the world, contributing to human flourishing on a range from personal to global levels.

Curriculum

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		24
Concentration		12
Electives		39
Minor: Optional		
Total Hours		120

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Major Requirements

Code	Title	Hours
Required Courses		
<i>Language</i>		
ENG 3050	English Grammar and Usage	3
ENG 3650	History of the English Language	3
<i>Creative Expression</i>		
ENG 2450	Art of the Personal Essay	3
ENG 2460	Creative Writing	3
<i>Capstone</i>		
ENG 4650	Shakespeare	3
ENG 4950	Senior Capstone	3
<i>Major Electives</i>		
Select 6 credits of ENG electives		6
Total Hours		24

Select from the following concentrations:

Code	Title	Hours
Literature Concentration		
<i>Literary Contexts</i>		
ENG 2710	Topics in American Literature and Society	3
ENG 2720	Topics in British Literature and Society	3
ENG 2730	Topics in Global Literature and Society	3
<i>Theories and Methods</i>		
ENG 4750	Literary Criticism	3
Total Hours		12

Code	Title	Hours
Writing Concentration		
<i>Advanced Expression (select two of the following)</i>		6
ENG 2500	Academic Writing and Research	
ENG 4100	Professional Writing Seminar	
BCOM 2400	Business Writing	
BUS 3220	Nonprofit Fundraising and Grant Writing	
COMM 1200	Journalism	
COMM 2400	Sports Journalism	
COMM 3200	Mass Communication Campaigns	
THTR 4010	Playwriting	
<i>Interpretation (select one of the following)</i>		3
ENG 2710	Topics in American Literature and Society	
ENG 2720	Topics in British Literature and Society	
ENG 2730	Topics in Global Literature and Society	
ENG 3860	Special Topics in Literature	
<i>Theories and Methods</i>		
ENG 3500	Classical & Modern Rhetoric	3
Total Hours		12

Plan

Course	Title	Hours
Semester 1		
REL 1000	The Bible	3
ENG 1040	Introduction to Writing	3
ENG 2450 or ENG 2460	Art of the Personal Essay or Creative Writing	3
ELECTIVE/MINOR		3
CCE 1010	Christian Citizen	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 2		
TOPICS IN LITERATURE & SOCIETY		3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
COMMUNICATION & LANGUAGE		3
HHP ACTIVITY COURSE		1
ELECTIVE/MINOR		3
Hours		16
Semester 3		
ENG 2460 or ENG 2450	Creative Writing or Art of the Personal Essay	3
LITERATURE/WRITING		3
FAITH & LIFE		3
CCE 1030	Western Thought & Worldview	3
ELECTIVE/MINOR		3
Hours		15
Semester 4		
ENG 3050	English Grammar and Usage	3
LITERATURE/WRITING		3
CCE 1040	Science & Humanity	3
MATHEMATICS OR COMPUTER SCIENCE		3
ELECTIVE/MINOR		3
Hours		15
Semester 5		
ENG 3650	History of the English Language	3
ENG 4750 or ENG 3500	Literary Criticism or Classical & Modern Rhetoric	3
NATURAL WORLD SCIENCE WITH LAB		4
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
Hours		16
Semester 6		
ENG 4650	Shakespeare	3
ENG ELECTIVE		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
Hours		15
Semester 7		
ENG 4750 or ENG 3500	Literary Criticism or Classical & Modern Rhetoric	3
ENG ELECTIVE		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
Hours		15
Semester 8		
ENG 4950	Senior Capstone	3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3

ELECTIVE/MINOR	3
Hours	12
Total Hours	120

Course options and schedule are subject to change.

Environmental Science Major (M)

The study of the environment clearly aligns with the University's mission to prepare Christians for service in the world. In a society that too often sees faith and science in disagreement, the Christian understanding of stewardship clearly demonstrates alignment of Christian ethics and scientific principles in a way that reflects well on Christianity.

The combination of CUW's Christian worldview, proximity to significant ecosystems (notably Lake Michigan), and CCES resources, including new showcase aquaponics and walleye breeding facilities, means that the student will have an opportunity to develop into competent scientists with a Christian worldview.

Program Learning Outcomes

- Knowledge base: demonstrate an understanding of and an ability to explain major biological and related scientific concepts.
- Laboratory procedures: demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively
- Scientific Inquiry: develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems
- Scientific Communication: demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists using oral and written forms of expression
- Vocation and Ethics: recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science
- God's Design and Stewardship: demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		59-61
Electives		14-16
Total Hours		120

Major Requirements

Code	Title	Hours
Required Courses		
Foundation:		
ENV 1800	Environmental Science (Required Core Course - Natural World: Lab Science)	
MATH 2010	Calculus I (Required Core Course - Natural World: Mathematics)	
BIO 1401 & BIO 1402	General Biology I and General Biology II	8
BIO 3760 & BIO 3761	Ecology of the Tropics and Ecology of the Tropics Lab (Required Core Culture Designation)	4

CHEM 1414 & CHEM 1424	General Chemistry I and General Chemistry II	8
ENV 2500	Earth Science	4
MATH 2050	Statistics I	3
PHYS 1514 or PHYS 1714	General Physics I University Physics I	4

Environmental tools:

CHEM 2204	Analytical Chemistry	4
ENV 1400	Introductory GIS	4
ENV 1500 or ENV 3200	Remote Sensing from Satellites and Drones Environmental Data Analysis	3

Policy and social perspective: (Required Core Course - Human Beings & Being Human)

PHIL 2400 or LEGL 230I or SCI 2400	Environmental Ethics Environmental Law & Politics Cosmogony	

Concentration areas: 14-16

Take at least four courses in your area of concentration. The course with an "*" must be taken as one of the four courses in the concentration.

Ecological Concentration
Environmental Chemistry Concentration

Capstone: 3

Take at least 3 credits - not necessarily at the same time

Completion of the third credit requires a cumulative output and other summative assessments

ENV 4990	Advanced Applied Field Research	

Total Hours 59-61

Ecological Concentration

Code	Title	Hours
BIO 2400	Botany	4
BIO 2500	Zoology	4
BIO 2600	Biology of Microorganisms	4
BIO 3400	Genetics	4
BIO 4100	Ecology (*)	4
ENV 1600	Meteorology	3
ENV 2200	Water Quality and Aquaponics	4
ENV 2400	Native Plants of Wisconsin	4
ENV 2600	Oceanography	4
ENV 3200	Environmental Data Analysis	3

Other courses with approval of the department chair of Life & Earth Sciences

Environmental Chemistry Concentration

Code	Title	Hours
BIO 2600	Biology of Microorganisms	4
CHEM 2304	Descriptive Inorganic Chemistry	4
CHEM 2414	Organic Chemistry I	4
CHEM 2424	Organic Chemistry II	4
CHEM 3214	Biochemistry	4

CHEM 4524	Instrumental Analysis (*)	4
ENV 2200	Water Quality and Aquaponics	4
ENV 3200	Environmental Data Analysis (if not taken above)	3

Other courses with approval of the department chair of Life & Earth Sciences

Plan

Course	Title	Hours
Semester 1		
BIO 1401	General Biology I	4
CHEM 1414	General Chemistry I	4
ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
Hours		17
Semester 2		
BIO 1402	General Biology II	4
CHEM 1424	General Chemistry II	4
CCE 1040	Science & Humanity	3
REL 1000	The Bible	3
MATH 2050	Statistics I	3
Hours		17
Semester 3		
MATH 2010	Calculus I	4
LEGL 2300 or PHIL 2400 or SCI 2400	Environmental Law & Politics or Environmental Ethics or Cosmogony	3
ENV 1400	Introductory GIS	4
CCE 1030	Western Thought & Worldview	3
HHP 1100	Stewardship of the Body	1
Hours		15
Semester 4		
CHEM 2204	Analytical Chemistry	4
ENV 1800	Environmental Science	4
CCE 1020	Western Culture & Worldview	3
CORE		3
Hours		14
Semester 5		
MAJOR ELECTIVE		4
ENV 2500	Earth Science	4
REL 1100	Christian Faith	3
HHP		1
CORE		3
Hours		15
Semester 6		
ENV 1500 or ENV 3200	Remote Sensing from Satellites and Drones or Environmental Data Analysis	3
ENV 4990	Advanced Applied Field Research	1
BIO 3760	Ecology of the Tropics	3
BIO 3761	Ecology of the Tropics Lab	1
CORE		3
ELECTIVE OR MINOR		3
Hours		14
Semester 7		
PHYS 1514 or PHYS 1714	General Physics I or University Physics I	4
ENV 4990	Advanced Applied Field Research	1
MAJOR ELECTIVE		4
ELECTIVE OR MINOR		3

ELECTIVE OR MINOR		3
	Hours	15
Semester 8		
ENV 4990	Advanced Applied Field Research	1
MAJOR ELECTIVE		4
MAJOR ELECTIVE		4
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		1
	Hours	13
	Total Hours	120

Course options and schedule are subject to change.

Environmental Studies Major (M)

A strong focus on Christian environmental stewardship is increasingly important in many parts of society. The Concordia Center for Environmental Stewardship (CCES) provides a wonderful resource for students whose interests are primarily in science or other areas. This major engages student with many facets of the environment. It is often coupled with minors in art, business, chemistry, or justice and public policy, leading to careers in environmental education at nature centers, sustainable business practices, environmental science, park rangers, or law school.

Program Learning Outcomes

Students will:

- Demonstrate an understanding of and an ability to explain major biological and related scientific concepts (Knowledge Base of Biology and Related Sciences);
- Demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively (Biological Procedures and Data)
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems (Scientific Inquiry);
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists (Scientific Communication);
- Recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science (Vocation and Ethics)
- Demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation (God's Design and Stewardship).

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		45-47
Electives		4-12
Minor: Required		18-24
Total Hours		120

Major Requirements

Code	Title	Hours
Required Core Courses		
COMM 1100	Public Speaking (Communication)	

or COMM 21 Interpersonal Communication	
ENV 1800	Environmental Science (Natural World: Lab Science)
LEGL 2300	Environmental Law & Politics (Human Beings & Being Human)
MATH 2050	Statistics I (Natural World: Mathematics)
Required Courses	
<i>Foundation</i>	
BIO 1401	General Biology I
or BIO 1501	Functional Human Biology I
BIO 1402	General Biology II
or BIO 1502	Functional Human Biology II
BIO 2400	Botany
or BIO 2500	Zoology
BIO 3760	Ecology of the Tropics (Required Core Culture Designation)
BIO 4100	Ecology
CHEM 1204	Elements of General and Biological Chemistry
or CHEM 1414	General Chemistry I
ENV 1300	Introduction to Sustainability
ENV 1400	Introductory GIS
or ENV 1500	Remote Sensing from Satellites and Drones
or ENV 2200	Water Quality and Aquaponics
or ENV 2400	Native Plants of Wisconsin
or ENV 3200	Environmental Data Analysis
ENV 2500	Earth Science
or ENV 1600	Meteorology
or ENV 2600	Oceanography
PHIL 2400	Environmental Ethics
or PHIL 3500	Bioethical Dilemmas in Contemporary Society
Capstone	
<i>Select 2 credits of the following:</i>	
BIO 4900	Biology Senior Seminar (fall and/or spring, 1 cr. each)
ENV 4990	Advanced Applied Field Research (can be taken for 1-3 credits)
Major Electives	
<i>Select 8 credits of the following (If a course was selected for the Foundation, it cannot be repeated in the Major Electives section):</i>	
BIO 1300	Essentials of Anatomy and Physiology
BIO 2400	Botany
BIO 2500	Zoology
BIO 2600	Biology of Microorganisms
BIO 3400	Genetics
BIO 3761	Ecology of the Tropics Lab
CHEM 1424	General Chemistry II
ENV 1400	Introductory GIS
ENV 1500	Remote Sensing from Satellites and Drones
ENV 1600	Meteorology
ENV 2200	Water Quality and Aquaponics
ENV 2400	Native Plants of Wisconsin
ENV 2500	Earth Science
ENV 2600	Oceanography

ENV 3200	Environmental Data Analysis	3
PHYS 1204	Introductory Astronomy	4
PHYS 1514	General Physics I	4
PHYS 1524	General Physics II	4
SCI 2400	Cosmogony	3

Or other courses approved by the department chair of Life & Earth Sciences

Total Hours **45-47**

Plan

Course	Title	Hours
Semester 1		
BIO 2500 or BIO 2400	Zoology or Botany	4
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
MATH 2050	Statistics I	3
BIO 1401	General Biology I	4
Hours		17
Semester 2		
ENV 1800	Environmental Science	4
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
BIO 1402	General Biology II	4
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
Hours		15
Semester 3		
ENV 1300	Introduction to Sustainability ^{EVEN FALL ONLY}	3
CHEM 1204 or CHEM 1414	Elements of General and Biological Chemistry or General Chemistry I	4
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3
HHP		1
Hours		14
Semester 4		
CCE 1040	Science & Humanity	3
PHIL 2400 or PHIL 2400 or PHIL 3500	Environmental Ethics ^{ODD SPRING ONLY} or Environmental Ethics or Bioethical Dilemmas in Contemporary Society	3
LEGL 2300	Environmental Law & Politics ^{SPRING ONLY}	3
CCE 1020	Western Culture & Worldview	3
ELECTIVE OR MINOR		3
Hours		15
Semester 5		
ELECTIVE		3
BIO 4100	Ecology ^{ODD FALL ONLY}	4
ENV 2500 or ENV 1600 or ENV 2600	Earth Science ^{FALL ONLY} or Meteorology or Oceanography	4
MINOR		3
Hours		14
Semester 6		
BIO 3760	Ecology of the Tropics	3
BIO 3761	Ecology of the Tropics Lab	1
MAJOR ELECTIVE		4
CORE		3
CORE		3
MINOR		3
Hours		17

Semester 7

ENV 4990 or BIO 4990	Advanced Applied Field Research or Undergraduate Research	1-4
MAJOR ELECTIVE		4
MAJOR ELECTIVE		4
MINOR		3
ELECTIVE		3
Hours		15-18

Semester 8

MINOR		3
ELECTIVE		3
CORE		3
MINOR		3
ENV 4990 or BIO 4990	Advanced Applied Field Research or Undergraduate Research	1-4
Hours		13-16
Total Hours		120-126

Course options and schedule are subject to change.

History Major (M)

Our Program

Concordia's History Department offers a comprehensive history education for those choosing to major in History or Social Studies Education and complements a host of other majors for students seeking another major or minor. Additionally, History courses play a fundamental role in the university's Core Curriculum. History majors develop a breadth of knowledge across time and place by focusing on the United States, Europe, or the World. Students graduate with the ability to research, think critically, communicate effectively, and engage in meaningful ways in their communities. Studying history equips Concordians with the analytical skills required to excel in a variety of fields, including teaching, law, politics, business, research, and information management. History students, upon graduation, enter the workforce well-prepared to engage in an ever-changing society. History majors pursue graduate work in history, art history, museum studies, information studies, library science, and education. Equally importantly, Students discover that history can be so much more than facts and dates. They study engaging topics such as war, music, art and architecture, film, great texts, empires, and even pirates. Throughout the curriculum, students ponder larger questions related to the human experience, past, present & future: what are the fundamental characteristics of being human; what material, philosophical, and cultural changes have occurred over time; and what lies ahead for human society?

Our Vision

The study of history is a foundational part of a Lutheran Liberal Arts education. At Concordia, students graduate able to ask questions about the past, to identify what is common to the human experience, and to ask what has changed across cultures and over time. History majors learn how human groups have used stories to pass on wisdom and values, think carefully about how historians do their work, and practice using historical knowledge to contribute to our communities. History has been used for millennia by people to teach lessons, to discern virtue and vice, and to distinguish what is believed from what is true. The Concordia History program draws on all of these traditions to equip Concordians to pursue their vocations in the church and the world.

Program Learning Outcomes

- **Christian Scholarship:** Students will compare and contrast cultures to a Christian worldview and explain how Christian scholars ask questions of the past.
- **Historical breadth:** Students will compare and contrast cultures across time and geographic space.
- **Historical thinking:** Students will narrate the past's major developments and significant themes and explain how historians use the past to inform the present.
- **Historiography:** Students will ask meaningful historical questions and identify and evaluate historical arguments in scholarship and in society.
- **Communication:** Students will communicate at a professional level in writing, presentations, digital media, and public forums.
- **Historical Research:** Students will identify and utilize relevant and reliable sources, evaluate evidence, and draw persuasive conclusions.

Curriculum

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		36
Electives		39
Minor: Optional		
Total Hours		120

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Major Requirements

Code	Title	Hours
Required Courses		
<i>U.S. History (choose 2 courses) ¹</i>		6
<i>European History (choose 2 courses) ²</i>		6
<i>Non-Western/Global History (choose 2 courses) ³</i>		6
HIST 3850	Historical Methods	3
HIST 4800	History Capstone	3
Total Hours		24

Select one of the following emphases:

Code	Title	Hours
I. Emphasis in American History		
<i>U.S. History (choose 9 additional credits not taken above) ¹</i>		9
<i>European History or Non-Western/Global History (choose 3 additional credits not already taken) ^{2,3}</i>		3
Total Hours		12
II. Emphasis in European History		
<i>European History (choose 9 additional credits not taken above) ²</i>		9
<i>U.S. History or Non-Western/Global History (choose 3 additional credits not already taken) ^{1,3}</i>		3
Total Hours		12

Code	Title	Hours
III. Emphasis in Global History		
	<i>Non-Western/Global History (choose 9 additional credits not taken above)</i> ³	9
	<i>U.S. History or European History (choose 3 additional credits not already taken)</i> ^{1,2}	3
Total Hours		12

¹ U.S. History Courses Include:

- HIST 1000 Introduction to American Civilization
- HIST 1210 American Civilization I
- HIST 1215 American Civilization II
- HIST 2200 The Civil War
- HIST 2210 Women in America
- HIST 2220 The City & American Culture
- HIST 2240 The American Federal System
- HIST 2250 Topics in American History
- HIST 2675 America and Vietnam
- HIST 3200 Early America:1492-1800
- HIST 3210 American Republic: 1800-1860
- HIST 3220 Indus America:1865-1920
- HIST 3230 United States as a World Power: 1920-Present
- HIST 3240 America's Game: Football and Society
- HIST 3250 Baseball in America
- HIST 3470 Contemporary Studies

² European History Courses Include:

- HIST 1400 Historical Perspectives
- HIST 2420 European National History
- HIST 2450 Topics in Western History
- HIST 3400 Classical Greece and Rome
- HIST 3410 The Classical World
- HIST 3420 Medieval World: Kings, Knights, Damsels & Dragons
- HIST 3430 Renaissance and Reformation in Europe
- HIST 3440 Age of Enlightenment
- HIST 3450 Revolutionary Europe
- HIST 3460 Modern Europe
- HIST 4400 History of Education in the Western Tradition
- HIST 4410 The Reformations

³ Non-Western/Global History Courses Include:

- HIST 1600 Non-Western World
- HIST 1610 World Civilizations I
- HIST 1615 World Civilizations II
- HIST 2600 History of Food
- HIST 2605 Monsters
- HIST 2610 Sports of the World
- HIST 2615 World of Superheroes
- HIST 2620 Ancient Civilizations
- HIST 2625 The Ancient World
- HIST 2630 Modern Africa
- HIST 2635 History & Culture of Latin America
- HIST 2640 Modern Japan
- HIST 2645 Modern Middle East

- HIST 2650 Empires: East & West
- HIST 2655 Asia on Fire
- HIST 2660 Byzantium
- HIST 2665 Imperial China
- HIST 2670 Modern China
- HIST 2675 America and Vietnam
- HIST 2680 Rats, Lice & Mice: History of Diseases & Epidemics
- HIST 2685 Faces of Culture
- HIST 2690 Skull and Crossbones: History and Culture of Pirates
- HIST 2750 Topics in Global History
- HIST 3600 Africa: History & Culture

Plan

Course	Title	Hours
Semester 1		
REL 1000	The Bible	3
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3
CCE 1010	Christian Citizen	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 2		
HIST 1400	Historical Perspectives	3
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3
US HISTORY		3
CSC 1010 or MATH 1250	Foundations of Computer Science or Contemporary Math	3
HHP		1
Hours		16
Semester 3		
US HISTORY		3
EUROPEAN HISTORY		3
CCE 1040	Science & Humanity	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Semester 4		
EUROPEAN HISTORY		3
NON-WESTERN GLOBAL HISTORY		3
CORE: SCIENCE WITH LAB		4
CORE: REL ABOVE 2030		3
ELECTIVE OR MINOR		3
Hours		16
Semester 5		
HIST 3850	Historical Methods	3
HISTORY EMPHASIS		3
CORE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Semester 6		
NON-WESTERN GLOBAL HISTORY		3
HISTORY EMPHASIS		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3

ELECTIVE OR MINOR		3
Hours		15
Semester 7		
HISTORY EMPHASIS		3
HISTORY EMPHASIS		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Semester 8		
HIST 4800	History Capstone	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		12
Total Hours		120

Course options and schedule are subject to change.

Horticulture Major (M)

The Horticulture Major consists of course work completed through a cooperative program with Milwaukee Area Technical College (MATC). MATC-Mequon Campus is just a 5-minute drive from Concordia and offers unique choices to prepare students for an exciting career in horticulture.

Current MATC catalog is the official source for Major Courses and their descriptions. In addition to the CUW Liberal Arts core requirements and required courses listed below, all horticulture majors must complete requirements for a CUW Minor. Required core courses may be taken at either MATC or CUW.

Through hands-on coursework, the major covers a broad range of horticulture subjects, from plant maintenance and landscape planning to operation of equipment, while also allowing students to choose an area of specialization. Students are prepared for careers in the horticulture/landscaping field by studying: Sustainable and environmental horticulture operations; maintenance of healthy trees, shrubs and herbaceous plants; selection and installation of plant material; equipment operation; and development and execution of landscape plans. For hands-on learning, the Mequon Campus of MATC features a greenhouse and extensively landscaped grounds.

For specific information about MATC courses and degree requirements, please visit the MATC website at <http://www.matc.edu/>

Program Learning Outcomes

Students will:

- Demonstrate an understanding of and an ability to explain major biological and related scientific concepts (Knowledge Base of Biology and Related Sciences);
- Demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively (Biological Procedures and Data)
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems (Scientific Inquiry);
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists (Scientific Communication);

- Recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science (Vocation and Ethics)
- Demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation (God's Design and Stewardship).

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		48
<i>Because this is an articulation major, all students must complete the full core requirements.</i>		
Minor: Required		18-24
Electives		3-9
Total Hours		120

Major Requirements

Code	Title	Hours
Required Core Courses (CUW Campus)		
COMM 1100	Public Speaking (Communication)	
	or COMM 21 Interpersonal Communication	
ENV 1800	Environmental Science (Natural World: Lab Science)	
MATH 2050	Statistics I (Natural World: Mathematics)	
LEGL 2300	Environmental Law & Politics (Human Beings & Being Human)	

Required Courses (all HORT classes taken at MATC)		
PHIL 2400	Environmental Ethics (Taken at CUW)	3
HORT 111	Introduction to Horticulture	3
HORT 112	Horticulture Soils	3
HORT 114	Survey of Woody Ornamental Plants	3
HORT 115	Plant Pests & Controls	3
HORT 116	Landscape Equipment	3
HORT 119	Landscape Construction I	3
HORT 122	Landscape Design I	3
HORT 123	Landscape Design II OR	3
HORT 163	Native Plants - Fall	
HORT 125	Landscape Maintenance Applications	3
HORT 126	Landscape Estimating & Bidding	3
HORT 127	Arboriculture 1: Tree Care Fundamentals	3
HORT 130	Pesticide Applicator Training	1
HORT 135	Herbaceous Plants	3
HORT 152	Greenhouse Production - Spring OR	3
HORT 120	Landscape Construction II	
HORT 153	Advanced Woody Plants	3

Capstone

<i>Select 2 credits of the following (Taken at CUW)</i>		2
BIO 4900	Biology Senior Seminar	
ENV 4990	Advanced Applied Field Research	

Total Hours		48

Code	Title	Hours
Recommended Electives		
BIO 2400	Botany	
BIO 3760	Ecology of the Tropics (Core Culture Designation)	
CHEM 1204	Elements of General and Biological Chemistry	
PSY 1010	General Psychology	

Plan

Course	Title	Hours
Semester 1		
MATC HORTICULTURE		3
MATC HORTICULTURE		3
ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
Hours		15
Semester 2		
MATC HORTICULTURE		3
MATC HORTICULTURE		3
ENV 1800	Environmental Science	4
CCE 1040	Science & Humanity	3
REL 1000	The Bible	3
Hours		16
Semester 3		
MATC HORTICULTURE		3
MATC HORTICULTURE		3
MATH 2050	Statistics I	3
CCE 1030	Western Thought & Worldview	3
CORE		3
Hours		15
Semester 4		
MATC HORTICULTURE		3
MATC HORTICULTURE		3
PHIL 2400	Environmental Ethics	3
LEGL 2300	Environmental Law & Politics	3
CCE 1020	Western Culture & Worldview	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 5		
MATC HORTICULTURE		3
MATC HORTICULTURE		3
REL 1100	Christian Faith	3
CORE		3
ELECTIVE OR MINOR		3
Hours		15
Semester 6		
MATC HORTICULTURE		3
MATC HORTICULTURE		3
CORE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Semester 7		
MATC HORTICULTURE		3
MATC HORTICULTURE		3
CORE		3
ELECTIVE OR MINOR		2
ELECTIVE OR MINOR		3

BIO 4900 or ENV 4990	Biology Senior Seminar or Advanced Applied Field Research	1
Hours		15
Semester 8		
MATC HORTICULTURE		3
MATC HORTICULTURE		3
ELECTIVE OR MINOR		2
ELECTIVE OR MINOR		3
HHP		1
BIO 4900 or ENV 4990	Biology Senior Seminar or Advanced Applied Field Research	1
Hours		13
Total Hours		120

Course options and schedule are subject to change.

Illustration Major (M)

At Concordia University Wisconsin, the Illustration Major is dedicated to cultivating a community of innovative creators who are passionate about conveying powerful messages through visual artistry. We are committed to excellence in education, upholding Lutheran values of integrity, service, and respect in every facet of our curriculum. Our program is designed to inspire students to explore the world of technology and illustration, fostering a space where they understand that their creativity is ultimately more meaningful when aligned with purpose. Our state-of-the-art facilities provide a canvas for students to harness their skills in drawing, multimedia, animation and digital imaging, ensuring they are proficient with the latest tools and techniques in the industry. As we guide our students through a rigorous, thought-provoking journey of artistic and personal growth, we also emphasize the importance of ethical responsibility and the impact of illustration in society. We strive to equip our graduates with a robust portfolio that not only showcases their technical proficiency but also reflects their understanding of illustration as a tool for positive change. Our mission is to empower each student to become a visionary Christian leader, ready to contribute to the world with faith-rooted confidence and creative excellence.

Our top-notch facilities act as a creative playground, enabling students to refine their skills across diverse art mediums, while staying abreast of the industry's evolving tools and techniques. Our educational journey is not just about artistic skill-building; it also delves into the ethical dimensions of art, highlighting the role and responsibilities of artists making visual images in society.

We're dedicated to preparing our students for the real world, ensuring they leave with a comprehensive portfolio that demonstrates their technical expertise and a deep understanding of art as a catalyst for positive change. Our ultimate goal is to nurture each student into becoming a visionary Christian leader, equipped to make meaningful contributions to the world with a blend of faith-driven confidence and artistic brilliance.

The Illustration major consists of 60 credit hours of course work, 12-15 of which are completed through a cooperative program with the Milwaukee Institute of Art & Design (MIAD). To enroll in MIAD courses, students must have a 3.0 minimum GPA in all prior course work in the major. MIAD is just a 25-minute drive from our Mequon Campus and offers the very latest in illustration technologies. A student Mac lab is available on the Concordia University campus for students completing course work at MIAD. In addition to the 45-credit Liberal Arts core requirements and required courses listed , all Illustration majors are encouraged to complete a minor. An Animation, small business or marketing minor

is strongly recommended to help students develop the skills they will need to channel their talents into a successful career. Required Macbook Pro (not a Macbook Air) 8GB Unified memory (Apple Education Store) + (Apple Care).

For specific information about MIAD courses please visit the MIAD website at www.miad.edu (<http://www.miad.edu>).

Program Learning Outcomes

Students will:

- Describe and understand the relationships that exist between the visual arts and the Christian faith using research from multiple sources to incorporate a balanced global perspective..
- Apply critical thinking and creative problem-solving in the illustration design process.
- Use data and research to inspire creativity, inform artistic decisions, and create effective illustrations.
- Incorporate historical design knowledge in creating, describing, and analyzing illustration as a technical, spiritual, and social pursuit.
- Present work professionally through visual, oral, and written communication.

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		
Concordia Required Courses		42
MIAD Required Courses		12
Major Electives		6
Additional Electives		15
Minor: Recommended (18 Credits Minimum)		
Total Hours		120

Major Requirements

Code	Title	Hours
Required Courses (Concordia Campus)		
ART 1020	Digital Imaging Fundamentals	3
ART 1500 or ART 1550	2-Dimensional Design or Color Theory Application	3
ART 1510	Observational Drawing	3
ART 2200	Art History Comprehensive	3
ART 2540	Mixed Media Drawing	3
ART 2550	Typography I	3
ART 2560	Painting	3
ART 3500	Figure Drawing (or IL 214 Figure Drawing for Illustrators - MIAD course)	3
ART 4800	Senior Portfolio/Exhibition	3
GD 1500	Digital Vector Design	3
GD 1510	Digital Raster Design	3
GD 3000	Pixel Motion	3
GD 3500	Advanced Pixel Motion	3
GD 4800	Design Outlook	3
Major Electives CUW or MIAD		6

ART 1050	Ceramic Fundamentals
ART 1060	Glass Fundamentals
ART 1520	Creative Workshop: 2D Art
ART 1540	Interior Space Production
ART 2510	Ceramics: Throwing on the Wheel
ART 2520	History of Design
ART 2530	History of Photography
ART 3030	Digital Imaging: Movement
ART 3040	Digital Imaging: Product Photography
ART 3800	Art Study Abroad
GD 3510	Creative Pixel Studio
GD 3520	Web Design Solutions

Required Courses (MIAD Campus)

IL 210	Illustration I	3
IL 211	Illustration II	3
IL 212	Illustration Media	3
IL 214	Figure Drawing - or ART 3500 Figure Drawing at CUW	
IL310	Illustration III	3
Total Hours		60

Plan

Course	Title	Hours
Semester 1		
GD 1500	Digital Vector Design	3
ART 1500 or ART 1550	2-Dimensional Design or Color Theory Application	3
ART 1510	Observational Drawing	3
ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 2		
CCE 1010	Christian Citizen	3
GD 1510	Digital Raster Design	3
ART 2540	Mixed Media Drawing	3
REL 1100	Christian Faith	3
CORE		3
HHP		1
Hours		16
Semester 3		
ART 2550	Typography I	3
ART 1020	Digital Imaging Fundamentals	3
ART 2200	Art History Comprehensive	3
CCE 1020	Western Culture & Worldview	3
MIAD IL 210		3
Hours		15
Semester 4		
CCE 1040	Science & Humanity	3
CSC 1010 or MATH 1250	Foundations of Computer Science or Contemporary Math	3
ART 2560	Painting	3
MIAD IL 212		3
CCE 1030	Western Thought & Worldview	3
Hours		15
Semester 5		
MIAD IL 211		3
CORE		3

GD 3000	Pixel Motion	3
CORE		4
CORE		3
Hours		16
Semester 6		
MIAD IL 310		3
GD 3500	Advanced Pixel Motion	3
ART 3500	Figure Drawing	3
CORE		3
ELECTIVE OR MINOR		3
Hours		15
Semester 7		
CORE		3
ART ELECTIVE		3
ART ELECTIVE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Semester 8		
ART 4800	Senior Portfolio/Exhibition	3
GD 4800	Design Outlook	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		12
Total Hours		120

Course options and schedule are subject to change.

Industrial Engineering (M)

Industrial Engineering is a discipline that involves efficient design and continuous improvement of critical processes and systems by integrating people and technology. Industrial engineers address challenges to make businesses more effective and productive. The need for industrial engineers is very clear in manufacturing and service industries- for example, in arenas such as quality control, system optimization, data driven design, organizational improvement, safety, and sustainability. With strong foundation in math and basic sciences, the curriculum includes engineering economics, science and strength of materials, quality/ design of experiments, manufacturing systems and processes, work design and human interaction, facilities design, production and operation analysis, project management, modeling and optimization, scholastic processing, and simulation, to prepare you for a versatile career to do the world a lot of good.

The Concordia University Wisconsin Bachelor's of Science in Industrial Engineering program will provide students with technical and creative problem-solving skills that meet professional expectations. The curriculum will be grounded in a Christian approach to making the workplace safer and more efficient.

The Industrial Engineering program consists of 131 credits, completed over eight semesters. Students will practice skills with hands-on experiential learning opportunities under the supervision of qualified and experienced faculty. Students will complete a capstone design project and are strongly encouraged to complete an internship. The total typical time to complete the program is four years. Concordia University will seek to have its B.S. Industrial Engineering program accredited by the Accreditation Board of Engineering and Technology; the application is due upon the graduation of the first cohort in Spring 2028.

Based on the University Mission and the Engineering programs mission, the Program Educational Objectives (PEO) of the Industrial Engineering

program are to produce graduates who during their professional career will be:

PEO1: Productive Contributors with strong skills in teamwork and communication

PEO2: Creators of value in product or process or service at workplace with a commitment to professional growth

PEO3: Holistic and responsible professionals impacting society.

Program Learning Outcomes

Students will:

- identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- apply engineering design to produce solution that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- communicate effectively with a range of audiences.
- recognize ethical and professional responsibilities in engineering situation and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and social contexts.
- function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- acquire and apply new knowledge as needed, using appropriate learning strategies.

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements (Basic Sciences and Mathematics 27 + Discipline 50)		77
Electives		9
Minor: Optional		
Total Hours		131

Major Requirements

Code	Title	Hours
Required Core Courses		
CHEM 1414	General Chemistry I	
MATH 2050	Statistics I	
Required Basic Sciences and Mathematics Courses (27 credits)		
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4
MATH 2030	Calculus III	4
MATH 3250	Linear Algebra and Differential Equations	4
MATH 3050	Statistics II	3
PHYS 1714	University Physics I	4
PHYS 1724	University Physics II	4
Required Discipline Courses (50 credits)		
ENGR 1010	Engineering Introduction, Design and Ethics	3
ENGR 1020	Engineering Applications and Programming	3

ENGR 2410	Engineering Economics	3
ENGR 2430	Mechanics	4
ENGR 3210	Manufacturing Processes and Strength of Materials	4
ENGR 3420	Facilities Design	3
ENGR 3440	Production & Operation Analysis	4
ENGR 3450	Work Design & Human Interaction	3
ENGR 3460	Project Management	3
ENGR 3470	Modeling & Optimization	4
ENGR 3480	Stochastic Processing	3
ENGR 3490	Statistical Process Control	3
ENGR 4480	Simulation	4
ENGR 4941	Industrial Engineering Capstone Design Project I	3
ENGR 4942	Industrial Engineering Capstone Design Project II	3
<i>Elective (Select 9 credits of the following - two Technical courses and one Engineering course)</i>		9
Technical Elective (Any ENGR/CSC/MGMT/BUS above 2000)		
Engineering Elective (Any ENGR 3000/4000 course)		
ENGR 3220	Systems Dynamics and Instrumentation	
ENGR 4991	Internship Experience	
Total Hours		86

Plan

Course	Title	Hours
Semester 1		
CHEM 1414	General Chemistry I	4
MATH 2010	Calculus I	4
ENGR 1010	Engineering Introduction, Design and Ethics	3
ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
Hours		17
Semester 2		
ENGR 1020	Engineering Applications and Programming	3
MATH 2020	Calculus II	4
MATH 2050	Statistics I	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Hours		16
Semester 3		
PHYS 1714	University Physics I	4
MATH 3050	Statistics II	3
MATH 2030	Calculus III	4
ENGR 2430	Mechanics	4
CCE 1020	Western Culture & Worldview	3
Hours		18
Semester 4		
MATH 3250	Linear Algebra and Differential Equations	4
PHYS 1724	University Physics II	4
REL 1100	Christian Faith	3
ENGR 2410	Engineering Economics	3
HHP 1100	Stewardship of the Body	1
HHP ACTIVITY		1
Hours		16
Semester 5		
ENGR 3490	Statistical Process Control	3
ENGR 3210	Manufacturing Processes and Strength of Materials	4
ENGR 3450	Work Design & Human Interaction	3
ENGR 3470	Modeling & Optimization	4

COMMUNICATION & LANGUAGE - COMM 3300 RECOMMENDED		3
Hours		17
Semester 6		
ENGR 3420	Facilities Design	3
ENGR 3440	Production & Operation Analysis	4
ENGR 3460	Project Management	3
ENGR 3480	Stochastic Processing	3
HUMAN CREATIVITY & EXPRESSION - GD 1500 RECOMMENDED		3
Hours		16
Semester 7		
ENGR 4941	Industrial Engineering Capstone Design Project I	3
ENGR 4480	Simulation	4
TECHNICAL ELECTIVE		3
HUMAN BEINGS & BEING HUMAN - PHIL 2210 OR PHIL 3090 RECOMMENDED		3
REL 1000	The Bible	3
Hours		16
Semester 8		
ENGR 4942	Industrial Engineering Capstone Design Project II	3
ENGINEERING ELECTIVE		3
TECHNICAL ELECTIVE		3
FAITH & LIFE		3
SOCIETY & CULTURE - COMM 4100 RECOMMENDED		3
Hours		15
Total Hours		131

Course options and schedule are subject to change.

Interior Architecture and Design Major (M)

At Concordia University Wisconsin, the Interior Architecture and Design Major is dedicated to cultivating a community of innovative designers who are passionate about conveying powerful messages through the visual understanding of building spaces within our community. We are committed to excellence in education, upholding Lutheran values of integrity, service, and respect in every facet of our curriculum. Our program is designed to inspire students to explore the intersection of technology and architectural design, fostering spaces where creativity meets purpose and form follows function. Our program produces graduates highly skilled in creating, applying, and communicating complex technological solutions to the spaces that we occupy on a daily basis, in our institutions, neighborhoods, businesses, schools and our homes. Our state-of-the-art facilities provide a canvas for students to harness their skills in 3-D drawing, CAD, Sketch-up, Enscape and Revit, ensuring they are proficient with the latest tools and techniques in the industry. As we guide our students through a rigorous, thought-provoking journey of artistic and personal growth, we also emphasize the importance of ethical responsibility and the impact of Interior Architecture and Design in society. We strive to equip our graduates with a robust portfolio that not only showcases their technical proficiency but also reflects their understanding of architecture as a tool for positive change in the world. Our mission is to empower each student to become a visionary Christian leader, ready to contribute to the world with faith-rooted confidence and creative excellence.

Our top-notch facilities act as a creative playground, enabling students to refine their skills across diverse art mediums, while staying abreast of the industry's evolving tools and techniques. Our educational journey is not just about artistic skill-building; it also delves into the ethical dimensions of art, highlighting the role and responsibilities of artists making visual images in society.

We're dedicated to preparing our students for the real world, ensuring they leave with a comprehensive portfolio that demonstrates their technical expertise and a deep understanding of art as a catalyst for positive change. Our ultimate goal is to nurture each student into becoming a visionary Christian leader, equipped to make meaningful contributions to the world with a blend of faith-driven confidence and artistic brilliance.

The Interior Architecture and Design program is comprised of 66 credit hours, with 30 of these hours taken through a partnership with the Milwaukee Institute of Art & Design (MIAD). Students aiming to take MIAD courses need to maintain a minimum 3.0 GPA in their major-related coursework. Conveniently located just 25 minutes from our Mequon Campus, MIAD provides cutting-edge interior architecture and design technologies. Concordia University's campus features a dedicated Mac lab for students enrolled in MIAD courses as well as a materials lab with the ability to render their designs. Beyond the 45-credit requirement in Liberal Arts, Interior Architecture and Design students can pursue a minor, particularly in small business or marketing, to enhance their career prospects but are not required to do so. The program stipulates that students must have a Windows computer with 8 GB minimum RAM (16 GB is preferable) and a 1TB hard drive.

For specific information about MIAD courses please visit the MIAD website at www.miad.edu (<http://www.miad.edu>).

Program Learning Outcomes

Students will:

- Describe and understand the relationships that exist between the visual arts and the Christian faith, using research from multiple sources to incorporate a balanced global perspective.
- Apply critical thinking and creative problem-solving in the interior design process.
- Use data and research to inspire creativity, inform design decisions, and create effective interior design.
- Incorporate historical design knowledge in creating, describing, and analyzing interior design as a technical, spiritual, and social pursuit.
- Present work professionally through visual, oral, and written communication.

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		
Concordia Required Courses		36
MIAD Required Courses		30
Electives		9
Minor: Optional (18 Credits Minimum)		
Total Hours		120

Major Requirements

Code	Title	Hours
Required Courses (Concordia Campus)		
ART 1500	2-Dimensional Design	3
ART 1510	Observational Drawing	3
ART 1550	Color Theory Application	3
ART 1540	Interior Space Production	3
ART 2000	Art History I	3

ART 2010	Art History II	3
ART 2520	History of Design	3
ART 4800	Senior Portfolio/Exhibition	3
GD 1500	Digital Vector Design	3
GD 1510	Digital Raster Design	3
GD 3510	Creative Pixel Studio	3
GD 4800	Design Outlook	3

Required Courses (MIAD Campus)		
IAD 220	Studio 1	3
IAD 221	Studio 2	3
IAD 222	CAD 1	3
IAD 223	CAD 2	3
IAD 224	Materials & Specifications for Interiors	3
IAD 225	Interior Design & Lighting	3
IAD 320	IAD Studio 3	3
IAD 321	IAD Studio 4	3
IAD 322	Building Systems 1	3
IAD 323	Building Systems 2	3

Total Hours	66

Plan

Course	Title	Hours
Semester 6		
MIAD IAD 321		3
MIAD 323		3
ART 2010	Art History II	3
CSC 1010 or MATH 1250	Foundations of Computer Science or Contemporary Math	3
CORE		3
Hours		15
Semester 7		
GD 3510	Creative Pixel Studio	3
CORE		3
CORE		3
CORE		3
Hours		12
Semester 8		
ART 4800	Senior Portfolio/Exhibition	3
GD 4800	Design Outlook	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		12
Semester 1		
ART 1510	Observational Drawing	3
ART 1500	2-Dimensional Design	3
GD 1500	Digital Vector Design	3
ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 2		
ART 1520	Creative Workshop: 2D Art	3
GD 1510	Digital Raster Design	3
ART 1540	Interior Space Production	3
REL 1100	Christian Faith	3
CCE 1010	Christian Citizen	3
HHP		1
Hours		16

Semester 3

CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
MIAD IAD 220		3
MIAD IAD 222		3
MIAD IAD 224		3
Hours		15

Semester 4

CCE 1040	Science & Humanity	3
CSC 1010 or MATH 1250	Foundations of Computer Science or Contemporary Math	3
MIAD IAD 221		3
MIAD IAD 223		3
MIAD IAD 225		3
REL 1100	Christian Faith	3
Hours		18

Semester 5

MIAD IAD 320		3
MIAD IAD 322		3
ART 2000	Art History I	3
ART 2520	History of Design	3
CORE		4
Hours		16
Total Hours		120

Course options and schedule are subject to change.

Justice & Public Policy Major (M)

A Bachelor of Science in Justice and Public Policy (JPP) from CUW will help you understand how courses like criminology, criminal psychology, corrections, law enforcement, and probation/parole will prepare you to understand sociological, psychological, and free-will theories, while learning how to apply theory to practice within the American civil and criminal court systems, correctional system, and justice system. Legal-related courses like criminal justice liability law, along with procedural, and substantive criminal law, apply to effecting arrest search and seizure, evidence collection, and courtroom procedures. You'll learn best practices pertaining to field and custodial interviews, criminal investigations, and juvenile procedures.

What does all that add up to? It creates a foundation for a career in a wide variety of justice and public service-related fields by giving you quality instruction. One hundred percent of all faculty have extensive experience in their respective field. This lends itself to practical and experiential guidance in blending your personal and professional ethical values within a system of justice, public policy, and service.

Program Learning Outcomes

- Students will professionally and effectively communicate through writing and oral presentations using appropriate criminal justice terminology.
- Students will demonstrate knowledge of theories of the causes of criminal activity and public policies that aid in crime prevention.
- Students will accurately describe the role and function of law enforcement, corrections, juvenile procedures, and the courts in society.
- Students will evaluate the effectiveness of criminal justice and security professional in crime prevention and in criminal justice prosecutions.

- Students will be able to gather, analyze and evaluate relevant information to create ethical legal decisions based upon Christian principles.
- Students will demonstrate the practical application of criminal justice research theory and numeracy needed to propose criminal justice research that adds to current research knowledge, restructures or changes current research knowledge, or adds new knowledge to the criminal justice research process.

Curriculum

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		42
Electives		33
Minor: Optional		
Total Hours		120

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Code	Title	Hours
Required Courses		
JPP 1010	Introduction to Law Enforcement	3
JPP 1020	Criminology	3
JPP 1030	Introduction to Courts	3
JPP 1040	Juvenile Justice Theory	3
JPP 1050	Introduction to Probation and Parole	3
JPP 2010	Corrections in America	3
JPP 2020	Substantive Criminal Law	3
JPP 2030	Criminal Investigation	3
JPP 2060	Stress Management	3
JPP 3010	Procedural Criminal Law	3
JPP 3030	Criminal Psychology	3
JPP 3070	Criminal Justice Liability Law	3
JPP 3999	Career & Internship in Justice and Service	3
JPP 4010	Ethics in Justice and Public Service	3
Recommended Electives		
LEGL 2300	Environmental Law & Politics	
JPP 2040	Criminal Justice Research Methods	
JPP 2050	Terrorism	
JPP 3040	Forensic Investigation	
JPP 3050	Organized Crime	
JPP 3090	Special Topics in Criminal Justice	
JPP 4020	White Collar Crime	

Total Hours **42**

Plan

Course	Title	Hours
Semester 1		
JPP 1010	Introduction to Law Enforcement	3
JPP 1020	Criminology	3
ENG 1040	Introduction to Writing	3
COMMUNICATION & LANGUAGE		3
HUMAN CREATIVITY & EXPRESSION		3
Hours		15

Semester 2		
JPP 1030	Introduction to Courts	3
JPP 1040	Juvenile Justice Theory	3
CCE 1010	Christian Citizen	3
NATURAL WORLD- MATH		3
SOCIETY & CULTURE		3
Hours		15
Semester 3		
JPP 1050	Introduction to Probation and Parole	3
JPP 2010	Corrections in America	3
NATURAL WORLD - SCIENCE		4
HHP 1100	Stewardship of the Body	1
HHP ACTIVITY		1
ELECTIVE/MINOR		3
Hours		15
Semester 4		
JPP 2030	Criminal Investigation	3
CCE 1020	Western Culture & Worldview	3
HUMAN BEINGS & BEING HUMAN		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
Hours		15
Semester 5		
JPP 2020	Substantive Criminal Law	3
JPP 2060	Stress Management	3
REL 1000	The Bible	3
CCE 1030	Western Thought & Worldview	3
ELECTIVE/MINOR		3
Hours		15
Semester 6		
JPP 3010	Procedural Criminal Law	3
CCE 1040	Science & Humanity	3
REL 1100	Christian Faith	3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
Hours		15
Semester 7		
JPP 3030	Criminal Psychology	3
JPP 3999	Career & Internship in Justice and Service	3
JPP 4010	Ethics in Justice and Public Service	3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
Hours		15
Semester 8		
JPP 3070	Criminal Justice Liability Law	3
FAITH & LIFE		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
Hours		15
Total Hours		120

Mass Communication Major (M)

Our Mass Communication major will ground you in media writing, research, speaking, and interpersonal skills. You'll be able to communicate messages in mediated and verbal form to a variety of audiences. You'll also be a voice for the student body, writing for the university newspaper and working at the university radio station. This practical training, combined with a strong liberal arts education that is

founded in our Christian mission, will prepare you to communicate to solve problems. This program also is available as a minor.

Program Learning Outcomes

Students will:

- Develop and present cogent, coherent, and accurate writing for general and specialized audiences;
- Communicate effectively to audiences by listening actively and responding constructively as Scripture instructs within various contexts;
- Draw from various disciplines to describe orally and in writing how existing knowledge or practice is advanced, tested, and revised in each core field studied;
- Distinguish and examine communication-related problems from a Christian perspective to better serve society;
- Cultivate appropriate organizational skills related to professionalism, work ethic, and attitude;
- Examine the role and impact of visual communication, mass media in society, and communication media.

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		48
Electives		27
Minor Required (minimum 18 credits)		
Total Hours		120

Major Requirements

Code	Title	Hours
Required Courses		
COMM 1000	Introduction to Mass Communication	3
COMM 1100	Public Speaking	3
COMM 1200	Journalism	3
COMM 1400	Audio and Video Production	3
COMM 2100	Interpersonal Communication	3
COMM 2200	Advanced Public Speaking	3
COMM 3000	Special Topics in Mass Communication (taken 3 times for a total of 3 credits)	3
COMM 3100	Social Media	3
COMM 3200	Mass Communication Campaigns	3
COMM 4000	Critical Analysis of Mass Communication	3
COMM 4100	Cross-Cultural Communication	3
COMM 4200	Internship	3
COMM 4400	Mass Communication Capstone	3
GD 1500	Digital Vector Design	3
GD 3510	Creative Pixel Studio	3
Take three total credits of the following (at least one credit of each course):		3
COMM 2000	Beacon Newspaper (CUW)	
COMM 2001	WCUW-Radio	
Total Hours		48

Plan

Course	Title	Hours
Semester 1		
COMM 1000	Introduction to Mass Communication	3
COMM 1100	Public Speaking	3
COMM 1200	Journalism	3
CCE 1030	Western Thought & Worldview	3
ENG 1040	Introduction to Writing	3
Hours		15
Semester 2		
COMM 1400	Audio and Video Production	3
GD 1500	Digital Vector Design	3
CCE 1010	Christian Citizen	3
CORE		3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 3		
COMM 2100	Interpersonal Communication	3
COMM 2000 or COMM 2001	Beacon Newspaper (CUW) or WCUW-Radio	1
COMM 3000	Special Topics in Mass Communication	1
REL 1100	Christian Faith	3
CORE		4
ELECTIVE OR MINOR		3
Hours		15
Semester 4		
COMM 2200	Advanced Public Speaking	3
COMM 3100	Social Media	3
CSC 1010 or MATH 1250	Foundations of Computer Science or Contemporary Math	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Semester 5		
COMM 3000	Special Topics in Mass Communication	1
COMM 3200	Mass Communication Campaigns	3
COMM 4100	Cross-Cultural Communication	3
CCE 1020	Western Culture & Worldview	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		16
Semester 6		
COMM 2000 or COMM 2001	Beacon Newspaper (CUW) or WCUW-Radio	1
COMM 4200	Internship	3
GD 3510	Creative Pixel Studio	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		13
Semester 7		
COMM 2000 or COMM 2001	Beacon Newspaper (CUW) or WCUW-Radio	1
COMM 3000	Special Topics in Mass Communication	1
COMM 4000	Critical Analysis of Mass Communication	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
HHP		1
Hours		15
Semester 8		
COMM 4400	Mass Communication Capstone	3

CORE	3
CORE	3
ELECTIVE OR MINOR	3
ELECTIVE OR MINOR	3
Hours	15
Total Hours	120

Course options and schedule are subject to change.

Mathematics Major (M)

The Mathematics Department at Concordia University primary goal is to build competencies in the understanding, communication, and application of mathematics. Concordia math students will gain an appreciation of mathematics as an appropriate discipline to investigate God's universe as they analyze mathematical structures and apply mathematical problem-solving strategies to a variety of real-world problems.

The Mathematics major will give you a deep comprehension of areas like calculus, linear algebra, differential equations, geometry, abstract algebra and real analysis. You'll be able to solve and understand differential equations, sequences and series, vector-valued functions, partial derivatives, functions and algorithms.

Program Learning Outcomes

Students will:

- Demonstrate knowledge of mathematics, including algebra, geometry, probability, and analysis
- Apply mathematical problem-solving strategies in a variety of real-world applications
- Demonstrate the ability to apply mathematical statistics to interpret information
- Demonstrate the ability to prove and disprove conjectures
- Communicate mathematical concepts in oral, symbolic, and written forms
- Apply and appreciate mathematics as an appropriate paradigm in order to investigate God's creation

Curriculum

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		40
Electives		35
Minor: Optional		
Total Hours		120

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Major Requirements

Code	Title	Hours
Required Courses		
CSC 1010	Foundations of Computer Science	3
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4
MATH 2030	Calculus III	4

MATH 2050	Statistics I (satisfies the mathematics requirement in the core)	3
MATH 2200	Discrete Math	3
MATH 3050	Statistics II	3
MATH 3210	Abstract Algebra	3
MATH 3250	Linear Algebra and Differential Equations	4
MATH 3310	Geometry	3
MATH 4410	Real Analysis	3
MATH 4900	Math Senior Seminar	3
Total Hours		40

Plan

Course	Title	Hours
Semester 1		
MATH 2010	Calculus I	4
ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
CCE 1010	Christian Citizen	3
CORE		3
HHP 1100	Stewardship of the Body	1
Hours		17
Semester 2		
MATH 2020	Calculus II	4
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3
CSC 1010	Foundations of Computer Science	3
CORE		3
Hours		16
Semester 3		
MATH 2030	Calculus III	4
CCE 1020	Western Culture & Worldview	3
MATH 2050	Statistics I	3
CORE		4
ELECTIVE OR MINOR		3
Hours		17
Semester 4		
MATH 3250	Linear Algebra and Differential Equations	4
MATH 3050	Statistics II	3
CCE 1040	Science & Humanity	3
CORE		3
CORE		3
Hours		16
Semester 5		
MATH 3310	Geometry	3
MATH 2200	Discrete Math	3
CORE		3
HHP		1
ELECTIVE OR MINOR		3
Hours		13
Semester 6		
MATH 3210	Abstract Algebra	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Semester 7		
MATH 4410	Real Analysis	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3

ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Semester 8		
MATH 4900	Math Senior Seminar	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		2
Hours		11
Total Hours		120

Course options and schedule are subject to change.

Mechanical Engineering (M)

Mechanical Engineering is a broad engineering discipline that involves design and development, and analysis and control of devices and systems. The discipline addresses solids, fluids and materials/manufacturing from fundamentals to specialization. Your household refrigerator, automobile engine, cam shafts, gear boxes, airplanes, solar panels, power plants and many such systems are part of mechanical engineering curricular content. Finite element method will be employed for stress analysis of machine components and similarly energy systems are evaluated using computational fluid dynamics.

With foundation in chemistry, physics and math, the curriculum includes mechanics (statics and dynamics), material science, thermodynamics, fluid mechanics, heat and mass transfer, manufacturing processes and strength of materials, system dynamics and instrumentation, machine design, process dynamics and control to prepare you for a versatile career in various fields such as energy, aerospace, transportation, manufacturing, robotics and much more.

The Concordia University Wisconsin Bachelor's of Science in Mechanical Engineering program will provide students with technical and creative problem-solving skills that meet professional expectations. The curriculum will be grounded in a Christian approach to making the world safer, healthier and more efficient.

The Mechanical Engineering program consists of 133 credits, completed over eight semesters. Students will practice skills with hands-on experiential learning opportunities in modern labs, under the supervision of qualified and experienced faculty. Students will complete a capstone design project and are strongly encouraged to complete an internship. The total typical time to complete the program is four years. No minor will be required for mechanical engineering students as the program is credit heavy. Concordia University will seek to have its B.S. Mechanical Engineering program accredited by the Accreditation Board of Engineering and Technology; the application is due upon the graduation of the first cohort.

Based on the University Mission and the Engineering programs mission, the Program Educational Objectives of the Mechanical Engineering program are to produce graduates who during their professional career will be:

PEO1: Productive Contributors with strong skills in teamwork and communication.

PEO2: Creators of value in product or process or service with a commitment to professional growth.

PEO3: Holistic, impactful and responsible professional members of society.

Program Learning Outcomes

Students will:

- identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- communicate effectively with a range of audiences.
- recognize ethical and professional responsibilities in engineering situation and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and social contexts.
- function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- acquire and apply new knowledge as needed, using appropriate learning strategies.

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements (Basic Sciences and Mathematics 28 + Discipline 54)		82
Elective		6
Minor: Optional		
Total Hours		133

Major Requirements

Code	Title	Hours
Required Core Courses		
CHEM 1414	General Chemistry I	
MATH 2050	Statistics I	
<i>Required Basic Sciences and Mathematics Courses (28 credits)</i>		
CHEM 1424	General Chemistry II	4
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4
MATH 2030	Calculus III	4
MATH 3250	Linear Algebra and Differential Equations	4
PHYS 1714	University Physics I	4
PHYS 1724	University Physics II	4
<i>Required Discipline Courses (54 Credits)</i>		
ENGR 1010	Engineering Introduction, Design and Ethics	3
ENGR 1020	Engineering Applications and Programming	3
ENGR 2210	Statics	3
ENGR 2220	Dynamics	3
ENGR 2230	Material Science	3
ENGR 2320	Thermodynamics	4
ENGR 2410	Engineering Economics	3
ENGR 3210	Manufacturing Processes and Strength of Materials	4

ENGR 3220	Systems Dynamics and Instrumentation	3
ENGR 3240	Machine Design	4
ENGR 3310	Heat Transfer	4
ENGR 3330	Fluid Mechanics	4
ENGR 3460	Project Management	3
ENGR 4210	Process Dynamics & Control	4
ENGR 4971	Mechanical Engineering Capstone Design Project I	3
ENGR 4972	Mechanical Engineering Capstone Design Project II	3
<i>Elective (Select two of the following courses, 6 credits)</i>		6
Engineering Elective (Any ENGR 3000/4000 course)		
ENGR 3120	Mass Transfer	
ENGR 3490	Statistical Process Control	
ENGR 4991	Internship Experience	

Total Hours 88

Plan

Course	Title	Hours
Semester 1		
CHEM 1414	General Chemistry I	4
MATH 2010	Calculus I	4
ENGR 1010	Engineering Introduction, Design and Ethics	3
ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
Hours		17
Semester 2		
ENGR 1020	Engineering Applications and Programming	3
MATH 2020	Calculus II	4
REL 1000	The Bible	3
MATH 2050	Statistics I	3
CHEM 1424	General Chemistry II	4
Hours		17
Semester 3		
PHYS 1714	University Physics I	4
ENGR 2210	Statics	3
MATH 2030	Calculus III	4
ENGR 2230	Material Science	3
REL 1100	Christian Faith	3
Hours		17
Semester 4		
MATH 3250	Linear Algebra and Differential Equations	4
PHYS 1724	University Physics II	4
ENGR 2220	Dynamics	3
ENGR 2320	Thermodynamics	4
HHP 1100	Stewardship of the Body	1
HHP ACTIVITY COURSE		1
Hours		17
Semester 5		
ENGR 3120 or ENGR 3490 or ENGR 4991	Mass Transfer or Statistical Process Control or Internship Experience	3
ENGR 3330	Fluid Mechanics	4
ENGR 3210	Manufacturing Processes and Strength of Materials	4
CCE 1020	Western Culture & Worldview	3
SOCIETY & CULTURE - COMM 4100 RECOMMENDED		3
Hours		17
Semester 6		
ENGR 3220	Systems Dynamics and Instrumentation	3
ENGR 3310	Heat Transfer	4

ENGR 3240	Machine Design	4
COMMUNICATION & LANGUAGE - COMM 3300 RECOMMENDED		3
CCE 1030	Western Thought & Worldview	3
Hours		17
Semester 7		
ENGR 4971	Mechanical Engineering Capstone Design Project I	3
ENGR 3120	Mass Transfer	3
or ENGR 3490	or Statistical Process Control	
or ENGR 4991	or Internship Experience	
ENGR 3460	Project Management	3
CCE 1040	Science & Humanity	3
FAITH & LIFE		3
Hours		15
Semester 8		
ENGR 4972	Mechanical Engineering Capstone Design Project II	3
ENGR 4210	Process Dynamics & Control	4
ENGR 2410	Engineering Economics	3
HUMAN CREATIVITY & EXPRESSION - GD 1500 RECOMMENDED		3
HUMAN BEINGS & BEING HUMAN - PHIL 2210 OR PHIL 3090 RECOMMENDED		3
Hours		16
Total Hours		133

Course options and schedule are subject to change.

Music Major (M)

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

The Music Major required major coursework develops student's knowledge and abilities in music theory, history, conducting, pedagogy, and performance. Students will select a concentration in Entrepreneurship/Non-profit Management, Church Music, or Health and Wellness to further prepare for the variety of career paths available to music majors. The Music major does not require a minor.

A complete listing of enforceable Music Department procedures is published annually in the Music Department handbook, which is issued at Music major orientation.

Program Learning Outcomes

- Outcome #1. Students will exhibit competent performing skills on their chosen major instrument.
- Outcome #2. Students will exhibit strong theoretical/historical knowledge, demonstrated in performance (recital) and communication (writing/speaking) skills.
- Outcome #3. Students will demonstrate competence in vocal, keyboard, and conducting performance skills at a professional level.
- Outcome #4. Students will exhibit professional speaking, writing, and social skills appropriate to their major area.
- Outcome #5. Students will demonstrate understanding of practical and aesthetic considerations (choosing music, teaching techniques, evaluation procedures, critical listening) appropriate to successful achievement in their chosen musical field.
- Outcome #6. Students will demonstrate understanding of the historical concept of Christian Faith within the multiple music canons in all genres of performance.

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		61-62
Electives		13-14
Total Hours		120

Major Requirements

Code	Title	Hours
Required Courses		
MUS 2204	Keyboard Skills (Proficiency-based) ¹	
MUS 1241	Music Theory I	3
MUS 1251	Aural Theory I	1
MUS 1262	Music Theory II	3
MUS 1272	Aural Theory II	1
MUS 2241	Music Theory III	3
MUS 2251	Aural Theory III	1
MUS 2262	Music Theory IV	3
MUS 2272	Aural Theory IV	1
MUS 2220	Body-Mapping for Musicians	2
MUS 3270	World Music History	3
MUS 3271	Music History I	3
MUS 3272	Music History II	3
MUS 3273	Music History III	3
MUS 3450	Beginning Conducting	2
MUS 3451	Advanced Conducting	3
MUS 4499	Senior Recital	1
Applied Music (Minimum 2 credits each semester in principal area, 1 credit in first semester)		13
Ensemble - choose from list below ²		0
MUS 3170	Jazz Ensemble	
MUS 3177	Falcon Pep Band	
MUS 3180	Chapel Ringers	
MUS 3181	University Band	
MUS 3182	Chapel Choir	
MUS 3183	Selah	
MUS 3184	Concordia Civic Chorale	
MUS 3185	String Ensemble/Chamber Orchestra	
MUS 4181	Symphonic Wind Ensemble	
MUS 4184	Kammerchor	
MUS 4185	Alleluia Ringers ³	
Total Hours		49

¹ Proficiency-based: This course is required based on skill level. Students who do not pass a proficiency test on this instrument may be required to take this course. This may change credit totals for Music Majors who are not already proficient in Keyboard.

² Participation in ensembles is required every semester while in residency. All music majors and minors audit ensembles.

³ Participation in Alleluia Ringers is required of Church Music Concentration students for at least 4 semesters.

Select One Concentration:

Code	Title	Hours
Church Music Concentration		
MUS 4445	Composing and Arranging	3
MUS 4461	Music in Worship	3
MUS 4465	Survey of Christian Hymnody	3
MUS 4469	Issues in Church Music	3
Total Hours		12

Service Playing Experience

All students must submit evidence of service by end of final semester - 120 hours

Code	Title	Hours
<i>Electives for Church Music students may include the following Additional Courses Required to be eligible for a call as a Director of Parish Music through the LCMS</i>		
REL 2020	New Testament	3
REL 3120	Office of the Professional Church Worker	3
REL 4000	Lutheran Confessions	3
REL 4010	Lutheran Worship: Theology and Practice	3
Total Hours		12

Code	Title	Hours
Entrepreneurship/Non-Profit Management Concentration		
ENTR 2800	Planning New Ventures	3
<i>Choose 3 courses from the following</i>		<i>9</i>
MGMT 2200	Nonprofit Management Principles	
MKTG 2500	Nonprofit Marketing	
BUS 3220	Nonprofit Fundraising and Grant Writing	
MGMT 3400	Financial Issues in Nonprofit Management	
MGMT 3200	Legal Issues in Nonprofit Management	
MKTG 3400	E-Commerce	
Total Hours		12

Code	Title	Hours
Health & Wellness Concentration		
<i>Choose 4 from the following:</i>		<i>12-13</i>
HHP 2265	Healthy Lifestyles	
BIO 1801	Human Anatomy and Physiology I	
PSY 2050	Theories of Learning	
CSD 1000	Introduction to Communication Sciences and Disorders	
HHP 2202	Introduction to Kinesiology	
Total Hours		12-13

Program Admission

AUDITION PROCEDURES:

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

1. Successfully pass a qualifying audition;
2. Prepare and present a portfolio of musical activities and accomplishments;
3. Audition by the deadline of the 2nd semester from the time of major declaration.

4. Transfer students: have their transcripts evaluated by the music faculty for determination of credited coursework and hours.

PIANO PROFICIENCY:

Successful keyboard proficiency test or MUS 2204 Keyboard Skills class required of all Music majors.

CHURCH MUSIC CONCENTRATION STUDENTS:

There are additional steps for students seeking certification as a Director of Parish Music, following the successful passing of the audition. Applicants for the Director of Parish Music program should contact the Music office for more information.

Plan - Church Music

Course	Title	Hours
Semester 1		
APPLIED MUSIC & ENSEMBLE		1
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
REL 2010	Old Testament	3
MUS 1241	Music Theory I	3
MUS 1251	Aural Theory I	1
Hours		14
Semester 2		
MUS 1262	Music Theory II	3
MUS 1272	Aural Theory II	1
APPLIED MUSIC & ENSEMBLE		2
COMM 2100	Interpersonal Communication	3
CCE 1030	Western Thought & Worldview	3
REL 2020	New Testament	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 3		
MUS 2241	Music Theory III	3
MUS 2251	Aural Theory III	1
APPLIED MUSIC & ENSEMBLE		2
REL 2030	Biblical Theology	3
CCE 1020	Western Culture & Worldview	3
MATH OR CSC 1010		3
HHP ACTIVITY COURSE		1
Hours		16
Semester 4		
MUS 2262	Music Theory IV	3
MUS 2272	Aural Theory IV	1
APPLIED MUSIC & ENSEMBLE		2
REL 3120	Office of the Professional Church Worker	3
SCIENCE WITH LAB		4
HUMAN BEINGS & BEING HUMAN		3
Hours		16
Semester 5		
MUS 3450	Beginning Conducting	2
APPLIED MUSIC & ENSEMBLE		2
REL 4000	Lutheran Confessions	3
CCE 1040	Science & Humanity	3
SOCIETY & CULTURE		3
MUS 3270	World Music History	3
Hours		16
Semester 6		
APPLIED MUSIC & ENSEMBLE		2
MUS 3271	Music History I	3
MUS 4445	Composing and Arranging	3
MUS 4469	Issues in Church Music	3

MUS 2220	Body-Mapping for Musicians	2
MUS 3451	Advanced Conducting	3
Hours		16
Semester 7		
MUS 4461	Music in Worship	3
APPLIED MUSIC & ENSEMBLE		2
MUS 3272	Music History II	3
FAITH & LIFE		3
ELECTIVE		2
Hours		13
Semester 8		
MUS 4465	Survey of Christian Hymnody	3
MUS 3273	Music History III	3
MUS 4499	Senior Recital	1
ELECTIVE		3
REL 4010	Lutheran Worship: Theology and Practice	3
Hours		13
Total Hours		120

Course options and schedule are subject to change.

Plan - Entrepreneurship/Non-Profit Management

Course	Title	Hours
Semester 1		
MUS 1241	Music Theory I	3
MUS 1251	Aural Theory I	1
APPLIED MUSIC & ENSEMBLE		1
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
Hours		14
Semester 2		
MUS 1262	Music Theory II	3
MUS 1272	Aural Theory II	1
APPLIED MUSIC & ENSEMBLE		2
COMM 2100	Interpersonal Communication	3
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 3		
MUS 2241	Music Theory III	3
MUS 2251	Aural Theory III	1
APPLIED MUSIC & ENSEMBLE		2
FAITH & LIFE		3
CCE 1020	Western Culture & Worldview	3
MATH OR CSC 1010		3
HHP ACTIVITY COURSE		1
Hours		16
Semester 4		
MUS 2262	Music Theory IV	3
MUS 2272	Aural Theory IV	1
APPLIED MUSIC & ENSEMBLE		2
MUS 2204	Keyboard Skills	2
SCIENCE WITH LAB		4
HUMAN BEINGS & BEING HUMAN		3
Hours		15
Semester 5		
MUS 3450	Beginning Conducting	2
APPLIED MUSIC & ENSEMBLE		2
ENTR 2800	Planning New Ventures	3

CCE 1040	Science & Humanity	3
SOCIETY & CULTURE		3
MUS 3270	World Music History	3
Hours		16
Semester 6		
MUS 3451	Advanced Conducting	3
APPLIED MUSIC & ENSEMBLE		2
MUS 3271	Music History I	3
NON-PROFIT MANAGEMENT COURSE		3
MUS 2220	Body-Mapping for Musicians	2
MUS 3271	Music History I	3
Hours		16
Semester 7		
NON-PROFIT MANAGEMENT COURSE		3
APPLIED MUSIC & ENSEMBLE		2
MUS 3272	Music History II	3
ELECTIVE		3
CORE		3
Hours		14
Semester 8		
NON-PROFIT MANAGEMENT COURSE		3
MUS 3273	Music History III	3
MUS 4499	Senior Recital	1
ELECTIVE		3
ELECTIVE		3
Hours		13
Total Hours		120

Course options and schedule are subject to change.

Plan - Health & Wellness

Course	Title	Hours
Semester 1		
MUS 1241	Music Theory I	3
MUS 1251	Aural Theory I	1
APPLIED MUSIC & ENSEMBLE		1
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
Hours		14
Semester 2		
MUS 1262	Music Theory II	3
MUS 1272	Aural Theory II	1
APPLIED MUSIC & ENSEMBLE		2
COMM 2100	Interpersonal Communication	3
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 3		
MUS 2241	Music Theory III	3
MUS 2251	Aural Theory III	1
APPLIED MUSIC & ENSEMBLE		2
FAITH & LIFE		3
CCE 1020	Western Culture & Worldview	3
MATH OR CSC 1010		3
HHP ACTIVITY COURSE		1
Hours		16
Semester 4		
MUS 2262	Music Theory IV	3
MUS 2272	Aural Theory IV	1

APPLIED MUSIC & ENSEMBLE	2
MUS 2204 Keyboard Skills	2
SCIENCE WITH LAB	4
HUMAN BEINGS & BEING HUMAN	3
Hours	15
Semester 5	
MUS 3450 Beginning Conducting	2
APPLIED MUSIC & ENSEMBLE	2
HEALTH & WELLNESS COURSE	3
CCE 1040 Science & Humanity	3
SOCIETY & CULTURE	3
MUS 3270 World Music History	3
Hours	16
Semester 6	
MUS 3451 Advanced Conducting	3
APPLIED MUSIC & ENSEMBLE	2
MUS 3271 Music History I	3
BIO 1801 Human Anatomy and Physiology I	4
MUS 2220 Body-Mapping for Musicians	2
Hours	14
Semester 7	
HEALTH & WELLNESS COURSE	3
APPLIED MUSIC & ENSEMBLE	2
MUS 3272 Music History II	3
FAITH & LIFE	3
ELECTIVE	3
Hours	14
Semester 8	
MUS 3273 Music History III	3
MUS 4499 Senior Recital	1
HEALTH & WELLNESS COURSE	3
ELECTIVE	3
ELECTIVE	3
ELECTIVE	2
Hours	15
Total Hours	120

Course options and schedule are subject to change.

Music Therapy Major (M)

The Music Department at Concordia University Wisconsin serves as a comprehensive academic unit with programs in Music with various career-focused concentrations, Music Therapy Equivalency, and K-12 Music Education (State Licensure). The CUW Music department further contributes to the spiritual, artistic, cultural, academic, and co-curricular aspects of campus life at the University. Music faculty are committed to blending talent and fellowship while fostering the highest degree of professional artistry in praise of the Lord's name.

The Music Therapy Equivalency major develops student's knowledge and abilities in music theory, history, conducting, pedagogy, and performance. Students will complete additional While studying at Concordia University Wisconsin, students in the Music Therapy Equivalency program will have the opportunity to concurrently work toward a music therapy equivalency at Alverno College. The music therapy equivalency component of the program allows students to focus on specific courses required to become a board certified music therapist.

A complete listing of enforceable Music Department procedures is published annually in the Music Department handbook, which is issued at Music major orientation.

Program Learning Outcomes

- Outcome #1. Students will exhibit competent performing skills on their chosen major instrument.
- Outcome #2. Students will exhibit strong theoretical/historical knowledge, demonstrated in performance (recital) and communication (writing/speaking) skills.
- Outcome #3. Students will demonstrate competence in vocal, keyboard, and conducting performance skills at a professional level.
- Outcome #4. Students will exhibit professional speaking, writing, and social skills appropriate to their major area.
- Outcome #5. Students will demonstrate understanding of practical and aesthetic considerations (choosing music, teaching techniques, evaluation procedures, critical listening) appropriate to successful achievement in their chosen musical field.
- Outcome #6. Students will demonstrate understanding of the historical concept of Christian Faith within the multiple music canons in all genres of performance.
- Outcome #7. Students will communicate treatment strategy and options to clients in their Music Therapy practice.

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		51
Social Science Requirements		6
Alverno Music Therapy Courses		38
Total Hours		140

Major Requirements

Code	Title	Hours
Required Core Courses		
BIO 1300	Essentials of Anatomy and Physiology	
	or CHEM 12C Elements of General and Biological Chemistry	
Required Courses		
MUS 2204	Keyboard Skills (Proficiency-based) ¹	
MUS 1130	Guitar Class ¹	
MUS 2304	Applied Guitar ¹	
MUS 1241	Music Theory I	3
MUS 1251	Aural Theory I	1
MUS 1262	Music Theory II	3
MUS 1272	Aural Theory II	1
MUS 2241	Music Theory III	3
MUS 2251	Aural Theory III	1
MUS 2262	Music Theory IV	3
MUS 2272	Aural Theory IV	1
MUS 2220	Body-Mapping for Musicians	2
MUS 3270	World Music History	3
MUS 3271	Music History I	3
MUS 3272	Music History II	3
MUS 3273	Music History III	3
MUS 3450	Beginning Conducting	2

MUS 3455	Techniques of Teaching Voice	1
MUS 3458	Techniques of Teaching Percussion	1
MUS 4445	Composing and Arranging	3
MUS 4499	Senior Recital	1
Applied Music (Minimum 2 credits each semester in principal area)		13
Ensemble - choose from list below ²		0
MUS 3170	Jazz Ensemble	
MUS 3177	Falcon Pep Band	
MUS 3180	Chapel Ringers	
MUS 3181	University Band	
MUS 3182	Chapel Choir	
MUS 3183	Selah	
MUS 3184	Concordia Civic Chorale	
MUS 3185	String Ensemble/Chamber Orchestra	
MUS 4181	Symphonic Wind Ensemble	
MUS 4184	Kammerchor	
MUS 4185	Alleluia Ringers	
Total Hours		51

¹ Proficiency-based: This course is required based on skill level. Students who do not pass a proficiency test on this instrument may be required to take this course. This may change credit totals for Music Therapy Majors who are not already proficient in Keyboard or Guitar or both.

² Participation in ensembles is required every semester while in residency. All music majors and minors audit ensembles.

Code	Title	Hours
Social Science Requirements		
PSY 2300	Life Span Development	3
PSY 4250	Abnormal Psychology	3
Total Hours		6

Plan

Course	Title	Hours
Semester 1		
MUS 1241	Music Theory I	3
MUS 1251	Aural Theory I	1
APPLIED MUSIC & ENSEMBLE		1
MUS 1130	Guitar Class	
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
Science Core		4
Hours		15
Semester 2		
MUS 1262	Music Theory II	3
MUS 1272	Aural Theory II	1
APPLIED MUSIC & ENSEMBLE		2
CCE 1030	Western Thought & Worldview	3
MUS 3304		
CCE 1040	Science & Humanity	3
PSY 1010	General Psychology	3
Hours		15
Semester 3		
MUS 2241	Music Theory III	3

APPLIED MUSIC & ENSEMBLE		1
PSY 2300	Life Span Development	3
REL 1000	The Bible	3
MATH OR CSC		3
MUY ALVERNO COLLEGE		3
MUS 2251	Aural Theory III	1
Hours		17
Semester 4		
MUS 2262	Music Theory IV	3
MUS 2272	Aural Theory IV	1
APPLIED MUSIC & ENSEMBLE		1
CCE 1020	Western Culture & Worldview	3
MUS 3304		
REL 1100	Christian Faith	3
SOCIETY & CULTURE		3
MUY ALVERNO COLLEGE		2
Hours		16
Semester 5		
MUS 3450	Beginning Conducting	2
APPLIED MUSIC & ENSEMBLE		1
COMMUNICATION & LANGUAGE		3
MUY ALVERNO COLLEGE		5
FAITH & LIFE		3
MUS 3270	World Music History	3
Hours		17
Semester 6		
MUS 4445	Composing and Arranging	3
APPLIED MUSIC & ENSEMBLE		1
MUS 2220	Body-Mapping for Musicians	2
MUY ALVERNO COLLEGE		8
MUS 3271	Music History I	3
Hours		17
Semester 7		
MUS 3458	Techniques of Teaching Percussion	1
APPLIED MUSIC & ENSEMBLE		1
MUS 3272	Music History II	3
MUS 2204	Keyboard Skills	
HHP ACTIVITY		1
MUY ALVERNO COLLEGE		9
Hours		15
Semester 8		
MUS 3455	Techniques of Teaching Voice	1
MUS 4499	Senior Recital	1
MUS 3273	Music History III	3
PSY 4250	Abnormal Psychology	3
HHP 1100	Stewardship of the Body	1
MUY ALVERNO COLLEGE		9
Hours		18
Total Hours		130

Course options and schedule are subject to change.

Pharmaceutical Sciences Major (M)

The Bachelor of Science in Pharmaceutical Sciences is designed for students who wish to earn both a B.S. and a Doctor of Pharmacy degree at Concordia University Wisconsin. Students complete the core requirements, many of the major requirements, and the general elective requirements during the first three years at CUW, then complete the remaining major requirements during their first year in the CUW School of Pharmacy.

Program Learning Outcomes

Students will:

- Demonstrate an understanding of and ability to apply fundamental biological and chemical concepts;
- Analyze and interpret data to arrive at appropriate conclusions;
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems;
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists; and
- Act ethically and responsibly, demonstrating an understanding of the role science plays in societal issues, particularly in regards to healthcare.

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		68
Electives		7
Total Hours		120

Major Requirements

Code	Title	Hours
Required Core Courses		
COMM 1100 or COMM 21	Public Speaking (Communication, 3 credits) Interpersonal Communication	
CHEM 1414	General Chemistry I (Natural World, Lab Science 4 credits)	
MATH 2050	Statistics I (Natural World, Mathematics 3 credits)	
Required Courses		
BIO 1501	Functional Human Biology I	4
BIO 1502	Functional Human Biology II	4
CHEM 1424	General Chemistry II	4
CHEM 2414	Organic Chemistry I	4
CHEM 2424	Organic Chemistry II	4
MATH 2010	Calculus I	4
CHEM 4911	Chemistry Senior Seminar I	1
CHEM 4921	Chemistry Senior Seminar II	1
PHYS 1514 or PHYS 1714	General Physics I University Physics I	4
PHYS 1524 or PHYS 1724	General Physics II University Physics II	4
The Pharmaceutical Sciences Major must also complete at least 7 credits from the following:		7
BIO 2600	Biology of Microorganisms (4 credits)	
BIO 3200	Cell Biology (4 credits)	
BIO 3400	Genetics (4 credits)	
BIO 3500	Immunology (3 credits)	
BIO 4200	Molecular Biology (4 credits)	
BIO 4300	Pharmacology (3 credits)	
CHEM 3214	Biochemistry (4 credits)	
CHEM 4224	Advanced Biochemistry (4 credits)	

The pharmaceutical sciences major must also complete the following 27 credits in the pharmacy curriculum as a Doctor of Pharmacy Student

PHAR 5110	Pharmacy Biochemistry (3 credits)
PHAR 5130	Pharmacy Anatomy and Physiology (5 credits)
PHAR 5140	Pharmacy Microbiology, Immunology, & Molecular Biology (4 credits)
PHAR 5210	Pharmaceutics I (2 credits)
PHAR 5220	Pharmaceutics II (4 credits)
PHAR 5310	Pharmacology & Medicinal Chemistry I (3 credits)
PHAR 5410	Pharmacy and the Healthcare System (3 credits)
PHAR 5510	Pharmacotherapy I: Self Care (2 credits)
PHAR 5560	Pharmacy Calculations (1 credit)

Total Hours 68

Plan

Course	Title	Hours
Semester 1		
BIO 1501	Functional Human Biology I	4
CHEM 1414	General Chemistry I	4
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3
HHP 1100	Stewardship of the Body	1
Hours		15
Semester 2		
BIO 1502	Functional Human Biology II	4
CHEM 1424	General Chemistry II	4
REL 1100	Christian Faith	3
MATH 2010	Calculus I	4
Hours		15
Semester 3		
CHEM 2414	Organic Chemistry I	4
MATH 2050	Statistics I	3
PHYS 1514 or PHYS 1714	General Physics I or University Physics I	4
CCE 1040	Science & Humanity	3
HHP ACTIVITY		1
Hours		15
Semester 4		
CHEM 2424	Organic Chemistry II	4
PHYS 1524 or PHYS 1724	General Physics II or University Physics II	4
CCE 1020	Western Culture & Worldview	3
HUMAN CREATIVITY & EXPRESSION		3
MINOR OR ELECTIVE		3
Hours		17
Semester 5		
MAJOR ELECTIVE		4
CCE 1030	Western Thought & Worldview	3
REL 1000	The Bible	3
SOCIETY & CULTURE		3
MINOR OR ELECTIVE		3
Hours		16
Semester 6		
MAJOR ELECTIVE		3
HUMAN BEINGS & BEING HUMAN		3
FAITH & LIFE		3
COMM 1100 or COMM 2010	Public Speaking or American Cinema	3

MINOR OR ELECTIVE		3
Hours		15
Semester 7		
PHARMACY COURSEWORK		12
CHEM 4911	Chemistry Senior Seminar I	1
Hours		13
Semester 8		
PHARMACY COURSEWORK		13
CHEM 4921	Chemistry Senior Seminar II	1
Hours		14
Total Hours		120

Course options and schedule are subject to change.

Philosophy Major (M)

This program nurtures the ability to engage in systematic thinking and provides you with the critical distance to call culture’s dominant assumptions into question and form your own responses. You’ll be immersed in the great conversation of history’s deepest thinkers, trained in logic and ethics, and able to defend faith and human dignity. Philosophy majors score amongst the highest on the LSAT, and have the independent thinking and transferable skills which employers prize. Philosophy is by nature an interdisciplinary subject, so a Philosophy major combines well with a wide variety of other majors and minors, including Theology, Computer Science, English, History, Psychology, and Art.

Program Learning Outcomes

- Vocation and Personal Application: Students will grow in their relationship with Christ and will put his teachings into practice in their vocations.
- Communication and Culture: Students will observe, assess, and interpret today’s cultures and world views. Students will be familiar with various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups.
- Research Skills: Students will demonstrate an understanding of research skills in the discipline.
- Logic: The student will learn and use logic for argumentation.
- Ethics: The student will learn a variety of ethical theories and use them in practical problem solving.
- Epistemology: The student will learn a variety of theories of knowledge and study their implications for what can be known and how we know it.
- Metaphysics: The student will learn a variety of metaphysical theories and study their implications for what exists and why it exists.
- History of Philosophy: The student will learn the most important contributions of the great ancient, medieval, and modern philosophers.
- Apologetics: The student will become a competent defender of the Christian faith against the objections leveled by rival worldviews

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		34
Electives		41

Minor: Optional	
Total Hours	120

Major Requirements

Code	Title	Hours
Recommended Core Courses		
REL 2010	Old Testament (recommended)	
or REL 1000	The Bible	
REL 2030	Biblical Theology (recommended)	
or REL 1100	Christian Faith	

Required Courses		
PHIL 2010	Central Texts of Philosophy	3
PHIL 2110	Elementary Logic	3
PHIL 2500	Moral Philosophy	3
PHIL 3250	Christian Apologetics	3
REL 2020	New Testament	3
PHIL 4910	Senior Seminar I	1
PHIL 4920	Senior Seminar II	3
History of Philosophy Courses (select 2 of the following)		6
PHIL 4000	Ancient Philosophy	
PHIL 4100	Medieval Philosophy	
PHIL 4500	Modern Philosophy	

Major Electives ¹		
Select 9 credits of the following (6 credits must be PHIL classes, either from the list below or an approved substitution)		9
PHIL 3330	C.S. Lewis: His Life and Christian Philosophy	
PHIL 3500	Bioethical Dilemmas in Contemporary Society	
PHIL 3700	Philosophy of Mind	
PHIL 3800	Philosophy of Language	
Students may also take a third History of Philosophy class as one of their electives		

Up to 3 credits may be taken from the following list of non-PHIL classes		
ENG 3500	Classical & Modern Rhetoric	
ENG 4750	Literary Criticism	
POLS 4100	Faith and Politics	
REL 3500	A Survey of Christian Thought	
SCI 2400	Cosmogony	

Total Hours	34

¹ Majors may substitute one of the approved 3 credit non-PHIL classes with other approved courses relevant to the student’s special area of interest in philosophy (e.g. a relevant history course if they are interested in philosophy of history, a relevant science course if interested in philosophy of science).

Plan

Course	Title	Hours
Semester 1		
REL 2010	Old Testament	3
or REL 1000	or The Bible	
CCE 1010	Christian Citizen	3
CCE 1030	Western Thought & Worldview	3
ENG 1040	Introduction to Writing	3

CORE		3
Hours		15
Semester 2		
PHIL 2010	Central Texts of Philosophy	3
REL 2020	New Testament	3
CCE 1040	Science & Humanity	3
CORE		3
CORE		3
Hours		15
Semester 3		
PHIL 2500	Moral Philosophy	3
REL 2030 or REL 1100	Biblical Theology or Christian Faith	3
CCE 1020	Western Culture & Worldview	3
MATH 1250 or CSC 1010	Contemporary Math or Foundations of Computer Science	3
ELECTIVE OR MINOR		3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 4		
PHIL 2110	Elementary Logic	3
CORE		3
CORE		4
CORE		3
ELECTIVE OR MINOR		3
Hours		16
Semester 5		
PHIL 3250	Christian Apologetics	3
PHIL 4000	Ancient Philosophy	3
PHIL ELECTIVE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
HHP		1
Hours		16
Semester 6		
PHIL 4100 or PHIL 4500	Medieval Philosophy or Modern Philosophy	3
PHIL ELECTIVE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Semester 7		
PHIL 4910	Senior Seminar I	1
PHIL ELECTIVE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		13
Semester 8		
PHIL 4920	Senior Seminar II	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		2
Hours		14
Total Hours		120

Course options and schedule are subject to change.

Philosophy, Politics and Economics Major (M)

Initially created by the University of Oxford in the early 20th Century, Philosophy, Politics, and Economics (PPE) sought to bridge traditional liberal arts and professional careers. PPE is an interdisciplinary major focusing on the core fields of philosophy, politics, and economics.

PPE creates the needed synthesis between the world of ideas, the world of policy, and the world of resources. PPE enhances students' understanding of the interplay between the intellectual, political, and economic issues and institutions that shape our world. As a result, PPE students are those that put themselves on the path of leadership. Careers in law, public policy, electoral politics, research and analysis, finance and business, international affairs and diplomacy, and paths to graduate and law school are typical pathways for PPE majors.

A typical PPE conversation might ask whether a particular course of action is economically or politically feasible, whether it is morally desirable, and how we might evaluate tradeoffs among competing goods. By providing students with a comprehensive view of philosophy, political science, and economics we are following in the tradition of Aristotle, Adam Smith, John Locke, Alexis de Tocqueville, Friedrich Hayek, James Buchanan, Elinor Ostrom, and others, who thought deeply about how to chart a course to a better world.

The importance of breadth is captured well in the following quotation from Friedrich Hayek, "Nobody can be a great economist who is only an economist – and I am even tempted to add that the economist who is only an economist is likely to become a nuisance if not a positive danger."

In the CUW Philosophy, Politics, and Economics program, students think and discuss ideas in an environment committed to open dialogue with faculty who love the joy of discovery and the pursuit of better understanding. With excellent political science, economics, and philosophy faculty, the CUW PPE program is a place for exciting and energetic inquiry from a well-established interdisciplinary perspective.

Program Learning Outcomes

Students will:

- Constructively apply concepts and arguments from the philosophical, political, and economic traditions to analyze social norms, institutions, and public policies.
- Trace the development of a variety of views on the purpose of government from Plato, Aristotle, Aquinas, Hobbes, Locke, Rousseau, Burke, Hayek, Rawls, Bonhoeffer, and other contributors to the great conversation.
- Explain ideas that are philosophically foundational for limited constitutional government and political institutions best capable of producing human flourishing.
- Compare the economic systems employed across nations with a focus on the individual liberty enhancing and wealth building features of a free market economy.
- Defend a Christian understanding of the nature and purpose of citizenship and government and how such a worldview sustains a free society and flourishing economy.
- Understand and apply both quantitative and qualitative research methods in political science, philosophy, and economics.

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		
Required Courses		39
Major Elective Courses		9
Electives		27
Minor: Optional		
Total Hours		120

Major Requirements

Code	Title	Hours
Required Courses		
ECON 2100	Microeconomics	3
ECON 2200	Macroeconomics	3
ECON 3070	History of Economic Thought	3
PHIL 2010	Central Texts of Philosophy	3
PHIL 2500	Moral Philosophy	3
PHIL 4500	Modern Philosophy	3
POLS 1010	Introduction to Political Science	3
POLS 2010	American Government	3
POLS 3100	International Relations	3
POLS 3310	American Political Thought	3
PPE 3990	PPE Internship	3
PPE 4910	Senior Seminar I	3
PPE 4920	Senior Seminar II	3
Major Elective Courses (select 3 of the following courses)		9
BUS 3260	Journal Editing & Publishing (take for 3 semesters)	
ECON 3100	Macroeconomic Crises in History	
ECON 3350	An Econometric Survey	
ECON 3700	International Economics	
PHIL 2110	Elementary Logic	
PHIL 3250	Christian Apologetics	
PHIL 3500	Bioethical Dilemmas in Contemporary Society	
PHIL 4100	Medieval Philosophy	
POLS 3000	Comparative Politics	
POLS 3320	Conservative Political Thought	
POLS 3400	U.S. National Security Policy	
Total Hours		48

Plan

Course	Title	Hours
Semester 1		
POLS 1010	Introduction to Political Science	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
PSY 1010	General Psychology	3
COMMUNICATION & LANGUAGE		3
Hours		15
Semester 2		
PHIL 2010	Central Texts of Philosophy	3
ECON 2200	Macroeconomics	3
CCE 1030	Western Thought & Worldview	3
REL 1000	The Bible	3

HUMAN CREATIVITY & EXPRESSION		3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 3		
POLS 2010	American Government	3
CCE 1040	Science & Humanity	3
REL 1100	Christian Faith	3
SOCIETY & CULTURE		3
Science Core with Lab		4
Hours		16
Semester 4		
PHIL 2500	Moral Philosophy	3
ECON 2100	Microeconomics	3
MATH 2050	Statistics I	3
CCE 1010	Christian Citizen	3
ELECTIVE		3
HHP ACTIVITY COURSE		1
Hours		16
Semester 5		
POLS 3310	American Political Thought	3
ECON 3070	History of Economic Thought	3
PHIL 2210	Human Dignity ((elective))	3
FAITH & LIFE		3
ELECTIVE		3
Hours		15
Semester 6		
POLS 3100	International Relations	3
ECON 3350	An Econometric Survey ((elective))	3
PPE 3990	PPE Internship	3
ELECTIVE		3
ELECTIVE		3
Hours		15
Semester 7		
PPE 4910	Senior Seminar I	3
PHIL 4500	Modern Philosophy	3
POLS 3400	U.S. National Security Policy ((elective))	3
ELECTIVE (POLS 3000 recommended)		3
ELECTIVE		3
Hours		15
Semester 8		
PPE 4920	Senior Seminar II	3
ELECTIVE (PHIL 3250 recommended)		3
ELECTIVE (ECON 3700 recommended)		3
ELECTIVE		3
Hours		12
Total Hours		120

Course options and schedule are subject to change.

Psychology Major (M)

The mission of the Psychology program is to increase the awareness of the boundaries and applications of psychology, foster intellectual development and problem solving, and encourage students to serve others within the context of Christian faith. The Psychology program is committed to cultivating multicultural awareness and appreciation for the magnificence of God viewed through human diversity. The program prepares students to pursue helping professions and/or graduate study.

Psychologists find great meaning in helping other people build lives of wellness and emotional resilience. Most careers and vocations involve working with people which means the possibilities of where a

Psychology degree can take you are endless. The Psychology program aims to produce students who are engaged citizens active in serving their communities. The program emphasizes a Biblical perspective, integrates faith and learning, and provides students with opportunities for growth and leadership.

Program Learning Outcomes

Goal 1: Knowledge Base in Psychology

- Describe key concepts, principles, and overarching themes in psychology
- Develop a working knowledge of psychology's content domains
- Describe applications of psychology, including from a Biblical perspective

Goal 2: Scientific Inquiry and Critical Thinking

- Use scientific reasoning to interpret psychological phenomena
- Demonstrate psychology information literacy
- Engage in innovative and integrative thinking and problem solving
- Interpret, design, and conduct basic psychological research
- Incorporate sociocultural factors, including a Biblical perspective, in scientific inquiry

Goal 3: Ethical and Social Responsibility in a Diverse World

- Apply ethical standards to evaluate psychological science and practice
- Build and enhance interpersonal relationships
- Adopt values that build community at local, national, and global levels, including from a Biblical perspective.

Goal 4: Communication

- Demonstrate effective writing for different purposes
- Exhibit effective presentation skills for different purposes
- Interact effectively with others

Goal 5: Professional Development

- Apply psychological content and skills to career goals
- Exhibit self-efficacy and self-regulation
- Refine project-management skills
- Enhance teamwork capacity
- Develop meaningful professional direction for life after graduation

Goal 6: Biblical Worldview and Psychology

- Apply the five themes of a Biblical perspective on human nature to psychology content
- Interpret Lutheran vocation in the context of using psychology knowledge for Christian service

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		37
Electives		38
Minor: Required		
Total Hours		120

Major Requirements

Code	Title	Hours
Required Core Courses		
COMM 1100	Public Speaking (Communication and Language)	
MATH 2050	Statistics I (Natural World)	
Recommended Core Course		
BIO 1300	Essentials of Anatomy and Physiology (Natural World)	
Required Courses		
COMM 2100	Interpersonal Communication	3
PSY 1010	General Psychology	3
PSY 2050	Theories of Learning	3
Select one of the following Development Courses:		3
PSY 2210	Child Development	
PSY 2220	Adolescent Development	
PSY 2300	Life Span Development	
PSY 3100	Theories of Personality	3
PSY 3150	Social Psychology	3
PSY 3500	Experimental Psychology	3
PSY 4250	Abnormal Psychology	3
PSY 4500	Psychology Practicum	3
PSY 4850	Research Proposal	1
PSY 4900	Psychology Senior Seminar	3
Major Electives		
Two 3000 or 4000 Level Psychology Electives ¹		6
Total Hours		37

¹ PSY 4450 Principles of Counseling is a recommended elective to be taken during spring of junior year.

Admission to Senior Status in Psychology

The following criteria have been established for students to be admitted to Senior Status in the Psychology program. (Application is generally made in the second semester of the junior year.)

1. Successful completion of 90 semester hours of credit
2. Cumulative GPA of 2.5
3. GPA of 2.75 for Psychology coursework
4. Completion of professional portfolio
5. Completion of application interview

Placement into clinical or professional practicum settings requires a student be knowledgeable, confident, and demonstrate the highest potential for success. Enrollment in the Psychology Practicum, Research Proposal, and Senior Seminar requires a student to be well-grounded in psychological theory/practice and capable of conducting research in the field.

Students must meet the requirements above and have no conduct or ethical violations to be granted Senior Status in the Psychology major before they may enroll in Practicum, Research Proposal and Senior Seminar.

Plan

Course	Title	Hours
Semester 1		
PSY 1010	General Psychology	3

ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
COMM 1100	Public Speaking	3
REL 1000	The Bible	3
Hours		15
Semester 2		
PSY 2300 or PSY 2210 or PSY 2220	Life Span Development or Child Development or Adolescent Development	3
CCE 1030	Western Thought & Worldview	3
COMM 2100	Interpersonal Communication	3
REL 1100	Christian Faith	3
CORE		3
Hours		15
Semester 3		
PSY 2050	Theories of Learning	3
CCE 1020	Western Culture & Worldview	3
CORE		4
CORE		3
HHP 1100	Stewardship of the Body	1
HHP		1
Hours		15
Semester 4		
MATH 2050	Statistics I	3
PSY ELECTIVE	3000/4000 LEVEL	3
CCE 1040	Science & Humanity	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Semester 5		
PSY 3100	Theories of Personality	3
PSY 3150	Social Psychology	3
CORE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Semester 6		
PSY 3500	Experimental Psychology	3
PSY 4250	Abnormal Psychology	3
PSY ELECTIVE	3000/4000 LEVEL	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Semester 7		
PSY 4500	Psychology Practicum	3
PSY 4850	Research Proposal	1
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		16
Semester 8		
PSY 4900	Psychology Senior Seminar	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Total Hours		121

Course options and schedule are subject to change.

Theological Languages Major (M)

The Theology Department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

Students learn Latin, Greek, and Hebrew in order to read the Bible and major theological works. The curriculum enables students to attain a high level of competency for reading the Bible in its original languages and is an excellent preparation for graduate work in theology. ***All pre-seminary students take at least the minor.***

Program Learning Outcomes

- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's Word, and appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.
- Students will recognize Greek vocabulary, distinguish between the various parts of speech, analyze Greek morphology, and apply rules of syntax in order to create translations of Greek texts that represent a synthesis of Greek vocabulary, morphology, and syntax.
- Students will recognize Hebrew vocabulary, distinguish between the various parts of speech, analyze Hebrew morphology, and apply rules of syntax in order to create translations of Hebrew texts that represent a synthesis of Hebrew vocabulary, morphology, and syntax.

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements ¹		42
Electives ²		39
Minor: Required (minimum 18 credits) ³		
Total Hours		126

¹ This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

² Students who are planning to go to seminary should verify seminary requirements and take COMM 1100 Public Speaking as necessary.

³ If Theological Languages major is taken with another major (Theology is recommended), then no minor is required.

Major Requirements

Code	Title	Hours
Required Core Courses		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
GRK 2010	Greek I	
SCI 2400	Cosmogony (OR Any PHIL course except PHIL 2010)	
Required Courses		
LAT 1050	Latin I	3
LAT 1060	Latin II	3
LAT 2050	Latin III	3
GRK 2020	Greek II	3
GRK 3010	Greek III	3
GRK 3020	Greek IV	3
HEB 2010	Hebrew I	3
HEB 2020	Hebrew II	3
HEB 3010	Hebrew III	3
HEB 3020	Hebrew IV	3
GRK 4010	Greek V	3
or HEB 4010	Hebrew V	
GRK 4020	Greek VI	3
or HEB 4020	Hebrew VI	
REL 2020	New Testament	3
Biblical Skills Course (additional GRK or HEB or upper-level Bible course)		3
Total Hours		42

Plan

Course	Title	Hours
Semester 1		
REL 2010	Old Testament	3
ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
SCI 2400	Cosmogony	3
LAT 1050	Latin I	3
Hours		15
Semester 2		
REL 2020	New Testament	3
CCE 1030	Western Thought & Worldview	3
CORE		3
LAT 1060	Latin II	3
LAT 2050	Latin III	3
Hours		15
Semester 3		
GRK 2010	Greek I	3
REL 2030	Biblical Theology	3
CCE 1020	Western Culture & Worldview	3
MATH 1250	Contemporary Math	3
or CSC 1010	or Foundations of Computer Science	
CORE		3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 4		
GRK 2020	Greek II	3
GRK 3010	Greek III	3
CCE 1040	Science & Humanity	3

CORE		3
CORE		4
HHP		1
Hours		17
Semester 5		
GRK 3020	Greek IV	3
HEB 2010	Hebrew I	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Semester 6		
GRK 4010	Greek V	3
HEB 2020	Hebrew II	3
HEB 3010	Hebrew III	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		18
Semester 7		
GRK 4020	Greek VI	3
HEB 3020	Hebrew IV	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Semester 8		
HEB 4010	Hebrew V	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Total Hours		126

Course options and schedule are subject to change.

Theology Major (M)

The Theology Department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

The B.A. in Theology at CUW is designed for those who plan to enter fulltime ministry. With a Pre-Seminary concentration that prepares students for the academic rigor of graduate school and a Director of Church Ministries concentration that prepares students for the practical

work of assisting a pastor in a congregation, the B.A. in Theology is great for all students considering a career in church work. All students will be grounded in study of Holy Scripture, Christian doctrine, church history, and mission, learning how to speak the Gospel in the world today. As a Christ-centered university of the Lutheran Church—Missouri Synod, CUW offers robust theological programs in which the Gospel of Jesus Christ and the truth of Holy Scripture are at the center. Our theology faculty is made up of pastors who are experts in the field and are dedicated to guiding, encouraging, and challenging students as they prepare to become future ministers of the Gospel.

Program Learning Outcomes

- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's Word, and appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.
- Students will develop an appreciation for how God has worked in history, recognize key figures and movements in the life of the Church, and identify the state of theology today.
- Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual.

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements ¹		36
Electives		45
Minor Requirements:		
Pre-Seminary Program: Required Minor (minimum 18 credits)		
Director of Church Ministries (DCM) Program: Church Ministries Minor and Non-Profit Management Minor		
Total Hours		126

¹ This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

Major Requirements

Code	Title	Hours
Required Core Courses		
COMM 1100	Public Speaking	
	or COMM 21 Interpersonal Communication	
(COMM 1100 Public Speaking recommended for Pre-Seminary students and COMM 2100 Interpersonal Communication required in Church Ministries minor)		
ENG 1040	Introduction to Writing	
REL 2010	Old Testament	
REL 2030	Biblical Theology	
Any REL course above REL 2030 (For DCM students, REL 2870: Christian Care Giving is recommended)		
Required Courses		
REL 2020	New Testament	3
Old Testament Course		
Select one of the following:		

REL 3200	Genesis	
REL 3300	Wisdom of Israel	
REL 3340	Dead Sea Scrolls	
REL 3250	Prophets of Israel	
REL 3310	Psalms	
REL 4510	Holy Land	
New Testament Course		3
Select one of the following:		
REL 3350	Life of Christ	
REL 3370	The Gospel of Mark	
REL 3390	Johannine Literature	
REL 3400	Pauline Literature	
REL 3480	Revelation and End Times	
REL 3410	Life of Paul	
REL 3380	Gospel of Luke	
Historical Theology Course		3
Select one of the following:		
REL 3500	A Survey of Christian Thought	
REL 3560	Spirituality of the Middle Ages	
REL 3550	Christian Origins	
REL 3580	Theology in the Age of Lutheran Orthodoxy (1546-1700)	
REL 3570	Life and Thought of Luther	
REL 4520	Luther in Context	
Philosophy/Theology Course		3
Select one of the following:		
PHIL 2110	Elementary Logic	
PHIL 2500	Moral Philosophy	
PHIL 3250	Christian Apologetics	
PHIL 3330	C.S. Lewis: His Life and Christian Philosophy	
PHIL 3500	Bioethical Dilemmas in Contemporary Society	
For DCM students: Any REL course above REL 2030 not already taken		
Writing/Rhetoric Course		3
Select one of the following:		
ENG 2450	Art of the Personal Essay (recommended for DCM students)	
COMM 2200	Advanced Public Speaking (recommended for Pre-Seminary students)	
ENG 3500	Classical & Modern Rhetoric	
REL 4000	Lutheran Confessions	3
REL 4010	Lutheran Worship: Theology and Practice	3
Total Hours		24

Select One Concentration:

Code	Title	Hours
Pre-Seminary Program		
REL 3120	Office of the Professional Church Worker	3
Dogmatic Theology Course		
Select one of the following:		
REL 3860	Law and Gospel in the Life of the Church	
REL 3820	The Person and Work of Christ	
REL 3800	God, Man, and Creation	

REL 3840	Holy Things and Holy People	
REL 4500	Topics in Theology	
REL 4900	Senior Seminar I	3
REL 4910	Senior Seminar II	3
Total Hours		12

Code	Title	Hours
<i>Director of Church Ministries (DCM) Program</i>		
REL 2500	Great Commission Evangelism	3
or REL 2550	Friendship Evangelism	
REL 2590	Religious Education of Youth and Adults	3
REL 3120	Office of the Professional Church Worker	3
REL 4200	Church Ministries Internship	3
Total Hours		12

Program Admission - Pre-Seminary

The pre-seminary program provides academic preparation in the liberal arts for professional study for full-time pastoral ministry in the Lutheran Church—Missouri Synod. Following the earning of the baccalaureate degree, the pre-seminary student continues his program of study at Concordia Seminary, St. Louis, or Concordia Theological Seminary, Fort Wayne.

The mission of pre-seminary education is to prepare students for theological studies and pastoral formation at a seminary of the Lutheran Church—Missouri Synod. This preparation ordinarily encompasses biblical knowledge, biblical language competency, and understanding of Lutheran doctrine; competency in communication skills in reading, writing, speaking, and listening; skills in critical thinking and philosophical inquiry, acquisition of a global perspective; the understanding of and appreciation for the Lutheran ethos, identity, and ethic helping the student to perceive, proclaim, teach, and live out the centrality of the Gospel of Jesus Christ for the whole world.

Pre-seminary students are strongly encouraged to include two majors in their studies: theological languages and theology with the pre-seminary concentration. These majors are designed to prepare students for the seminary competency examinations in the Old Testament, New Testament, Christian Doctrine, Greek, and Hebrew. These majors also include broader liberal arts studies in German or Latin, communication, writing, social science, and philosophy, all of which are helpful for the theological study on a graduate level. In special cases, students in the pre-seminary program may choose other majors and minors, but must always include at least a minor in theological languages.

Students must have a minimum of 126 credits in order to graduate as part of the pre-seminary program.

Application for Entry into the Pre-Seminary Program

Since the public ministry of Word and Sacrament is an office of the Church of Christ, it demands individuals exhibiting the highest level of talent, personal knowledge, aptitude, skill, and Christian character. For this reason the following criteria have been established for acceptance into the Pre-Seminary Program of Concordia University Wisconsin. Application is generally made in the second semester of the sophomore year.

1. Successful completion of a minimum of 45 semester hours of credit.
2. CGPA of 2.5 on a 4.0 scale. (Probationary acceptance may be given to students with a CGPA of at least 2.0 if other requirements are met.)

3. Evidence of proficiency in English and foreign languages appropriate to the pre-seminary program.
4. Submission of a completed application form, available from the theology office.
5. Completion of basic theology courses.
6. Exhibition of exemplary Christian life-style.
7. Interviews with and written recommendation of the pre-seminary director.
8. A student who is refused acceptance into the pre-seminary program may re-apply up to two times. Acceptance into the pre-seminary program is not a requirement for the successful completion of a major.

Program Continuation

To maintain “good standing” status in the pre-seminary program, a student must maintain a 2.5 CGPA.

Program Admission - Director of Church Ministries (DCM)

The Director of Church Ministries (DCM) program equips men and women to serve as a Director of Church Ministries (DCM) in congregations where the church worker solicits, trains and deploys lay people within the congregation to serve in a variety of service capacities. The Director of Church Ministries Program requires a theology major and two minors; the first a minor in church ministries and the second a minor in non-profit management. Within the church ministries minor the student chooses to specialize in one out of five possible ministry areas: evangelism, missions, parish teaching, youth ministry, and pre-deaconess/social ministry (for women who intend to enroll in the deaconess programs at either of The Lutheran Church – Missouri Synod seminaries). By careful use of electives students can add a second specialization.

Because of the nature of this work all Director of Church Ministries students must demonstrate good human relations skills and a life of Christian example. Graduates may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church – Missouri Synod with the designation “Minister of Religion Commissioned – Director of Church Ministries (DCM).” Concordia University Wisconsin is the only synod school at which this program is offered. Application involves steps in addition to application to the university.

Application involves steps in addition to application to the university. Applicants for the Director of Church Ministries Program should contact the Church Ministries office for application information.

Plan

Course	Title	Hours
Semester 1		
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
REL 2030	Biblical Theology	3
REL 2010	Old Testament	3
or REL 2020	or New Testament	
CORE COURSE		3
Hours		15
Semester 2		
REL 2010	Old Testament	3
or REL 2020	or New Testament	
CCE 1030	Western Thought & Worldview	3
CORE COURSE		3

CORE COURSE	3
CORE COURSE	3
Hours	15
Semester 3	
OLD TESTAMENT ELECTIVE	3
FAITH & LIFE ELECTIVE	3
CCE 1020 Western Culture & Worldview	3
CORE COURSE	3
ELECTIVE OR MINOR	3
HHP 1100 Stewardship of the Body	1
Hours	16
Semester 4	
NEW TESTAMENT ELECTIVE	3
HISTORICAL THEOLOGY ELECTIVE	3
CCE 1040 Science & Humanity	3
LAB SCIENCE CORE	4
ELECTIVE OR MINOR	3
Hours	16
Semester 5	
REL 4010 Lutheran Worship: Theology and Practice	3
REL 4000 Lutheran Confessions	3
WRITING/RHETORIC ELECTIVE	3
PHILOSOPHY OR THEOLOGY ELECTIVE	3
ELECTIVE OR MINOR	3
HHP ACTIVITY COURSE	1
Hours	16
Semester 6	
CONCENTRATION COURSE	3
CONCENTRATION COURSE	3
ELECTIVE OR MINOR	3
ELECTIVE OR MINOR	3
ELECTIVE OR MINOR	3
ELECTIVE OR MINOR	3
Hours	18
Semester 7	
CONCENTRATION COURSE	3
CONCENTRATION COURSE	3
ELECTIVE OR MINOR	3
ELECTIVE OR MINOR	3
ELECTIVE OR MINOR	3
Hours	15
Semester 8	
ELECTIVE OR MINOR	3
ELECTIVE OR MINOR	3
ELECTIVE OR MINOR	3
ELECTIVE OR MINOR	3
ELECTIVE OR MINOR	3
Hours	15
Total Hours	126

Course options and schedule are subject to change.

Visual Communication Major (M)

At Concordia University Wisconsin, the Visual Communication Major is dedicated to cultivating a community of innovative creators who are passionate about conveying powerful messages through visual artistry. We are committed to excellence in education, upholding Lutheran values of integrity, service, and respect in every facet of our curriculum. Our program is designed to inspire students to explore the intersection of technology and design, fostering a space where creativity meets purpose. Our state-of-the-art facilities provide a canvas for students to harness

their skills in graphic design, multimedia, and digital imaging, ensuring they are proficient with the latest tools and techniques in the industry. As we guide our students through a rigorous, thought-provoking journey of artistic and personal growth, we also emphasize the importance of ethical responsibility and the impact of visual communication in society. We strive to equip our graduates with a robust portfolio that not only showcases their technical proficiency but also reflects their understanding of visual communication as a tool for positive change. Our mission is to empower each student to become a visionary Christian leader, ready to contribute to the world with faith-rooted confidence and creative excellence.

Our top-notch facilities act as a creative playground, enabling students to refine their skills across diverse art mediums, while staying abreast of the industry's evolving tools and techniques. Our educational journey is not just about artistic skill-building; it also delves into the ethical dimensions of art, highlighting the role and responsibilities of artists making visual images in society.

We're dedicated to preparing our students for the real world, ensuring they leave with a comprehensive portfolio that demonstrates their technical expertise and a deep understanding of art as a catalyst for positive change. Our ultimate goal is to nurture each student into becoming a visionary Christian leader, equipped to make meaningful contributions to the world with a blend of faith-driven confidence and artistic brilliance.

The Visual Communication major consists of 60 credit hours of course work, 12-15 of which are completed through a cooperative program with the Milwaukee Institute of Art & Design (MIAD). To enroll in MIAD courses, students must have a 3.0 minimum GPA in all prior course work in the major. MIAD is just a 25-minute drive from our Mequon Campus and offers the very latest in visual Communication technologies. A student Mac lab is available on the Concordia University campus for students completing course work at MIAD. In addition to the 45-credit Liberal Arts core requirements and required courses listed, all Visual Communication majors are encouraged to complete a minor. An Animation minor is strongly recommended to help students develop the skills they will need to channel their talents into a successful career. Required Macbook Pro (not a Macbook Air) 8GB Unified memory (Apple Education Store) + (Apple Care).

For specific information about MIAD courses please visit the MIAD website at www.miad.edu.

Program Learning Outcomes

Students will:

- Formulate and creatively solve visual problems through the lens of our Christian faith
- Communicate effectively in the creation, analysis and collaboration of a range of visual media using both data from contemporary and historical sources.
- Apply appropriate historical knowledge in the creation, description and analysis of works of visual art. Art and design are viewed as technical, spiritual/philosophical, and social endeavors.
- Demonstrate technical proficiency and aesthetic sensibility relative to observational drawing, composition, and the manipulation of visual arts media, including appropriate computer/digital applications.
- Prepare documents/artifacts and practice strategies to seek employment or to advance in a chosen field.

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		
Concordia Required Courses		42
MIAD Required Courses		12
Major Electives		6
Additional Electives		15
Minor: Optional (18 Credits Minimum)		
Total Hours		120

Major Requirements

Code	Title	Hours
Required Courses (Concordia Campus)		
ART 1500	2-Dimensional Design	3
ART 1510	Observational Drawing	3
ART 1540	Interior Space Production	3
ART 1550	Color Theory Application	3
ART 2200	Art History Comprehensive	3
ART 2520	History of Design	3
ART 2550	Typography I	3
ART 4800	Senior Portfolio/Exhibition	3
COMM 3200	Mass Communication Campaigns	3
GD 1500	Digital Vector Design	3
GD 1510	Digital Raster Design	3
GD 3000	Pixel Motion	3
GD 3510	Creative Pixel Studio	3
GD 4800	Design Outlook	3
Major Electives CUW or MIAD		6
ART 1020	Digital Imaging Fundamentals	
ART 1050	Ceramic Fundamentals	
ART 1060	Glass Fundamentals	
ART 2510	Ceramics: Throwing on the Wheel	
ART 2530	History of Photography	
ART 2560	Painting	
ART 3010	Digital Imaging: Engineering	
ART 3020	Digital Imaging: Artificial Intelligence	
ART 3800	Art Study Abroad	
GD 3500	Advanced Pixel Motion	
GD 3520	Web Design Solutions	
Required Courses (MIAD Campus)		
CD 200	Communication Design I	3
CD 201	Communication Design II	3
CD 203	Typography II	3
CD 305	Communication Design III	3
Total Hours		60

Plan

Course	Title	Hours
Semester 1		
ART 1500	2-Dimensional Design	3
ART 1510	Observational Drawing	3
GD 1500	Digital Vector Design	3

ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 2		
GD 1510	Digital Raster Design	3
REL 1100	Christian Faith	3
CCE 1010	Christian Citizen	3
ART 1540	Interior Space Production	3
ART 1550	Color Theory Application	3
HHP PHYSICAL ACTIVITY OR VARSITY ATHLETICS		1
Hours		16
Semester 3		
CCE 1030	Western Thought & Worldview	3
CCE 1020	Western Culture & Worldview	3
CD 200 (MIAD)		3
ART 2550	Typography I	3
COMMUNICATION AND LANGUAGE		3
Hours		15
Semester 4		
CCE 1040	Science & Humanity	3
CD 201 (MIAD)		3
CD 203 (MIAD)		3
FAITH AND LIFE		3
NATURAL WORLD (MATHEMATICS OR COMPUTER SCIENCE)		3
Hours		15
Semester 5		
ART 2200	Art History Comprehensive	3
CD 305 (MIAD)		3
NATURAL WORLD (SCIENCE WITH LAB)		4
HUMAN CREATIVITY AND EXPRESSION		3
ELECTIVE (CUW OR MIAD MAJOR)		3
Hours		16
Semester 6		
ART 2520	History of Design	3
GD 3000	Pixel Motion	3
HUMAN BEINGS AND BEING HUMAN		3
ELECTIVE (CUW OR MIAD MAJOR)		3
MINOR OR ELECTIVE		3
Hours		15
Semester 7		
COMM 3200	Mass Communication Campaigns	3
GD 3510	Creative Pixel Studio	3
SOCIETY AND CULTURE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Semester 8		
GD 4800	Design Outlook	3
ART 4800	Senior Portfolio/Exhibition	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		12
Total Hours		120

Course options and schedule are subject to change.

Minors

- Art Minor (Non-Licensable) (M) (p. 186)
- Artificial Intelligence & Robotics Minor (M) (p. 186)

- Biblical Studies Minor (M) (p. 187)
- Bioethics Minor (M) (p. 187)
- Biology Minor (M) (p. 188)
- Chemistry Minor (M) (p. 188)
- Christian Thought Minor (M) (p. 189)
- Classical Pedagogy Minor (M) (p. 189)
- Computer Animation Minor (M) (p. 189)
- Cybersecurity Minor (M) (p. 190)
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Art Minor (Non-Licensable) (M)

At Concordia University Wisconsin, our Art Minor is all about fostering a community of creative minds, deeply invested in expressing compelling narratives through their art. Our educational approach is rooted in Lutheran principles, emphasizing integrity, service, and respect throughout our curriculum. We aim to ignite a passion for blending time-honored techniques like ceramics, painting, and jewelry making with modern digital art forms, creating a dynamic space where creativity and purpose converge.

Our top-notch facilities act as a creative playground, enabling students to refine their skills across diverse art mediums, while staying abreast of the industry's evolving tools and techniques. Our educational journey is not

just about artistic skill-building; it also delves into the ethical dimensions of art, highlighting the role and responsibilities of artists in society.

We're dedicated to preparing our students for the real world, ensuring they leave with a comprehensive portfolio that demonstrates their technical expertise and a deep understanding of art as a catalyst for positive change. Our ultimate goal is to nurture each student into becoming a visionary Christian leader, equipped to make meaningful contributions to the world with a blend of faith-driven confidence and artistic brilliance.

The Art Minor consists of 21 credit hours of course work, offering an interdisciplinary learning experience. Students will learn a variety of experiential as well as technological art forms in this cross-functional integrated journey into the arts. Students have access to a state of the art Mac lab with up to date software and archival printing capabilities.

Curriculum

Code	Title	Hours
Required Courses		
ART 1510	Observational Drawing	3
ART 1550	Color Theory Application	3
ART 2000	Art History I	3
ART 2010	Art History II	3
<i>Select three courses from the following:</i>		9
ART 1010	Arts & Craft Fundamentals	
ART 1050	Ceramic Fundamentals	
ART 1070	Jewelry Fundamentals	
ART 1540	Interior Space Production	
ART 2510	Ceramics: Throwing on the Wheel	
ART 2560	Painting	
ART 3800	Art Study Abroad	
ART 4800	Senior Portfolio/Exhibition	
GD 1010	Digital Design Fundamentals	
GD 1500	Digital Vector Design	
GD 1510	Digital Raster Design	
GD 3000	Pixel Motion	
GD 3500	Advanced Pixel Motion	
GD 3510	Creative Pixel Studio	
Total Hours		21

Artificial Intelligence & Robotics Minor (M)

The Artificial Intelligence and Robotics minor focuses on applied aspects of Computer Science related to Artificial Intelligence. Students will be introduced to modern techniques in software development, machine learning, and data science which are strongly emerging in the technology industry.

Curriculum

Code	Title	Hours
Required Courses		
CSC 2000	Coding I - Fundamentals	3
CSC 2050	Coding II - Algorithms	3
CSC 2400	Machine Learning and Robotics	3

CSC 3400	Artificial Intelligence	3
CSC 4400	Coding III - Data Structures	3
CSC 4410	Adv Artificial Intelligence	3
Total Hours		18

Biblical Studies Minor (M)

The Biblical Studies minor forms students to serve Christ in the church and in the world with a focus on the Bible. Students will learn the main message of the Bible and will begin to mine its depths in order to prepare for professional church work, study for graduate school in Christian theology or a related field, or be a more informed lay leader in a Christian congregation. This study is a good foundation for further work not only in the Lutheran Church - Missouri Synod but for all Christian denominations.

As a student, you will explain and analyze the basic tenets of the Christian faith. Through this understanding, you will apply the Christian worldview and doctrines to current situations and to historical programs and situations. Grow in your relationship with Christ and put His teachings into practice in your own life.

Curriculum

Code	Title	Hours
Required Core Courses		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
REL 3500	A Survey of Christian Thought	
Required Courses		
REL 2020	New Testament	3
2 Courses in Biblical Content		6
one Old Testament upper level Bible course and one New Testament upper level Bible course		
Select either the language track or the theology track		9
<i>I. Language Track</i>		
GRK 2010	Greek I	
GRK 2020	Greek II	
GRK 3010	Greek III	
OR		
HEB 2010	Hebrew I	
HEB 2020	Hebrew II	
HEB 3010	Hebrew III	
<i>II. Theology Track</i>		
Choose 9 credits of upper level REL courses (Biblical content courses are strongly recommended)		
Total Hours		18

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

Bioethics Minor (M)

This 21-credit undergraduate minor in Bioethics offers undergraduate students the opportunity to engage in discussion and examination of the ethical questions that arise in biology and health care. Topics are examined from theoretical as well as practical perspectives through the analysis of specific cases and issues from a variety of disciplines such as

medicine, theology, philosophy, law, science, social work, and psychology. A minor in Bioethics is a perfect complement to many majors and career paths:

- Pre-medicine
- Nursing
- Rehabilitation sciences
- Exercise physiology
- Athletic training
- Theology
- Philosophy
- Social work
- Pre-pharmacy
- Business
- Pre-law
- Education

Concordia University Wisconsin is a unique institution in the Concordia University System because we have a large population of health care students who would especially benefit from a minor in Bioethics. Students with a minor in Bioethics would be qualified to serve on hospital ethics committees, institutional review boards, and other ethics committees. This added qualification would make any student an attractive hire for the health care field, the private sector, and governmental agencies. This program accepts 6 credits of elective courses, allowing students to tailor their own programs to their specific needs and interests.

Minor Program Goals

- Foster students' sensitivity to the moral dimensions of science, health care delivery, and research.
- Develop a deep appreciation for confessional, Lutheran approaches to life issues.
- Provide students with the knowledge and methods to analyze ethical issues in biology and health care.
- Enable students to make the best possible decisions when faced with dilemmas involving bioethics.
- Promote student involvement in bioethical dialog at the local, state, and national levels.
- Model an attitude of respect for all points of view.
- Enable students to be leaders in the church as it attempts to address troubling ethical issues involving biology and health care.

Curriculum

Code	Title	Hours
Required Core Courses		
CCE 1030	Western Thought & Worldview	
REL 2010	Old Testament	
or REL 1000 The Bible		
REL 2030	Biblical Theology	
or REL 1100 Christian Faith		
Required Minor Courses		
PHIL 2210	Human Dignity	3
PHIL 2500	Moral Philosophy	3
PHIL 3500	Bioethical Dilemmas in Contemporary Society	3
REL 2020	New Testament ¹	3

REL 2870	Christian Care Giving	3
Minor Electives		
<i>Select two of the following:</i> ²		6
PHIL 2400	Environmental Ethics	
PHIL 3090	History and Philosophy of Science	
PHIL 3250	Christian Apologetics	
PHIL 3340	Christ and Culture	
PHIL 3700	Philosophy of Mind	
PHIL 3800	Philosophy of Language	
PHIL 4600	Research Ethics	
REL 3140	Christian Ethics	
PSY 3150	Social Psychology	
SCI 2400	Cosmogony	
SW 2120	Understanding Death and Dying	
SW 2200	Aging and the Social Environment	
Total Hours		21

¹ Completes the pair with REL 2010 Old Testament in the core.

² At least one elective must carry an REL or PHIL prefix.

Biology Minor (M)

A Biology minor is offered to those students who want a more detailed knowledge of living organisms/systems and how they affect the world in which we live.

Curriculum

Code	Title	Hours
Recommended Core Course		
PHIL 2400	Environmental Ethics (Human Beings & Being Human)	
	or PHIL 350C Bioethical Dilemmas in Contemporary Society	
Required Courses: The biology minor consists of 6 required classes (21-24 credits). Note that prerequisites may apply.		
1.		
BIO 1401	General Biology I	4
	or BIO 1501 Functional Human Biology I	
2.		
BIO 1402	General Biology II	4
	or BIO 1502 Functional Human Biology II	
3. Any biology or related class (see list below) (3-4 crs.)		3-4
4. Any biology or related class (see list below) (3-4 crs.)		3-4
5. Any class with a BIO or ENV prefix numbered 2000 or higher (3-4 crs.)		3-4
6. Any class with a BIO or ENV prefix numbered 2000 or higher that includes a lab (4 crs.)		4
<i>Requirements 3 or 4 may be met by these classes (or by classes on either of the lists below):</i>		
BIO 1300	Essentials of Anatomy and Physiology	4
BIO 1600	Medical Microbiology ¹	4
BIO 1801	Human Anatomy and Physiology I	4
BIO 1802	Human Anatomy and Physiology II	4
CHEM 3214	Biochemistry	4
CHEM 4224	Advanced Biochemistry	4

ENV 1300	Introduction to Sustainability	3
ENV 1400	Introductory GIS	4
ENV 1500	Remote Sensing from Satellites and Drones	3
ENV 1800	Environmental Science	4
ENV 2600	Oceanography	4
RSC 3020	Advanced Anatomy	4
SCI 2400	Cosmogony (Human Beings & Being Human)	3
<i>Requirements 3, 4, or 5 may be met by these classes (or by classes on the list below):</i>		
BIO 2800	Pathophysiology	3
BIO 3500	Immunology	3
BIO 3760	Ecology of the Tropics (if taken without BIO 3761) (Core Culture Designation)	3
BIO 3800	Histology	3
BIO 3990	Biology Internship ²	1-4
BIO 4300	Pharmacology	3
BIO 4800	Human Physiology	4
ENV 3200	Environmental Data Analysis	3
<i>Requirements 3, 4, 5, or 6 may be met by these classes:</i>		
BIO 2400	Botany	4
BIO 2500	Zoology	4
BIO 2600	Biology of Microorganisms ¹	4
BIO 3200	Cell Biology	4
BIO 3400	Genetics	4
BIO 3760 & BIO 3761	Ecology of the Tropics and Ecology of the Tropics Lab (Core Culture Designation)	4
BIO 4100	Ecology	4
BIO 4200	Molecular Biology	4
BIO 4990	Undergraduate Research ²	1-4
ENV 2200	Water Quality and Aquaponics	4
ENV 2400	Native Plants of Wisconsin	4
ENV 4990	Advanced Applied Field Research ²	1-4
Total Hours		21-24

¹ Only one of BIO 1600 or BIO 2600 may count towards the minor

² No more than 4 credits of BIO 3990, BIO 4990, and/or ENV 4990 may count towards minor requirements

Chemistry Minor (M)

A Chemistry minor may be of interest to students who desire a more in-depth understanding of the importance of chemistry in today's world.

Curriculum

Code	Title	Hours
Required Courses		
CHEM 1414	General Chemistry I	4
CHEM 1424	General Chemistry II	4
CHEM 2414	Organic Chemistry I (4 credits)	4
CHEM 2424	Organic Chemistry II (4 credits)	4
<i>Select at least two chemistry electives from below</i>		8
CHEM 2204	Analytical Chemistry	
CHEM 2304	Descriptive Inorganic Chemistry	

CHEM 3214	Biochemistry
CHEM 3404	Physical Chemistry: Thermodynamics
CHEM 3504	Physical Chemistry: Quantum and Spectroscopy
CHEM 4224	Advanced Biochemistry
CHEM 4334	Advanced Organic Chemistry
CHEM 4424	Advanced Inorganic Chemistry
CHEM 4524	Instrumental Analysis

Total Hours**24**

Christian Thought Minor (M)

The world needs leaders who have thought about the Christian faith and how best to share the Gospel with people living in an age of distraction. Christian thought is devoted to the study of the history of Christianity, Christian doctrine, Christian philosophy, apologetics, and ethics. The major and minor provide the opportunity to study the structure of Christian belief and practice. Students are equipped in mind and spirit for service to Christ in the Church and world. These programs are suitable for anyone with an interest in theology and philosophy and a sincere desire to carry out the Great Commission.

Curriculum

Code	Title	Hours
Required Core Courses		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
Any REL course with a number above 2030 ¹		
Required Courses		
REL 2020	New Testament	3
HIST 2400	History of Christianity	3
REL 3100	Religion in America Today	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3
HIST 4410	The Reformations	3
<i>Minor Elective</i>		
Any 3000-level or 4000-level class in history, theology, or philosophy.		3
Total Hours		21

¹ Strongly recommended: a course in historical theology, such as REL 3500 A Survey of Christian Thought.

Classical Pedagogy Minor (M)

Classical Education at Concordia embraces a traditional engagement with the Liberal Arts anchored in Christian thought and tailored to the modern world. Classical Education emphasizes not only the holistic development of students—mind, body, spirit—but also the development of content knowledge in the various areas of the Liberal Arts, including language arts, history, philosophy, theology, the fine arts, mathematics and science. Students are encouraged to see the interconnections between these discrete disciplines and to pursue not simply an accumulation of knowledge, but to embark upon a life-long pursuit of Truth. With this solid foundation students are prepared to follow vocations as teachers, in their turn helping develop young people to their fullest potential.

The Classical Education program is intended to prepare students to teach in schools and academies which have adopted a classical paradigm for their curricula and principles of pedagogy. Graduates of the program may be called to positions in schools of the Lutheran Church-Missouri Synod and are eligible to be rostered in the LCMS with the designation “Minister of Religion—Commissioned, Teacher.” Nevertheless, admission to the program is open to members of any Christian denomination

The Classical Pedagogy minor will help students gain both theoretical knowledge and practical skills that will prepare them for their vocations as Classical educators. Students will develop an understanding of the broader historical and legal context of Classical education and will demonstrate the ability to articulate the philosophy of Classical (particularly Lutheran) education and to distinguish between various educational philosophies and to assess them in light of Lutheran theology. In addition, students will develop facility with teaching methods distinct to Classical (Lutheran) education and will acquire practical experience in a Classical education setting by means of a structured student teaching experience.

All students are required to have a minimum of 12 hours in Classical Latin, 15 hours in Bible and Doctrine, and a distribution of courses in the Humanities and Arts disciplines that make up the traditional education of a “free” citizen, as defined in the Classical world. In order to be eligible to receive a call from a LCMS congregation, the student must also complete successfully all theology courses required of a candidate qualified for a first call as a Minister of Religion—Commissioned.

Curriculum

Code	Title	Hours
Required Courses		
ENG 3500	Classical & Modern Rhetoric	3
HIST 4400	History of Education in the Western Tradition	3
LA 3000	Teaching Methods of Classical Education	3
LA 4800	Practicum	1-3
LA 4900	Classical Education Student Teaching	6
LEGL 3250	Legal Landscape of American Schools	3
PSY 3050	Psychology of Teaching and Learning	3
Total Hours		22-24

Computer Animation Minor (M)

The Computer Animation minor introduces you to drawing and design skills which will be applied to basic digital animation for either stand-alone animations or web-based animated graphics. Animation has a wide variety of applications in the fields of Advertising, Graphic Design and Illustration.

Curriculum

Code	Title	Hours
Animation Minor for Visual Communication & Illustration Majors		
Required Courses		
ART 3500	Figure Drawing	3
ART 4500	Digital Character Design	3
CSC 2800	Animation I	3
CSC 3800	Animation II	3
GD 3000	Pixel Motion	3

GD 3500	Advanced Pixel Motion	3
Total Hours		18

Code	Title	Hours
Animation Minor for Non-Art Majors		
Required Courses		
ART 1510	Observational Drawing	3
CSC 2800	Animation I	3
GD 1500	Digital Vector Design	3
GD 1510	Digital Raster Design	3
GD 3000	Pixel Motion	3
GD 3500	Advanced Pixel Motion	3
Total Hours		18

Cybersecurity Minor (M)

A minor which focuses on applied aspects of Computer Science related to Cyber Security. Students will be introduced to modern techniques in software development, penetration testing, and networking which are strongly emerging in the technology industry.

Curriculum

Code	Title	Hours
Required Courses		
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 1800	Systems Integration	3
CSC 2000	Coding I - Fundamentals	3
CSC 3600	Cybersecurity	3
CSC 3610	Networks & Security	3
CSC 4600	Penetration Testing	3
Total Hours		18

Data Science Applied Analytics Minor (M)

This program will develop in students knowledge and skills needed to ethically manipulate and effectively analyze data, both large and small, revealing insights into problem domains.

Curriculum

Code	Title	Hours
Required Courses		
CSC 2000	Coding I - Fundamentals	3
CSC 2050	Coding II - Algorithms	3
DSAA 2000	Introduction to Data Science and Analysis	3
DSAA 3000	Data Mining and Predictive Analysis	3
DSAA 3100	Visual Analytics	3
MATH 2020	Calculus II	4
MATH 3050	Statistics II	3
Total Hours		22

Director of Church Ministries Minor for Music Major with Church Music Concentration (M)

The Theology Department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

Students who fulfill a major in a field compatible with church ministries, such as church music, and who wish to be certified through The Lutheran Church - Missouri Synod as a Director of Church Ministries, may be certified after completing the Church Ministries Minor for Related Majors.

This program equips men and women to serve as a Director of Church Ministries (DCM) in congregations where the church worker solicits, trains and deploys lay people within the congregation to serve in a variety of service capacities.

Because of the nature of this work, all church ministries students must demonstrate good human relations skills and a life of Christian example. Graduates may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church – Missouri Synod with the designation "Minister of Religion Commissioned – Director of Church Ministries (DCM)." Concordia University Wisconsin is the only synod school at which this program is offered.

Curriculum

Code	Title	Hours
Required Core Courses		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
Any REL course above REL 2030		
Required Courses		
REL 2020	New Testament	3
REL 3120	Office of the Professional Church Worker	3
REL 4000	Lutheran Confessions	3
REL 4200	Church Ministries Internship (or a comparable internship from major-agreed upon by all program directors)	3
REL 2590	Religious Education of Youth and Adults	3
or REL 2570	Youth Ministry: Theology and Practice	
<i>Select one from the following:</i>		3
REL 2980	Faith and Culture	

REL 3100	Religion in America Today	
REL 3175	World Religions	
REL 3110	Church in Mission (or REL XXXX - any mission or evangelism)	3
REL XXXX (any upper level Bible course)		3
Total Hours		24

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

Program Admission

Application involves steps in addition to application to the university. Applicants for the Church Ministries minor should contact the Church Ministries office for application information.

Director of Church Ministries Minor with Related Majors (M)

The Theology Department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

Students who fulfill a major in a field compatible with church ministries, such as parish music, parish nursing, and social work, and who wish to be certified through The Lutheran Church - Missouri Synod may be certified after completing the Church Ministries Minor with Related Majors. This program equips men and women to serve as a Director of Church Ministries (DCM) in congregations where the church worker solicits, trains and deploys lay people within the congregation to serve in a variety of service capacities.

Because of the nature of this work all church ministries students must demonstrate good human relations skills and a life of Christian example. Graduates may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church - Missouri Synod with the designation "Minister of Religion Commissioned - Director of Church Ministries (DCM)." Concordia University Wisconsin is the only synod school at which this program is offered.

Curriculum

Code	Title	Hours
Required Core Courses		
REL 2010	Old Testament	

REL 2030	Biblical Theology	
Any REL course above REL 2030		
Required Courses		
REL 2020	New Testament	3
REL 3120	Office of the Professional Church Worker	3
REL 4000	Lutheran Confessions	3
REL 4200	Church Ministries Internship	3
<i>Religious Education Course (select one of the following)</i>		3
REL 2590	Religious Education of Youth and Adults	
REL 2630	Communicating Bible Messages	
ED 2306	Teaching the Faith	
REL 3100	Religion in America Today	3
or REL 3175	World Religions	
REL XXXX	Theology Course in Outreach (i.e., evangelism, missions)	3
REL XXXX	Bible Course: any advanced OT or NT course	3
Total Hours		24

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

Program Admission

Application involves steps in addition to application to the university. Applicants for the Church Ministries minor should contact the Church Ministries office for application information.

English Minor in Literature (M)

The study of literature in the Christian context of Concordia fosters intellectual curiosity, provides insight into the deepest questions and most profound mysteries, develops empathy and understanding of others, and explores the significance of narrative for how we interpret and make meaning in the world. The English Minor in Literature is ideal for students who want to deepen their appreciation for reading and pairs especially well with majors in other Humanities, the Arts, Psychology, Social Work, Legal Studies, Classical Education, and Pre-Seminary tracks.

Curriculum

Code	Title	Hours
Required Courses		
<i>Literary Contexts</i>		
ENG 2710	Topics in American Literature and Society	3
ENG 2720	Topics in British Literature and Society	3
ENG 2730	Topics in Global Literature and Society	3
<i>Theories and Methods</i>		
ENG 4750	Literary Criticism	3
<i>Minor Electives</i>		
Select six credits of English electives		6
Total Hours		18

English Minor in Writing (M)

The ability to write skillfully empowers you to affect change in the world and express yourself effectively. As a result, it is a prized skill in many disciplines and career paths, as well as a meaningful creative practice. The English Minor in Writing equips students to communicate effectively in a range of situations for varied audiences. As such, it complements

any other major well, but it especially pairs well with majors in other Humanities, Mass Communication, Creative Arts, Business, Legal Studies, and Pre-Seminary tracks.

Curriculum

Code	Title	Hours
Required Courses		
Linguistics		
ENG 3050	English Grammar and Usage	3
Creative Expression		
ENG 2450	Art of the Personal Essay	3
ENG 2460	Creative Writing	3
Advanced Expression (Select two of the following)		6
ENG 2500	Academic Writing and Research	
ENG 4100	Professional Writing Seminar	
BCOM 2400	Business Writing	
BUS 3220	Nonprofit Fundraising and Grant Writing	
COMM 1200	Journalism	
COMM 2400	Sports Journalism	
COMM 3200	Mass Communication Campaigns	
THTR 4010	Playwriting	
Rhetorical Theory		
ENG 3500	Classical & Modern Rhetoric	3
Total Hours		18

Environmental Studies Minor (M)

An Environmental Studies minor is offered to those students who want a more detailed knowledge of ecosystems and how they affect the world in which we live.

Curriculum

Code	Title	Hours
Required Courses		
BIO 1401	General Biology I	4
BIO 4100	Ecology	4
CHEM 1204	Elements of General and Biological Chemistry	4
ENV 1800	Environmental Science	4
ENV 2500	Earth Science	4
Elective subject to Science Faculty approval		3-4
Total Hours		23-24

Game Programming Minor (M)

The Game Programming minor in Computer Science strives to introduce the student to the tools and techniques commonly used in the game programming industry. Physics engines, blended animations, lighting, and game object scripting are all heavily represented. Various 2D and 3D game genres are also discussed and implemented.

Curriculum

Code	Title	Hours
Required Courses		
CSC 2000	Coding I - Fundamentals ¹	3
CSC 2050	Coding II - Algorithms	3

CSC 2800	Animation I	3
CSC 3070	Software Engineering	3
CSC 3800	Animation II	3
CSC 4400	Coding III - Data Structures	3
Total Hours		18

¹ Students should consider taking CSC 1010 to satisfy the Core Mathematics requirement since CSC 1010 is the pre-requisite for CSC 2000.

History Minor (M)

Our Program

Concordia's History Department offers a comprehensive history education for those choosing to major in History or Social Studies Education and complements a host of other majors for students seeking another major or minor. Additionally, History courses play a fundamental role in the university's Core Curriculum. History majors develop a breadth of knowledge across time and place by focusing on the United States, Europe, or the World. Students graduate with the ability to research, think critically, communicate effectively, and engage in meaningful ways in their communities. Studying history equips Concordians with the analytical skills required to excel in a variety of fields, including teaching, law, politics, business, research, and information management. History students, upon graduation, enter the workforce well-prepared to engage in an ever-changing society. History majors pursue graduate work in history, art history, museum studies, information studies, library science, and education. Equally importantly, Students discover that history can be so much more than facts and dates. They study engaging topics such as war, music, art and architecture, film, great texts, empires, and even pirates. Throughout the curriculum, students ponder larger questions related to the human experience, past, present & future: what are the fundamental characteristics of being human; what material, philosophical, and cultural changes have occurred over time; and what lies ahead for human society?

Our Vision

The study of history is a foundational part of a Lutheran Liberal Arts education. At Concordia, students graduate able to ask questions about the past, to identify what is common to the human experience, and to ask what has changed across cultures and over time. History majors learn how human groups have used stories to pass on wisdom and values, think carefully about how historians do their work, and practice using historical knowledge to contribute to our communities. History has been used for millennia by people to teach lessons, to discern virtue and vice, and to distinguish what is believed from what is true. The Concordia History program draws on all of these traditions to equip Concordians to pursue their vocations in the church and the world.

Curriculum

Code	Title	Hours
Required Courses		
U.S. History		3
European History		3
Non-Western/Global History		3
HIST 3850	Historical Methods	3
Select one of the following emphases:		9
<i>I. Emphasis in American History</i>		

U.S. History (6 additional credits)	
European or Non-Western/ Global History (3 additional credits)	
II. Emphasis in European History	
European History (6 additional credits)	
U.S. or Non-Western/Global History (3 additional credits)	
III. Emphasis in Global History	
Non-Western/Global History (6 additional credits)	
U.S. or European History (3 additional credits)	
Total Hours	21

Human Biology Minor (M)

A Human Biology minor is offered to those students who want to start with anatomy and physiology as a basis for understanding human biology.

Curriculum

Code	Title	Hours
Recommended Core Courses		
PHIL 3500	Bioethical Dilemmas in Contemporary Society (Human Beings & Being Human)	
Required Courses		
BIO 1801 & BIO 1802	Human Anatomy and Physiology I and Human Anatomy and Physiology II	8
<i>Select at least 13 credits from the following courses ¹</i>		13
BIO 1600	Medical Microbiology	4
BIO 2800	Pathophysiology	3
BIO 3800	Histology	3
BIO 3990	Biology Internship ²	1-4
BIO 4800	Human Physiology	4
BIO 4990	Undergraduate Research ²	1-4
RSC 3020	Advanced Anatomy	4
Other classes with the approval of the chair of life and earth sciences		
Total Hours		21

¹ Note that prerequisites may apply

² No more than 4 credits of BIO 3990 and/or BIO 4990 may count towards minor requirements

Illustration Minor (M)

At Concordia University Wisconsin, the Illustration Minor is dedicated to cultivating a community of innovative creators who are passionate about conveying powerful messages through visual artistry. We are committed to excellence in education, upholding Lutheran values of integrity, service, and respect in every facet of our curriculum. Our program is designed to inspire students to explore the intersection of technology and illustration, fostering a space where creativity meets purpose. Our state-of-the-art facilities provide a canvas for students to harness their skills in drawing, multimedia, animation and digital imaging, ensuring they are proficient with the latest tools and techniques in the industry. As we guide our students through a rigorous, thought-provoking journey of artistic and personal growth, we also emphasize the importance of ethical responsibility and the impact of illustration in society.

The Illustration Minor consists of 21 credit hours. A student Mac lab is available on the Concordia University campus. The Illustration Minor

will enhance several majors including Mass Communication, Marketing, Computer Science, Computer Gaming as well as Visual Communication and those interested in motion graphics and interactive media.

Curriculum

Code	Title	Hours
Required Courses		
ART 1510	Observational Drawing	3
ART 2520	History of Design	3
ART 2540	Mixed Media Drawing	3
GD 1500	Digital Vector Design	3
GD 1510	Digital Raster Design	3
GD 3000	Pixel Motion	3
or GD 3500	Advanced Pixel Motion	
<i>Art Elective (select one course from the following)</i>		3
ART 1550	Color Theory Application	
ART 2560	Painting	
ART 3500	Figure Drawing	
ART 3800	Art Study Abroad	
ART 4800	Senior Portfolio/Exhibition	
Total Hours		21

Information Systems Minor (M)

A minor which focuses on applied aspects of Computer Science related to Information Systems. Students will be introduced to modern techniques in software development, networking, and systems integration which are strongly emerging in the technology industry.

Curriculum

Code	Title	Hours
Required Courses		
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 1800	Systems Integration	3
CSC 2000	Coding I - Fundamentals	3
CSC 3200	Systems Programming	3
CSC 3600	Cybersecurity	3
CSC 3610	Networks & Security	3
Total Hours		18

Justice & Public Policy Minor (M)

A minor in Justice and Public Policy (JPP) from CUW will help you understand how courses in the areas corrections, the court, law enforcement, and probation/parole will prepare you to understand sociological, psychological, and free-will theories while learning how to apply theory to practice within the American civil and criminal court systems, correctional system, and justice system. Additional elective courses allow you to create a personalized path to enhance your major.

One hundred percent of all faculty have extensive experience in their respective fields. This approach lends itself to practical and experiential guidance in blending your personal and professional ethical values within a system of justice, public policy, and service.

Curriculum

Code	Title	Hours
Required Courses		
JPP 1010	Introduction to Law Enforcement	3
JPP 1030	Introduction to Courts	3
JPP 1050	Introduction to Probation and Parole	3
JPP 2010	Corrections in America	3
Minor Electives		
Select two JPP Electives		6
Total Hours		18

Law and Politics Minor (M)

The Law and Politics minor introduces students to the study of politics, while also developing an appreciation for the legal framework within which politics operates. This minor is a good choice for those interested in public policy and/or considering a career in law. Courses are interactive and discussion based, bridging the theory of law and politics to how the concepts apply at the local, state, national, and international levels, from a Christian perspective. Students engage with professors to study and address key legal and political issues of the day.

Curriculum

Code	Title	Hours
Required Courses		
POLS 1010	Introduction to Political Science	3
POLS 2010	American Government	3
POLS 3590	Constitutional Law	3
POLS 4100	Faith and Politics	3
LEGL 2300	Environmental Law & Politics	3
Minor Elective		3
Select any upper-level POLS or LEGL course		
Total Hours		18

Mass Communication Minor (M)

Our Mass Communication minor will ground you in media writing, research, speaking, and interpersonal skills. You'll be able to communicate messages in mediated and verbal form to a variety of audiences. This practical training, combined with a strong liberal arts education that is founded in our Christian mission, will prepare you to communicate to solve problems. This program also is available as a major

Curriculum

Code	Title	Hours
Required Courses		
COMM 1000	Introduction to Mass Communication	3
COMM 1200	Journalism	3
or COMM 3100 Social Media		
COMM 1400	Audio and Video Production	3
COMM 3200	Mass Communication Campaigns	3
COMM 4000	Critical Analysis of Mass Communication	3
GD 1500	Digital Vector Design	3

or GD 3510	Creative Pixel Studio
Total Hours	18

Mathematics Minor (M)

The Mathematics minor will give you a better understanding of areas of mathematics such as calculus and discrete mathematics that can support study in education or a science, or can allow you to pursue a math-related subject in graduate school.

Curriculum

Code	Title	Hours
Required Courses		
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4
MATH 2030	Calculus III	4
MATH 2050	Statistics I	3
Select 6 credits from the following:		6
MATH 2200	Discrete Math	
MATH 3210	Abstract Algebra	
MATH 3250	Linear Algebra and Differential Equations	
MATH 3310	Geometry	
MATH 4410	Real Analysis	
MATH 4610	Probability & Statistics	
Total Hours		21

Missions Minor (M)

God has created you with unique gifts and passions and now, more than ever, people need a hope that is eternal. The Missions minor will allow you to develop your talents while considering the challenges you could face in the mission field. The purpose of the Missions minor is to assist you as you discover the gifts and talents God has given you for service. You will be studying how mission work is accomplished around the globe. A key element of this program is recognizing and deliberating on the challenges that arise in the mission field. Along the way, you'll have opportunities to participate in spring break mission trips and global trips that will provide you with hands-on experience.

Curriculum

Code	Title	Hours
Required Core Courses		
REL 2010	Old Testament (Bible Content)	
REL 2030	Biblical Theology (Christian Doctrine)	
REL 2500	Great Commission Evangelism (Theology Elective)	
Required Courses		
COMM 4100	Cross-Cultural Communication	3
REL 2020	New Testament	3
REL 2550	Friendship Evangelism	3
REL 3160	World Missions I	3
REL 3170	World Missions II	3
REL 3175	World Religions	3
Minor Electives		
Select one of the following Cross-cultural Missions electives:		3
REL 2980	Faith and Culture	

REL 3110 Church in Mission

Total Hours 21

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

Music Minor (M)

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

For students of any other School of Arts and Sciences major, a music minor can be attained with 23-24 music credits. There is no audition for the minor. For non-music major students, participation in music ensembles and productions will satisfy the creative arts component of both the core and the music minor.

Curriculum

Code	Title	Hours
Required Courses		
MUS 1241	Music Theory I	3
MUS 1251	Aural Theory I	1
MUS 1262	Music Theory II	3
MUS 1272	Aural Theory II	1
MUS 2241	Music Theory III	3
MUS 2251	Aural Theory III	1
MUS 3271	Music History I	3
MUS 3272	Music History II	3
Applied Music (studio)		3
MUS 3450	Beginning Conducting	2-3
or MUS 4445	Composing and Arranging	
Ensemble - choose from list below ¹		0
MUS 3170	Jazz Ensemble	
MUS 3177	Falcon Pep Band	
MUS 3180	Chapel Ringers	
MUS 3181	University Band	
MUS 3182	Chapel Choir	
MUS 3183	Selah	
MUS 3184	Concordia Civic Chorale	
MUS 3185	String Ensemble/Chamber Orchestra	
MUS 4181	Symphonic Wind Ensemble	
MUS 4184	Kammerchor	
MUS 4185	Alleluia Ringers	
Total Hours		23-24

¹ Ensemble participation is required every semester while in residency. Music minors audit ensembles.

Philosophy Minor (M)

With its strong emphasis on a dialogue between Christian thought and secular philosophies, the Philosophy minor explicitly upholds CUW's Mission statement, by helping students develop their mind "for service to Christ in the church and the world." More specifically, the Philosophy minor fosters deep examination of who we are, what is real, and how we are called to think and act, thereby promoting intellectual development and self-knowledge for the student's personal growth and well-being and providing insights for Christian action in the world.

Curriculum

Code	Title	Hours
Recommended Core Courses		
REL 2010	Old Testament (Bible Content)	
or REL 1000	The Bible	
REL 2030	Biblical Theology (Christian Doctrine)	
or REL 1100	Christian Faith	
Any REL course above 2030		
Required Courses		
PHIL 2010	Central Texts of Philosophy	3
PHIL 2110	Elementary Logic	3
PHIL 2500	Moral Philosophy	3
PHIL 3250	Christian Apologetics	3
<i>Select one of the following:</i>		3
PHIL 4000	Ancient Philosophy	
PHIL 4100	Medieval Philosophy	
PHIL 4500	Modern Philosophy	
Minor Electives		
<i>Select six credits of the following:</i>		6
<i>3 credits must be PHIL classes, either from the list below or an approved substitution.</i>		
<i>At least 3 credits must be at the 3000 level or above.</i>		
PHIL 3000	Special Topics in Philosophy	
PHIL 3090	History and Philosophy of Science	
PHIL 3330	C.S. Lewis: His Life and Christian Philosophy	
PHIL 3500	Bioethical Dilemmas in Contemporary Society	
PHIL 3700	Philosophy of Mind	
PHIL 3800	Philosophy of Language	
PHIL 3810	Aesthetics	
PHIL 4110	Advanced Logic	
PHIL 4250	Advanced Christian Apologetics	
ENG 3500	Classical & Modern Rhetoric	
ENG 4750	Literary Criticism	
POLS 4100	Faith and Politics	
REL 3500	A Survey of Christian Thought	
SCI 2400	Cosmogony	
Total Hours		21

Photography Minor (M)

At Concordia University Wisconsin, the Photography Minor is dedicated to cultivating a community of innovative image makers who are passionate about conveying powerful messages through a visual means. We are committed to excellence in education, upholding Lutheran

values of integrity, service, and respect in every facet of our curriculum. This minor is designed to inspire students to explore the intersection of technology and image, fostering a space where creativity meets purpose. Our state-of-the-art facilities provide a canvas for students to harness their skills in photography and digital imaging, ensuring they are proficient with the latest tools and techniques in the industry. As we guide our students through a rigorous, thought-provoking journey of artistic and personal growth, we also emphasize the importance of ethical responsibility and the impact of visual communication in society. We strive to equip our graduates with a robust portfolio that not only showcases their technical proficiency but also reflects their understanding of visual communication as a tool for positive change. Our mission is to empower each student to become a visionary Christian leader, ready to contribute to the world with faith-rooted confidence and creative excellence.

The Photography major consists of 24 credit hours of course work.. A student Mac lab is available on the Concordia University campus for students completing course work at MIAD. Journalism or Mass Communications major students would benefit greatly with a Photography minor to develop the skills they will need to channel their talents into a successful career. It is suggested to have Macbook Pro (not a Macbook Air) 8GB Unified memory (Apple Education Store) + (Apple Care).

Curriculum

Code	Title	Hours
Required Courses		
ART 1510	Observational Drawing	3
ART 1020	Digital Imaging Fundamentals	3
ART 2500	Digital Imaging Production	3
ART 2530	History of Photography	3
GD 1510	Digital Raster Design	3
GD 3510	Creative Pixel Studio	3
<i>Select two courses from the following:</i>		6
ART 3000	Digital Imaging: Social Media	
ART 3020	Digital Imaging: Artificial Intelligence	
ART 3030	Digital Imaging: Movement	
ART 3040	Digital Imaging: Product Photography	
GD 1500	Digital Vector Design	
Total Hours		24

Psychology Minor (M)

Most careers and vocations involve working with people which means the possibilities of where a Psychology minor can take you are endless. This minor pairs well with majors in the health professions, such as biology, pre-med, diagnostic medical sonography, pre-physical therapy, nursing, and rehab science to name a few. Additionally, a Psychology minor will enhance degrees in business, communication, social work, and philosophy, politics, and economics.

Curriculum

Code	Title	Hours
Required Core Courses		
MATH 2050	Statistics I	
Required Courses		
PSY 1010	General Psychology	3

PSY 2050	Theories of Learning	3
PSY 3100	Theories of Personality	3
PSY 3150	Social Psychology	3
PSY 3500	Experimental Psychology	3
PSY 4250	Abnormal Psychology	3
<i>Select one of the following Development Courses:</i>		3
PSY 2210	Child Development	
PSY 2220	Adolescent Development	
PSY 2300	Life Span Development	
Minor Electives		
One 3000 or 4000 Psychology Elective		3
Total Hours		24

Social Science Minor (M)

The Social Science minor introduces students to a plethora of ideas and disciplines within the field of the Social Sciences, to provide students a broad yet incisive understanding of societal issues today, locally, nationally, and internationally. The minor would complement a number of majors well, such as Political Science, Psychology, History, Communication, and English.

The minor is comprised of 21 credits, including four required Sociology courses, and two classes from a list of electives across Communication, Religion, Political Science, and Sociology.

Curriculum

Code	Title	Hours
Required Courses		
PSY 1010	General Psychology (which is not required by major)	3
or SOC 1010	Introduction to Sociology	
SOC 2030	Contemporary Social Problems	3
SOC 2550	Urban Society	3
SW 2110	Drugs, Society, and Human Behavior	3
SW 2120	Understanding Death and Dying	3
Minor Electives		
<i>Select two of the following:</i>		6
COMM 4100	Cross-Cultural Communication	
POLS 2850	American Politics and Health Care Policy	
REL 2870	Christian Care Giving	
Total Hours		21

Software Engineering Minor (M)

A minor which focuses on applied aspects of Computer Science related to Software Engineering. Students will be introduced to modern techniques in software development, systems programming, and programming language theory which are strongly emerging in the technology industry.

Curriculum

Code	Title	Hours
Required Courses		
CSC 2000	Coding I - Fundamentals	3
CSC 2050	Coding II - Algorithms	3

CSC 3200	Systems Programming	3
CSC 3210	Programming Language Theory	3
CSC 4200	Theoretical Computer Science	3
CSC 4400	Coding III - Data Structures	3
Total Hours		18

Spanish Minor (M)

The Spanish minor consists of 24 hours of course work including a variety of language courses, as well as courses in culture, civilization, literature, linguistics, advanced grammar and Spanish for the professions. The minor is intended to compliment any CUW major and help students prepare both linguistically as well as culturally to live out Concordia's mission of serving Christ in the Church and the World.

Incoming students are encouraged to meet with Multicultural Studies faculty to determine placement in the language course sequence. The highest placement allowed by Concordia is Span 301, and retroactive credits are available for prior courses (down to Span 101) upon successful completion of the initial language taken course at CUW. Span 101 and 102 do not count towards the minor.

Curriculum

Code	Title	Hours
Required Courses		
SPAN 2010	Intermediate Spanish I	3
SPAN 2020	Intermediate Spanish II	3
SPAN 3010	Spanish Conversation and Composition	3
SPAN 3070	Linguistics	3
SPAN 3300	Advanced Spanish Grammar	3
<i>Minor Electives</i>		
Upper level electives in Spanish		9
Total Hours		24

Sports Media Minor (M)

With a Sports Media minor, you'll leave with the skills to communicate effectively about sports through a variety of channels. You'll be able to use digital technologies to produce journalistic and marketing content to report and promote teams, players and fans. What's more, you'll spend a semester working with the university's Athletic Department, getting hands-on experience in a practicum-style course.

Curriculum

Code	Title	Hours
Required Courses		
COMM 2400	Sports Journalism	3
COMM 2500	Sports Broadcasting	3
COMM 3100	Social Media	3
COMM 4300	Sports Media Capstone	3
GD 1500	Digital Vector Design	3
or GD 3510	Creative Pixel Studio	
SHB 3400	Marketing of Sport & Entertainment	3
Total Hours		18

Theatre Minor (M)

The Theatre program is committed in accordance with the Concordia mission to develop future Theatre artists "...in mind, body, and spirit for service to Christ in the Church and the world", by taking a holistic approach to the Theatre Arts and exploring how it relates to service to the Church and the world. A degree in Theatre does so by strengthening one's faith, convictions, and action by developing necessary critical thinking, communication, and interpersonal relationship skills needed for service in the church, the world, and professional vocations. Theatre courses fulfill this by building a community of artists and creative thinkers who are working at increasing their communication and performance skills, as well as teambuilding and problem solving that can be applied to their personal and professional lives. Students entering the fields of teaching, ministry, education, business, and even the medical sciences will find the skills developed in theatre courses and theatre productions will enhance their speaking abilities and increase their effectiveness in communicating the written word to an audience. The critical analysis that is involved in all the Theatre courses is exceptional in enhancing one's ability to self-express and examine the thoughts/behaviors of others as they relate to themselves and others. Every profession today involves communication on its multiple levels and the need for understanding peers, superiors, and constituencies. Theatre is both a highly creative and practical means of preparing students for the communication involved across vocations. The Concordia University Wisconsin Theatre Program is committed to doing so in a Christ-centered environment, dedicated to service to community and preparation for a future in the performing arts.

Curriculum

Code	Title	Hours
Required Courses		
THTR 1000	Orientation to Theatre	3
THTR 1400	Stagecraft I: Intro Stagecraft	3
THTR 1800	Theatre Practicum	1
THTR 2200	Acting I: Intro to Acting	3
THTR 3020	20th Century American Drama	3
THTR 4600	Theatre Internship	3
THTR 4800	Senior Capstone in Theatre	3

Minor Electives

<i>Select one of the following:</i>		3
THTR 1200	Basic Dance	
THTR 2000	Voice & Speech for the Actor	
THTR 2220	Acting for the Camera	
THTR 2230	Musical Theatre and Dancing	
THTR 2400	Producing Children's Theatre	
THTR 3400	Theatre Mgmt and Stage Mgmt	
THTR 3410	Stage Design I	
THTR 3200	Acting II: Intermediate Acting	
THTR 3800	Cultural Experience Through Directed Travel Study	
<i>Select one of the following:</i>		3
THTR 2210	Choreography for the Stage	
THTR 3000	Drama Ministry	
THTR 3010	Theatre in Education	
THTR 3410	Stage Design I	
THTR 3420	Stage Directing	
THTR 3440	Stage Movement & Combat	

THTR 4000	Special Topics in Theatre	
THTR 4010	Playwriting	
THTR 4200	Acting III: Advanced Acting	
Total Hours		25

Theological Languages Minor (M)

Students learn Hebrew and Greek in order to read the Bible and major theological works. The curriculum enables students to attain a high level of competency for reading the Bible in its original languages and is an excellent preparation for graduate work in theology. *All pre-seminary students take at least the minor.*

Curriculum

Code	Title	Hours
Required Core Courses		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
Any REL course above REL 2030		
GRK 2010	Greek I	
Required Courses ¹		
REL 2020	New Testament	3
<i>Select 21 credits in Theological Languages</i>		21
GRK 2020	Greek II	
GRK 3010	Greek III	
GRK 3020	Greek IV	
HEB 2010	Hebrew I	
HEB 2020	Hebrew II	
HEB 3010	Hebrew III	
HEB 3020	Hebrew IV	
Total Hours		24

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

Must include REL 2020 New Testament (3 credits), theological languages in the core (3 credits), and theological languages in the minor (21 credits). It is recommended that students end up with 12 credits each of Greek and Hebrew, but if a student cannot complete the 12 credits each of Greek and Hebrew successfully, other language courses from the Theological Languages major can be used to fulfill the 24 required credits for this minor.

¹ Students who are planning to go to seminary should verify seminary requirements and take COMM 1100 Public Speaking as necessary.

Theology Minor (M)

The Theology minor is intended primarily for students who are preparing for certification as professional church workers such as Lutheran School Teachers. For this reason an internship in the appropriate area of professional church work is included in the requirements. Other students interested in theological study should consider a minor in Christian Thought (p. 189) or Biblical Studies (p. 187).

Curriculum

Code	Title	Hours
Required Core Courses		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
Any REL course above REL 2030		
Required Courses		
REL 2020	New Testament	3
<i>Theology/Philosophy Course (select one of the following)</i>		3
REL 4000	Lutheran Confessions (recommended for all church-work students)	
REL 3860	Law and Gospel in the Life of the Church	
REL 3500	A Survey of Christian Thought	
PHIL 3250	Christian Apologetics	
PHIL 3340	Christ and Culture	
<i>Office of Church Worker Course</i>		
ED 4411	The Profession and Ethics of Teaching (for education students)	3
or REL 3120 Office of the Professional Church Worker		
<i>Internship Course (select one of the following)</i>		3
REL 4200	Church Ministries Internship	
ED 44XX Student Teaching (for education students)		
<i>Religious Education Course (select one of the following)</i>		3
REL 2590	Religious Education of Youth and Adults	
REL 2630	Communicating Bible Messages	
ED 2306	Teaching the Faith (for education students)	
<i>Comparative Religion Course</i>		
REL 3100	Religion in America Today	3
or REL 3175 World Religions		
Total Hours		18

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

Visual Communications Minor (M)

At Concordia University Wisconsin, the Visual Communication Minor is dedicated to cultivating a community of innovative creators who are passionate about conveying powerful messages through visual artistry. We are committed to excellence in education, upholding Lutheran values of integrity, service, and respect in every facet of our curriculum. Our program is designed to inspire students to explore the intersection of technology and design, fostering a space where creativity meets purpose. Our state-of-the-art facilities provide a canvas for students to harness their skills in graphic design, multimedia, and digital imaging, ensuring they are proficient with the latest tools and techniques in the industry. As we guide our students through a rigorous, thought-provoking journey of artistic and personal growth, we also emphasize the importance of ethical responsibility and the impact of visual communication in society. We strive to equip our graduates with a robust portfolio that not only showcases their technical proficiency but also reflects their understanding of visual communication as a tool for positive change. Our mission is to empower each student to become a visionary Christian leader, ready to contribute to the world with faith-rooted confidence and creative excellence.

The Visual Communication Minor consists of 18 credit hours of course work. A student Mac lab is available on the Concordia University campus.

Curriculum

Code	Title	Hours
Required Courses		
<i>Drawing</i>		
ART 1500	2-Dimensional Design	3
or ART 1550	Color Theory Application	
ART 1510	Observational Drawing	3
<i>Technology</i>		
GD 1500	Digital Vector Design	3
GD 1510	Digital Raster Design	3
GD 3510	Creative Pixel Studio	3
or GD 3000	Pixel Motion	
<i>History</i>		
ART 2520	History of Design	3
Total Hours		18

Youth Ministry Minor (M)

The Youth Ministry minor equips students to minister to the faith needs of young people. Students receive training to administer youth ministry programs in a variety of settings, or to serve in any number of support capacities for youth ministry within a congregation. The Youth Ministry minor is not restricted to students enrolled in professional church work programs. Students who are majoring in other fields of study and desire to be of service to youth through their congregational youth programs are encouraged to enroll.

Curriculum

Code	Title	Hours
Required Core Courses		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
Any REL course above REL 2030		
Required Courses		
COMM 2100	Interpersonal Communication	3
HHP 2209	First Aid and CPR	2
PSY 2220	Adolescent Development ¹	3
REL 2020	New Testament (may be double-dipped with requirement in church work program)	3
REL 2570	Youth Ministry: Theology and Practice	3
REL 2590	Religious Education of Youth and Adults ²	3
REL 3000	Ministry Practicum (in youth ministry)	3
REL 3180	Family-based Youth Ministry	3
Total Hours		23

1 Prerequisite PSY 1010 General Psychology

2 Lutheran teachers who have taken ED 2306 Teaching the Faith may take an outreach elective instead.

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

Certificates

- Psychology Certificate (M) (p. 199)
- Spanish for Health Care Professionals Certificate (M) (p. 200)

Psychology Certificate (M)

Students pursuing a Psychology Certificate will address human development, mental health, critical thinking skills, and integrated disciplinary knowledge in psychology. They will also learn the application of psychology to a Biblical worldview while developing communication skills.

Student Learning Outcomes for the Psychology Certificate

Goal 1: Content Knowledge and Applications

- Describe key concepts, principles, and theories in psychology.
- Apply psychological content and a Biblical perspective to solve practical problems.

Goal 2: Scientific Inquiry and Critical Thinking

- Demonstrate psychology information literacy and critical thinking.
- Incorporate sociocultural factors, including a Biblical perspective, in scientific inquiry.

Goal 3: Values in Psychological Science

- Build and enhance interpersonal relationships.
- Apply psychological principles and a Biblical perspective to strengthen individuals and communities.

Goal 4: Communication

- Write and present effectively for different purposes.
- Interact effectively with others.

Goal 5: Professional Development

- Apply psychological content and skills to various vocations and career goals.
- Enhance teamwork capacity.

Goal 6: Biblical Worldview and Psychology

- Apply the five themes of a Biblical perspective on human nature to psychology content.
- Interpret Lutheran vocation in the context of using psychology knowledge for Christian Service.

Curriculum

Code	Title	Hours
Required Courses		
PSY 1010	General Psychology	3
PSY 2300	Life Span Development	3
PSY 3100	Theories of Personality	3
PSY 4250	Abnormal Psychology	3
Total Hours		12

Spanish for Health Care Professionals Certificate (M)

In order to be of service in the Church and in the World, the Department of Multicultural Studies helps students gain communicative and cultural competence in order to reach out to those in other places.

This certificate will help students in their interactions with the diverse groups of patients they will come into contact with. The world now includes, domestically, daily interactions with Hispanic patients who often do not speak English or would prefer to communicate in Spanish.

This certificate program is tailored to enhance our professional school students to be linguistically and culturally prepared to interact with Latinx patients who often do not speak English or would prefer to communicate in Spanish. Culturally, our students need to leave Concordia with empathy and a cultural competency that will enable them to interact with a diverse group of patients. This certificate program is tailored to enhance our professional school students to be linguistically and culturally prepared to interact with Latinx patients.

Curriculum

Code	Title	Hours
Required Courses		
SPAN 3010	Spanish Conversation and Composition	3
SPAN 3640	Health Issues in the Hispanic World	3
SPAN 3650	Spanish for Human Service Professionals	3
SPAN 3700	Hispanics in the United States	3
SPAN 3750	Spanish for Human Services Professions II	3
Total Hours		15

School of Education (M)

The School of Education equips and inspires Christian servant leaders to pursue integrity and excellence in the delivery of educational services within professional and lifelong learning throughout the world.

Teacher Education Programs

Lutheran Teaching Ministry - Wisconsin Public Education

Concordia University offers strong programs for preparing teachers for Lutheran, public, and private education. All teacher education programs are approved by the Wisconsin Department of Public Instruction. Successful completion of one of Concordia's teacher education programs enables graduates to be eligible for a Wisconsin teaching license. Students who are members of The Lutheran Church – Missouri Synod and are preparing for the teaching ministry of the LCMS will receive a Lutheran Teacher Diploma (LTD). In addition, Concordia offers a Christian Teacher Certification (CTC) program which prepares individuals for a teaching ministry in a Christian or public school setting.

Programs are available leading to licensure in:

- Early Childhood and Elementary Education Dual Major (Birth to Grade 9)
- Early Childhood Regular and Special Education (Birth to Grade 3)
- Elementary/Middle Education Grades 4K-9
- Elementary/Middle Regular Education and Cross-Categorical Special Education
- Secondary Education Grades 4 -12

- Cross-Categorical Special Education Grades 4K-12
- K-12 education in certain subject areas

The Secondary Education program requires a licensable subject area major. The Elementary /Middle School program recommends an additional subject area concentration, minor, or a dual major. K-12 programs are available in:

- Art Education
- Business Education
- Music Education
- Physical Education

Undergraduate admission is processed through the Admissions Department. For individuals who have already completed a baccalaureate degree, a program leading to licensure in one of the above areas is also available. Students who have acquired a Bachelors' degree and now want to earn a Wisconsin license must contact the Graduate Teacher Certification Office.

For full and complete program details, please consult the School of Education Handbook.

- Art Education Major (M) (p. 216)
- Business Education Major (M) (p. 219)
- Cross Categorical Special Education Program (M) (p. 201)
- Early Childhood and Elementary Education Dual Major (M) (p. 204)
- Early Childhood Regular and Special Education Dual Certification Program (M) (p. 207)
- Elementary/Middle Education (M) (p. 210)
- Elementary/Middle Regular and Cross-Categorical Special Education Dual Certificate Program (M) (p. 213)
- English and Language Arts Education Major (M) (p. 221)
- Mathematics Education Major (M) (p. 224)
- Music Education Major (M) (p. 227)
- Physical Education Major (M) (p. 230)
- Science Education Major (M) (p. 232)
- Social Studies Education Major (M) (p. 236)
- Adaptive Education Minor (M) (p. 239)
- Educational Studies Minor (Non-Licensable) (M) (p. 240)
- English/Language Arts Minor (M) (p. 240)
- Mathematics Minor (M) (p. 240)
- Science Education Minor (M) (p. 241)
- Social Studies Minor (M) (p. 241)
- Theology Minor (M) (p. 242)

K-9 English Education Concentration (p. 240)

K-9 Mathematics Education Concentration (p. 241)

K-9 STEM Education Concentration (p. 241)

K-9 Social Studies Education (p. 242)

Special Education Concentration (p. 239)

Wisconsin Licensure

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

1. Met the university credit requirements
 - a. Minimum of 120 college credits
 - b. Minimum of 36 credits at Concordia University Wisconsin
 - c. Minimum of 20 education credits at Concordia University Wisconsin
2. Earned a minimum of 2.75 GPA for all college credits
3. Met course requirements for the appropriate education program
4. Received full upper division status
5. Met all Wisconsin Department of Public Instruction requirements
6. Been recommended by the Education Division faculty to receive the appropriate teaching license
7. Passed required content test(s) (Praxis II, Wisconsin NES/Reading Foundations Test, and/or or Language Testing International) for teaching major(s) (early childhood education, elementary/middle school education, subject areas for secondary and K-12 education) as well as licensable minor(s) when applicable
8. Passed required edTPA
9. Taken the required theology courses and received the recommendation of the Concordia University faculty for teaching in schools of the Lutheran Church-Missouri Synod (if Lutheran Education emphasis)
 - Compassion Care Certificate (M) (p. 242)

Application to the School of Education

Students must apply for initial admission to the School of Education. Application to the School of Education typically occurs after the successful completion of ED 1102 Foundations of Education/Foundations of Education. Students who wish to be admitted to the School of Education shall meet the following requirements:

1. Successfully completed ED 1102 Foundations of Education/Foundations of Education
2. Successful completion of Portfolio I (interview and electronic portfolio meet required benchmarks)
3. 2.25 GPA or higher
4. Successfully completed ED 1000
5. Recommended by faculty advisor
6. Criminal background check
7. Submitted School of Education Admission application to the School of Education

Application for Entry into the Teacher Education Program (Upper Division Status)

Since education is a demanding profession in regard to talents, personality, knowledge, teaching skills, and Christian example, it is important that only the most highly qualified students, who demonstrate the highest potential for professional success, be admitted to the Teacher Education Program. For these reasons, the following criteria have been established to receive Upper Division Status and acceptance into the program (Application is generally made in the second semester of the sophomore year.)

1. Successful completion of a minimum of 45 semester hours of credit
2. GPA of 2.5 on a 4.0 scale

3. Successful completion of basic skills requirements
4. Successful completion of initial field experiences
5. Successful completion of Portfolio I and II
6. Successful completion of ED 1000 and ED 2000
7. Confidential background verification form with criminal background check
8. Submission of completed UDS Application Form

NOTE: To maintain Upper Division Status, a student must maintain at least a 2.5 GPA. In addition, a GPA of 2.75 is required for both student teaching and a Wisconsin Teaching License.

NOTE: Check with the Education Office for timely information on additional requirements for completing the Wisconsin teacher license program.

Acceptance Procedure:

1. Notification of acceptance or non-acceptance into the program will be made by email.
2. A copy of this letter is filed in the applicant's file in the School of Education Office.

Majors

- Art Education Major (M) (p. 216)
- Business Education Major (M) (p. 219)
- Cross Categorical Special Education Program (M) (p. 201)
- Early Childhood and Elementary Education Dual Major (M) (p. 204)
- Early Childhood Regular and Special Education Dual Certification Program (M) (p. 207)
- Elementary/Middle Education (M) (p. 210)
- Elementary/Middle Regular and Cross-Categorical Special Education Dual Certificate Program (M) (p. 213)
- English and Language Arts Education Major (M) (p. 221)
- Mathematics Education Major (M) (p. 224)
- Music Education Major (M) (p. 227)
- Physical Education Major (M) (p. 230)
- Science Education Major (M) (p. 232)
- Secondary Education (Grades 4 - 12) and K-12 Education Subject Area Majors and Minors (M) (p. 216)
- Social Studies Education Major (M) (p. 236)
- Teacher Colloquy Program - LCMS (M) (p. 239)

Cross Categorical Special Education Program (M)

Your studies in special education at CUW include a solid liberal arts foundation, a Christian emphasis, specialized coursework and ample field experiences working alongside children with disabilities.

The certification in Cross Categorical Special Education (Grades 4K-12) allows you to apply for a teaching license with the Wisconsin department of public instruction. You will be well prepared to teach students with disabilities from Kindergarten through High School. CUW's special education department also sponsors organizations like Best Buddies to promote a greater understanding of disabilities throughout our campus community. In whatever discipline you decide, you'll start with an open

heart and mind, and leave more prepared than ever to enrich the lives of children with disabilities in any school setting.

Program Learning Outcomes

- Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
- Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
- Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
- Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
- Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
- Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
- Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
- Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
- CUW Faith Standard:** Educators model Christian servant leadership by demonstrating consistent moral and ethical behavior, inspiring others by example in their personal, professional, and community lives. In Christian schools, teachers integrate faith and learning, embodying a biblical worldview while fostering a value system that emphasizes character, mission, and service. Teacher candidates seeking the Lutheran Teacher Diploma adhere to the doctrine and practice of the Lutheran Church-Missouri Synod.

Curriculum

Code	Title	Hours
Core Requirements (p. 29) ¹		48-51
Major Requirements		74-81
Electives		
Minor or Concentration: Optional		
Total Hours		122-132

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Core Curriculum - 48-51 Credits

Concordia Common Core - 18-21 Credits

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions - 30 Credits		
Communication and Language Elective		3
ENG 1040	Introduction to Writing	3
Faith and Life Elective: Any course with REL prefix above REL 2030		3
ED 1102	Foundations of Education	3
HHP Activity Course		1
HHP 1100	Stewardship of the Body	1
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 1190	Number Sense: Teaching Pre K-9	3
MATH 1200	Data & Space: Teaching Pre K-9	3
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers	3

Note: Two CUW - approved writing intensive courses are required for graduation.

Cross Categorical Special Education Curriculum

Code	Title	Hours
Cross Categorical Special Education Curriculum		
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching ²	3
<i>Experiential and Seminar Component (pass/fail)</i>		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0

ED 3000	Student Teaching Seminar	0
<i>Practical Component: Regular Education</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 3401	Instruction & Assessment of Reading ²	3
ED 2358	Emergent Writing: Birth to Grade 3	2
or ED 2432	Teaching Writing: Grades 4-12	
<i>"THE BLOCK" - Take these courses during the same semester.</i>		14
ED 4301	Data Driven Analysis of Classroom Practice ²	2
ED 4303	Language Arts Methods ²	3
ED 4304	Curriculum and Methods in Mathematics ²	3
ED 4305	Curriculum & Methods in Science & Environment ²	3
ED 4306	Curriculum and Methods in Social Studies ²	3
<i>Practical Component: Special Education</i>		
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2484	Educational and Behavioral Management in Special Education	3
ED 3328	Teaching Students with Significant Disabilities ²	3
ED 3438	Transition and Collaboration for Adolescents with Disabilities ²	3
ED 3452	Strategies for Teaching Exceptional Youth ²	3
ED 3455	Legal Issues in Special Education ²	3
ED 3457	Curricular Adaptations for Learners with Disabilities ²	3
ED 4454	Curriculum, Methods, & Pre-Student Teaching for CCSE/ECSE ²	4
ED 4479	Assessment Strategies for Diverse Learners ²	3
ED 4487	Implementation Strategies in Special Education ²	2
<i>Student Teaching Component (Take these courses in the same semester)</i>		
ED 4453	Cross Categorical Special Education Student Teaching	12
ED 4449	Portfolio Completion - Special Education ²	1
<i>Lutheran (LCMS Members) Education Requirements</i>		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
<i>Christian Teacher Certification Requirements</i>		
ED 2306	Teaching the Faith	3
Select one of the following:		3
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

2 Course Requires Upper Division Status.

Plan

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
REL 2010	Old Testament	3
MATH 1190	Number Sense: Teaching Pre K-9	3

HHP 1100	Stewardship of the Body	1
Hours		16
Semester 2		
HUMAN CREATIVITY & EXPRESSION		3
ED 1230	Nature of the Exceptional Child	3
REL 2020	New Testament	3
CCE 1020	Western Culture & Worldview	3
MATH 1200	Data & Space: Teaching Pre K-9	3
CCE 1040	Science & Humanity	3
Hours		18
Semester 3		
ED 1103	Human Relations for Teachers	3
ED 2306	Teaching the Faith	3
SCI 1100	Introduction to Life and Physical Sciences	4
CCE 1030	Western Thought & Worldview	3
COMMUNICATION & LANGUAGE		3
HHP ACTIVITY		1
Hours		17
Semester 4		
ED 2484	Educational and Behavioral Management in Special Education	3
ED 2000	UDS Seminar	0
ED 1275	Human Learning	3
ED 2432	Teaching Writing: Grades 4-12	3
or ED 2358	or Emergent Writing: Birth to Grade 3	
FAITH & LIFE		3
ED 2204	The Art & Science of Teaching Reading	3
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
Hours		18
Semester 5		
ED 3328	Teaching Students with Significant Disabilities	3
REL 2030	Biblical Theology	3
ED 3452	Strategies for Teaching Exceptional Youth	3
ED 3455	Legal Issues in Special Education	3
ED 3457	Curricular Adaptations for Learners with Disabilities	3
ED 4479	Assessment Strategies for Diverse Learners	3
Hours		18
Semester 6		
ED 3438	Transition and Collaboration for Adolescents with Disabilities	3
ED 3401	Instruction & Assessment of Reading	3
ED 4454	Curriculum, Methods, & Pre-Student Teaching for CCSE/ECSE	4
ED 4487	Implementation Strategies in Special Education	2
REL 4000	Lutheran Confessions	3
Hours		15
Semester 7		
ED 4306	Curriculum and Methods in Social Studies	3
ED 3000	Student Teaching Seminar	0
ED 4411	The Profession and Ethics of Teaching	3
ED 4301	Data Driven Analysis of Classroom Practice	2
ED 4303	Language Arts Methods	3
ED 4304	Curriculum and Methods in Mathematics	3
ED 4305	Curriculum & Methods in Science & Environment	3
Hours		17
Semester 8		
ED 4449	Portfolio Completion - Special Education	1
ED 4453	Cross Categorical Special Education Student Teaching	12
Hours		13
Total Hours		132

Course options and schedule are subject to change.

Plan

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
MATH 1190	Number Sense: Teaching Pre K-9	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 2		
HUMAN CREATIVITY & EXPRESSION		3
ED 1230	Nature of the Exceptional Child	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
MATH 1200	Data & Space: Teaching Pre K-9	3
CCE 1040	Science & Humanity	3
Hours		18
Semester 3		
ED 1103	Human Relations for Teachers	3
FAITH & LIFE		3
SCI 1100	Introduction to Life and Physical Sciences	4
CCE 1030	Western Thought & Worldview	3
COMMUNICATION & LANGUAGE		3
Hours		16
Semester 4		
ED 2484	Educational and Behavioral Management in Special Education	3
ED 2000	UDS Seminar	0
ED 1275	Human Learning	3
ED 2432 or ED 2358	Teaching Writing: Grades 4-12 or Emergent Writing: Birth to Grade 3	3
HHP ACTIVITY		1
ED 2204	The Art & Science of Teaching Reading	3
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
Hours		16
Semester 5		
ED 3328	Teaching Students with Significant Disabilities	3
ED 3452	Strategies for Teaching Exceptional Youth	3
ED 3455	Legal Issues in Special Education	3
ED 3457	Curricular Adaptations for Learners with Disabilities	3
ED 4479	Assessment Strategies for Diverse Learners	3
Hours		15
Semester 6		
ED 3438	Transition and Collaboration for Adolescents with Disabilities	3
ED 3401	Instruction & Assessment of Reading	3
ED 4454	Curriculum, Methods, & Pre-Student Teaching for CCSE/ECSE	4
ED 4487	Implementation Strategies in Special Education	2
ED 4411	The Profession and Ethics of Teaching	3
Hours		15
Semester 7		
ED 4306	Curriculum and Methods in Social Studies	3
ED 3000	Student Teaching Seminar	0
ED 4301	Data Driven Analysis of Classroom Practice	2
ED 4303	Language Arts Methods	3
ED 4304	Curriculum and Methods in Mathematics	3

ED 4305	Curriculum & Methods in Science & Environment	3
Hours		14
Semester 8		
ED 4449	Portfolio Completion - Special Education	1
ED 4453	Cross Categorical Special Education Student Teaching	12
Hours		13
Total Hours		123

Course options and schedule are subject to change.

Early Childhood and Elementary Education Dual Major (M)

There are several aspects of our early childhood and elementary education department that are truly unique to CUW. In addition to the 121-credit requirement for public education majors, we have a variety of flexible options to increase marketability and prepare preservice educators to teach in multiple settings. Concordia offers a Lutheran Teacher Diploma for members of LCMS congregations who wish to teach in Lutheran schools and Christian Education Certification for members of other Christian churches who wish to teach in Christian schools. Along with your dual major in Early Childhood and Elementary Education, we also offer a variety of minors, concentrations, and certificates, including Adaptive Education, Special Education, and our Compassion Care Certificate, which includes work with our Compassion Care and Comfort Dogs. Thanks to our enhanced program, most students graduate in 3.5 to 4 years, and 99+ percent of them find jobs immediately.

Our early childhood and elementary education program also offers you the opportunity to student teach internationally or outside of the immediate CUW geographical area. Additionally, our students have field placements in area schools each semester before student teaching. This makes you more classroom-ready as you grow as a new teacher and feedback from your supervisors helps you set goals for continued improvement.

If your calling is to change a student's life from birth through 9th grade, our calling is to help get you there.

Program Learning Outcomes

- Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
- Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
- Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
- Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical

thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
7. **Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
11. **CUW Faith Standard:** Educators model Christian servant leadership by demonstrating consistent moral and ethical behavior, inspiring others by example in their personal, professional, and community lives. In Christian schools, teachers integrate faith and learning, embodying a biblical worldview while fostering a value system that emphasizes character, mission, and service. Teacher candidates seeking the Lutheran Teacher Diploma adhere to the doctrine and practice of the Lutheran Church-Missouri Synod.

Curriculum

Birth to 9th Grade

Code	Title	Hours
Core Requirements (p. 29) ¹		48-51
Early Childhood and Elementary Education Majors		73-79
Total Hours		121-130

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

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

Core Curriculum - 48-51 Credits

Concordia Common Core - 18-21 Credits

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions - 30 Credits		
ENG 1040	Introduction to Writing	3
Communication and Language Elective		3
Faith and Life Elective: Any course with REL prefix other above REL 2030		3
ED 1102	Foundations of Education	3
HHP 1100	Stewardship of the Body	1
HHP Activity Course		1
Human Creativity and Expression: Art, Music, Theater, or Graphic Design activity course		3
MATH 1190	Number Sense: Teaching Pre K-9	3
MATH 1200	Data & Space: Teaching Pre K-9	3
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers	3
Note: Two writing intensive courses required for graduation. Other electives may be added to reach 120 credit minimum for graduation.		3

Early Childhood & Elementary Education Curriculum

Code	Title	Hours
Required Courses		
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching ²	3
<i>Experiential Component</i>		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
<i>Practical Component</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 2252	Best Practices in Engaging Adolescents in Literacy (OR)	3
MATH 3130	Math in the Middle School	
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 3401	Instruction & Assessment of Reading ²	3
<i>Practical Component: Early Childhood</i>		
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2466	Health, Safety, and Fitness for the Young Child	3
ED 3359	Curriculum and Techniques in Early Childhood ²	4
ED 3400	Creativity in Early Childhood ²	2
ED 3356	STEM: Math in Early Childhood ²	2
ED 3357	STEM: Science and Environment in Early Childhood ²	2
ED 4478	Early Childhood Pre-Student Teaching ²	3
ED 4479	Assessment Strategies for Diverse Learners ²	3
<i>"The Block" - Take these courses during the same semester</i>		

ED 4301	Data Driven Analysis of Classroom Practice ²	2
ED 4302	Collaborating with Families and Members of the Community ²	1
ED 4303	Language Arts Methods ²	3
ED 4304	Curriculum and Methods in Mathematics ²	3
ED 4305	Curriculum & Methods in Science & Environment ²	3
ED 4306	Curriculum and Methods in Social Studies ²	3

Student Teaching Component (Take these courses in the same semester)

ED 4412	Portfolio Completion - Elementary ²	1
ED 4421	Elementary Student Teaching ²	6
ED 4425	Early Childhood Student Teaching ²	6

Lutheran (LCMS Members) Teacher Diploma Requirements

REL 4000	Lutheran Confessions	3
ED 2306	Teaching the Faith	3

Christian Teacher Certification Requirements

ED 2306	Teaching the Faith	3
Select one of the following 3 credit courses:		
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 4000	Lutheran Confessions	3
PHIL 3250	Christian Apologetics	3
OR		
PHIL 3340	Christ and Culture	3

¹ SCI 1100 Introduction to Life and Physical Sciences recommended

² Course requires upper division status

Plan

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
ED 1275	Human Learning	3
ED 1231	Best Practices in Engaging Children in Literacy	3
CCE 1010	Christian Citizen	3
REL 2010	Old Testament	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 2		
ED 1103	Human Relations for Teachers	3
ENG 1040	Introduction to Writing	3
CCE 1040	Science & Humanity	3
REL 2020	New Testament	3
MATH 1190	Number Sense: Teaching Pre K-9	3
HHP ACTIVITY		1
Hours		16
Semester 3		
SCI 1100	Introduction to Life and Physical Sciences	4
REL 2030	Biblical Theology	3
CCE 1020	Western Culture & Worldview	3
ED 1230	Nature of the Exceptional Child	3
Human Creativity & Expression		3
Hours		16
Semester 4		
FAITH & LIFE ELECTIVE		3
ED 2000	UDS Seminar	0

CCE 1030	Western Thought & Worldview	3
MATH 1200	Data & Space: Teaching Pre K-9	3
COMMUNICATION & LANGUAGE		3
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2252 or MATH 3130	Best Practices in Engaging Adolescents in Literacy or Math in the Middle School	3

Hours		18
Semester 5		
ED 2204	The Art & Science of Teaching Reading	3
ED 2306	Teaching the Faith	3
ED 3400	Creativity in Early Childhood ²	2
REL 4000	Lutheran Confessions	3
ED 4479	Assessment Strategies for Diverse Learners ²	3
ED 3359	Curriculum and Techniques in Early Childhood ²	4

Hours		18
Semester 6		
ED 3401	Instruction & Assessment of Reading ²	3
ED 2466	Health, Safety, and Fitness for the Young Child	3
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 3356	STEM: Math in Early Childhood ²	2
ED 3357	STEM: Science and Environment in Early Childhood ²	2
ED 4478	Early Childhood Pre-Student Teaching ²	3
ED 4411	The Profession and Ethics of Teaching ²	3

Hours		18
Semester 7		
ED 3000	Student Teaching Seminar ²	0
ED 4301	Data Driven Analysis of Classroom Practice ²	2
ED 4302	Collaborating with Families and Members of the Community ²	1
ED 4303	Language Arts Methods ²	3
ED 4304	Curriculum and Methods in Mathematics ²	3
ED 4305	Curriculum & Methods in Science & Environment ²	3
ED 4306	Curriculum and Methods in Social Studies ²	3
Hours		15

Semester 8		
ED 4421	Elementary Student Teaching ²	6
ED 4425	Early Childhood Student Teaching ²	6
ED 4412	Portfolio Completion - Elementary ²	1
Hours		13
Total Hours		130

Course options and schedule are subject to change.

Plan

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
ED 1103	Human Relations for Teachers	3
MATH 1190	Number Sense: Teaching Pre K-9	3
CCE 1010	Christian Citizen	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 2		
ED 1275	Human Learning	3
MATH 1200	Data & Space: Teaching Pre K-9	3
CCE 1040	Science & Humanity	3
REL 1100	Christian Faith	3
ED 1231	Best Practices in Engaging Children in Literacy	3
Hours		15

Semester 3		
SCI 1100	Introduction to Life and Physical Sciences	4
FAITH & LIFE		3
CCE 1020	Western Culture & Worldview	3
ED 1230	Nature of the Exceptional Child	3
ENG 1040	Introduction to Writing	3
Hours		16
Semester 4		
HUMAN CREATIVITY & EXPRESSION		3
ED 2000	UDS Seminar	0
CCE 1030	Western Thought & Worldview	3
COMMUNICATION & LANGUAGE		3
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2466	Health, Safety, and Fitness for the Young Child	3
Hours		15
Semester 5		
ED 2204	The Art & Science of Teaching Reading	3
ED 3400	Creativity in Early Childhood ²	2
ED 3359	Curriculum and Techniques in Early Childhood ²	4
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 4479	Assessment Strategies for Diverse Learners ²	3
HHP ACTIVITY		1
Hours		15
Semester 6		
ED 2252 or MATH 3130	Best Practices in Engaging Adolescents in Literacy or Math in the Middle School	3
ED 3401	Instruction & Assessment of Reading ²	3
ED 3356	STEM: Math in Early Childhood ²	2
ED 3357	STEM: Science and Environment in Early Childhood ²	2
ED 4478	Early Childhood Pre-Student Teaching ²	3
ED 4411	The Profession and Ethics of Teaching ²	3
Hours		16
Semester 7		
ED 3000	Student Teaching Seminar ²	0
ED 4301	Data Driven Analysis of Classroom Practice ²	2
ED 4302	Collaborating with Families and Members of the Community ²	1
ED 4303	Language Arts Methods ²	3
ED 4304	Curriculum and Methods in Mathematics ²	3
ED 4305	Curriculum & Methods in Science & Environment ²	3
ED 4306	Curriculum and Methods in Social Studies ²	3
Hours		15
Semester 8		
ED 4421	Elementary Student Teaching ²	6
ED 4425	Early Childhood Student Teaching ²	6
ED 4412	Portfolio Completion - Elementary ²	1
Hours		13
Total Hours		121

Course options and schedule are subject to change.

Early Childhood Regular and Special Education Dual Certification Program (M)

There are several aspects of our Early Childhood and Special Education dual major that are truly unique to CUW. In addition to the 121-credit requirement for public education majors, your studies in special education at CUW include a solid liberal arts foundation, a Christian emphasis, specialized coursework, and ample field experiences working

alongside children with disabilities. Along with your dual major in Early Childhood and Special Education, we also offer a variety of minors, concentrations, and certificates, including an Urban Education concentration or our Compassion Care Certificate, which includes work with our Compassion Care and Comfort Dogs. Concordia offers a Lutheran Teacher Diploma for members of LCMS congregations who wish to teach in Lutheran schools and Christian Education Certification for members of other Christian churches who wish to teach in Christian schools. Thanks to our enhanced program, most students graduate in 4 years, and 99+ percent of them find jobs immediately.

The dual certification in Early Childhood Education and Early Childhood Special Education (Birth through age 8) major allows you to apply for two teaching licenses with the Wisconsin department of public instruction. CUW's special education department also sponsors organizations like Best Buddies to promote a greater understanding of disabilities throughout our campus community. In whatever discipline you decide, you'll start with an open heart and mind, and leave more prepared than ever to enrich the lives of children with disabilities in any school setting.

Program Learning Outcomes

- Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
- Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
- Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
- Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
- Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
- Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
- Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other

educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
11. **CUW Faith Standard:** Educators model Christian servant leadership by demonstrating consistent moral and ethical behavior, inspiring others by example in their personal, professional, and community lives. In Christian schools, teachers integrate faith and learning, embodying a biblical worldview while fostering a value system that emphasizes character, mission, and service. Teacher candidates seeking the Lutheran Teacher Diploma adhere to the doctrine and practice of the Lutheran Church-Missouri Synod.

Curriculum

Birth to Age 8

Code	Title	Hours
Core Requirements (p. 29) ¹		48-51
Major Requirements		73-79
Electives		
Minor: Optional		
Total Hours		121-130

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

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

Core Curriculum - 48-51 Credits

Concordia Common Core - 18-21 Credits

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions - 30 Credits		
Communication and Language Elective		3
ENG 1040	Introduction to Writing	3
Faith and Life Elective: Any course with REL prefix above REL 2030		3
ED 1102	Foundations of Education	3
HHP Activity Course		1
HHP 1100	Stewardship of the Body	1
Human Creativity and Expression: Art, Music, Theater, or Graphic Design activity course		3

MATH 1190	Number Sense: Teaching Pre K-9	3
MATH 1200	Data & Space: Teaching Pre K-9	3
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers	3

Note: Two CUW - approved writing intensive courses are required for graduation.

Early Childhood Regular/Special Education Curriculum

Code	Title	Hours
Early Childhood Regular/Special Education Curriculum		
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching ²	3
<i>Education Seminars and Seminar Components (pass/fail)</i>		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
<i>Practical Component: Regular Education</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 3356	STEM: Math in Early Childhood ²	2
ED 3357	STEM: Science and Environment in Early Childhood ²	2
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 3359	Curriculum and Techniques in Early Childhood ²	4
ED 3400	Creativity in Early Childhood ²	2
ED 3401	Instruction & Assessment of Reading ²	3
ED 2466	Health, Safety, and Fitness for the Young Child	3
ED 4478	Early Childhood Pre-Student Teaching ²	3
<i>Practical Component: Special Education</i>		
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 3328	Teaching Students with Significant Disabilities ²	3
ED 4479	Assessment Strategies for Diverse Learners ²	3
ED 4454	Curriculum, Methods, & Pre-Student Teaching for CCSE/ECSE ²	4
ED 3455	Legal Issues in Special Education ²	3
ED 3457	Curricular Adaptations for Learners with Disabilities ²	3
ED 2484	Educational and Behavioral Management in Special Education	3
ED 4487	Implementation Strategies in Special Education ²	2
<i>Student Teaching Component (Take these courses in the same semester)</i>		
ED 4449	Portfolio Completion - Special Education ²	1
ED 4425	Early Childhood Student Teaching ²	6
ED 4442	ECSE Student Teaching ²	6
Lutheran (LCMS Members) Teacher Diploma Requirements		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
Christian Teacher Certification Requirements		
ED 2306	Teaching the Faith	3
Select one of the following:		3

REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

² Course requires upper division status

Plan

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
MATH 1190	Number Sense: Teaching Pre K-9	3
ED 1230	Nature of the Exceptional Child	3
CCE 1010	Christian Citizen	3
REL 2010	Old Testament	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 2		
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 1231	Best Practices in Engaging Children in Literacy	3
CCE 1040	Science & Humanity	3
ED 1275	Human Learning	3
REL 2020	New Testament	3
HHP ACTIVITY		1
Hours		16
Semester 3		
SCI 1100	Introduction to Life and Physical Sciences	4
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3
ED 1103	Human Relations for Teachers	3
CREATIVE EXPRESSION		3
Hours		16
Semester 4		
ED 2000	UDS Seminar	0
CCE 1030	Western Thought & Worldview	3
REL 2030	Biblical Theology	3
ED 2204	The Art & Science of Teaching Reading	3
COMMUNICATION & LANGUAGE		3
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2484	Educational and Behavioral Management in Special Education	3
Hours		18
Semester 5		
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 3359	Curriculum and Techniques in Early Childhood ²	4
ED 3455	Legal Issues in Special Education ²	3
ED 3457	Curricular Adaptations for Learners with Disabilities ²	3
FAITH & LIFE		3
ED 3328	Teaching Students with Significant Disabilities	3
Hours		18
Semester 6		
ED 2466	Health, Safety, and Fitness for the Young Child	3
ED 3401	Instruction & Assessment of Reading ²	3
ED 3356	STEM: Math in Early Childhood ²	2
ED 3357	STEM: Science and Environment in Early Childhood ²	2
ED 4487	Implementation Strategies in Special Education ²	2
REL 4000	Lutheran Confessions	3
Hours		15

Semester 7		
ED 3000	Student Teaching Seminar ²	0
ED 3400	Creativity in Early Childhood ²	2
ED 4454	Curriculum, Methods, & Pre-Student Teaching for CCSE/ECSE ²	4
ED 4478	Early Childhood Pre-Student Teaching ²	3
ED 2306	Teaching the Faith	3
ED 4411	The Profession and Ethics of Teaching ²	3
ED 4479	Assessment Strategies for Diverse Learners ²	3
Hours		18
Semester 8		
ED 4425	Early Childhood Student Teaching ²	6
ED 4442	ECSE Student Teaching ²	6
ED 4449	Portfolio Completion - Special Education ²	1
Hours		13
Total Hours		130

Course options and schedule are subject to change.

Plan

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
MATH 1190	Number Sense: Teaching Pre K-9	3
ED 1230	Nature of the Exceptional Child	3
CCE 1010	Christian Citizen	3
REL 1100	Christian Faith	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 2		
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 1231	Best Practices in Engaging Children in Literacy	3
CCE 1040	Science & Humanity	3
ED 1275	Human Learning	3
ENG 1040	Introduction to Writing	3
HHP ACTIVITY		1
Hours		16
Semester 3		
SCI 1100	Introduction to Life and Physical Sciences	4
REL 1000	The Bible	3
CCE 1020	Western Culture & Worldview	3
ED 1103	Human Relations for Teachers	3
CREATIVE EXPRESSION		3
Hours		16
Semester 4		
ED 2000	UDS Seminar	0
CCE 1030	Western Thought & Worldview	3
FAITH & LIFE		3
ED 2204	The Art & Science of Teaching Reading	3
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2484	Educational and Behavioral Management in Special Education	3
Hours		15
Semester 5		
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 3359	Curriculum and Techniques in Early Childhood ²	4
ED 3455	Legal Issues in Special Education ²	3
ED 3457	Curricular Adaptations for Learners with Disabilities ²	3
ED 3328	Teaching Students with Significant Disabilities	3
Hours		15

Semester 6		
ED 2466	Health, Safety, and Fitness for the Young Child	3
ED 3401	Instruction & Assessment of Reading ²	3
ED 3356	STEM: Math in Early Childhood ²	2
ED 3357	STEM: Science and Environment in Early Childhood ²	2
ED 4487	Implementation Strategies in Special Education ²	2
COMMUNICATION & LANGUAGE		3
Hours		15
Semester 7		
ED 3000	Student Teaching Seminar ²	0
ED 3400	Creativity in Early Childhood ²	2
ED 4454	Curriculum, Methods, & Pre-Student Teaching for CCSE/ECSE ²	4
ED 4478	Early Childhood Pre-Student Teaching ²	3
ED 4411	The Profession and Ethics of Teaching ²	3
ED 4479	Assessment Strategies for Diverse Learners	3
Hours		15
Semester 8		
ED 4425	Early Childhood Student Teaching ²	6
ED 4442	ECSE Student Teaching ²	6
ED 4449	Portfolio Completion - Special Education ²	1
Hours		13
Total Hours		121

Course options and schedule are subject to change.

Elementary/Middle Education (M)

There are several aspects of our elementary education department that are truly unique to CUW. In addition to the reduced 120-credit requirement for education majors, we have a variety of flexible options to increase marketability and prepare pre-service teachers to teach in multiple settings. Concordia offers a Lutheran Teacher Diploma for members of LCMS congregations who wish to teach in Lutheran schools and Christian Education Certification for members of other Christian churches who wish to teach in Christian schools. Elementary Education majors can dual major in Early Childhood and Elementary or Elementary and Cross Categorical Special Education. We also offer a variety of minors, concentrations, and certificates, including our Compassion Care Certificate, which includes work with our Comfort Dogs. Thanks to our enhanced program, most students graduate in 3.5 to 4 years, and 99+ percent of them find jobs immediately.

Our elementary education department also offers the opportunity to teach internationally or outside of the immediate CUW geographical area.

Additionally, our students have field placements in area schools each semester before student teaching. This makes you more classroom-ready as you grow as a new teacher and feedback from your supervisors helps you set goals for continued improvement. If your calling is to change a student's life in Grades 4K–9, our calling is to help get you there.

Program Learning Outcomes

- Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
- Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

- Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
- Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
- Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
- Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
- Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
- Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
- CUW Faith Standard:** Educators model Christian servant leadership by demonstrating consistent moral and ethical behavior, inspiring others by example in their personal, professional, and community lives. In Christian schools, teachers integrate faith and learning, embodying a biblical worldview while fostering a value system that emphasizes character, mission, and service. Teacher candidates seeking the Lutheran Teacher Diploma adhere to the doctrine and practice of the Lutheran Church-Missouri Synod.

Curriculum

(GRADES 4K-9)

Code	Title	Hours
Core Requirements (p. 29) ¹		48-51
Lutheran/Christian Teacher Certification Major		62
Public Education Major		56
Minor		18-21
+ Electives as needed to reach 120 credits		
Total		120
		-
		129

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

NOTE: Check with the Chair of the Elementary/Middle Education Department for possible changes in the major

Core Curriculum - 48-51 Credits

Concordia Common Core - 18-21 Credits

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3

Liberal Arts Dimensions - 30 Credits

ENG 1040	Introduction to Writing	3
Communication and Language Elective		3
Faith and Life Elective: Any course with REL prefix above REL 2030		3
ED 1102	Foundations of Education	3
HHP 1100	Stewardship of the Body	1
HHP Activity Course		1
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 1190	Number Sense: Teaching Pre K-9 ³	3
MATH 1200	Data & Space: Teaching Pre K-9	3
SCI 1100	Introduction to Life and Physical Sciences ¹	4
ED 1103	Human Relations for Teachers	3
Note: Two writing intensive courses are required for graduation. Electives may be added if under 120 credits.		0/3

Elementary Education Curriculum

Code	Title	Hours
Elementary Education Curriculum		
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ED 1275	Human Learning ³	3
ED 4411	The Profession and Ethics of Teaching ^{2,3}	3
<i>Seminar and Experiential Components (pass/fail)</i>		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar ²	0
<i>Practical Component</i>		
ED 2204	The Art & Science of Teaching Reading ³	3
ED 2252	Best Practices in Engaging Adolescents in Literacy (OR) ³	3
MATH 3130	Math in the Middle School	

ED 2348	Developmentally Appropriate Practices for Early Childhood	3
ED 2358	Emergent Writing: Birth to Grade 3 ³	2
ED 3400	Creativity in Early Childhood ^{2,3}	2
ED 3401	Instruction & Assessment of Reading ^{2,3}	3

"The BLOCK"

Take these courses during the same semester

ED 4301	Data Driven Analysis of Classroom Practice ^{2,3}	2
ED 4302	Collaborating with Families and Members of the Community ^{2,3}	1
ED 4303	Language Arts Methods ^{2,3}	3
ED 4304	Curriculum and Methods in Mathematics ^{2,3}	3
ED 4305	Curriculum & Methods in Science & Environment ^{2,3}	3
ED 4306	Curriculum and Methods in Social Studies ^{2,3}	3

Student Teaching Component

ED 4451	Grade K-9 Student Teaching ²	12
ED 4412	Portfolio Completion - Elementary ²	1

Lutheran (LCMS Members) Teacher Diploma Requirements

ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

Christian Teacher Certification Requirements

ED 2306	Teaching the Faith	3
Select one of the following:		3

REL 4000	Lutheran Confessions	
REL 3860	Law and Gospel in the Life of the Church	
REL 3500	A Survey of Christian Thought	
PHIL 3250	Christian Apologetics	
PHIL 3340	Christ and Culture	

¹ SCI 1100 Introduction to Life and Physical Sciences is recommended

² Course Requires Upper Division Status

³ Course for the content GPA

⁴ ED 2252 Best Practices in Engaging Adolescents in Literacy and MATH 3130 Math in the Middle School are part of the English, Social Studies, Math, and Science Minors and Concentrations.

Wisconsin Department of Public Instruction Approved Minors

Elementary/Middle Education (Grades 4K-9)

Elementary Education majors are strongly encouraged to complete at least one concentration, certificate, minor, or an additional licensable major. Students with an interest in teaching at the middle school level are strongly encouraged to select a concentration or minor for the subject area that they would prefer to teach in a middle school setting.

Concentrations

- K-9 English Concentration
- K-9 Mathematics Concentration
- K-9 Social Studies Concentration
- K-9 STEM Concentration
- Special Education Concentration

Certificate

- Compassion Care Certificate

Minors

- Adaptive Education (licensable)
- English
- Mathematics
- Science
- Social Studies
- Theology

Alternatives to the concentrations, certificates, and minors listed above include an additional major in special education or early childhood (please see the Elementary/Middle Regular and Cross-Categorical Special Education Dual Certificate Program (p. 213) or Early Childhood and Elementary Education Dual Major (p. 204) requirements).

Plan

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
CCE 1020	Western Culture & Worldview	3
ENG 1040	Introduction to Writing	3
REL 2010	Old Testament	3
MATH 1190	Number Sense: Teaching Pre K-9	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 2		
HUMAN CREATIVITY & EXPRESSION		3
CCE 1010	Christian Citizen	3
REL 2020	New Testament	3
ED 1275	Human Learning	3
MATH 1200	Data & Space: Teaching Pre K-9	3
Hours		15
Semester 3		
ED 1103	Human Relations for Teachers	3
CONCENTRATION/ELECTIVE		3
REL 2030	Biblical Theology	3
ED 1231	Best Practices in Engaging Children in Literacy	3
CCE 1040	Science & Humanity	3
Hours		15
Semester 4		
ED 2000	UDS Seminar	0
CCE 1030	Western Thought & Worldview	3
ED 1230	Nature of the Exceptional Child	3
FAITH & LIFE		3
SCI 1100	Introduction to Life and Physical Sciences	4
ED 2358	Emergent Writing: Birth to Grade 3	2
CONCENTRATION/ELECTIVE		1-3
Hours		16-18
Semester 5		
REL 4000	Lutheran Confessions	3
ED 2252 or MATH 3130	Best Practices in Engaging Adolescents in Literacy or Math in the Middle School	3
COMMUNICATION & LANGUAGE		3
ED 3400	Creativity in Early Childhood	2
HHP ACTIVITY COURSE		1
CONCENTRATION/ELECTIVE		3
Hours		15

Semester 6		
ED 2306	Teaching the Faith	3
ED 2204	The Art & Science of Teaching Reading	3
ED 2348	Developmentally Appropriate Practices for Early Childhood	3
ED 3401	Instruction & Assessment of Reading	3
ED 4411	The Profession and Ethics of Teaching	3
Hours		15
Semester 7		
ED 3000	Student Teaching Seminar	0
ED 4302	Collaborating with Families and Members of the Community	1
ED 4301	Data Driven Analysis of Classroom Practice	2
ED 4303	Language Arts Methods	3
ED 4304	Curriculum and Methods in Mathematics	3
ED 4305	Curriculum & Methods in Science & Environment	3
ED 4306	Curriculum and Methods in Social Studies	3
Hours		15
Semester 8		
ED 4451	Grade K-9 Student Teaching ²	12
ED 4412	Portfolio Completion - Elementary ²	1
Hours		13
Total Hours		120-122

Course options and schedule are subject to change.

Plan

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
ED 1275	Human Learning	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 2		
HUMAN CREATIVITY & EXPRESSION		3
CCE 1010	Christian Citizen	3
REL 1100	Christian Faith	3
MATH 1190	Number Sense: Teaching Pre K-9	3
ED 1103	Human Relations for Teachers	3
Hours		15
Semester 3		
CCE 1030	Western Thought & Worldview	3
ED 1230	Nature of the Exceptional Child	3
CCE 1020	Western Culture & Worldview	3
FAITH & LIFE		3
CONCENTRATION/ELECTIVE		3
Hours		15
Semester 4		
ED 2000	UDS Seminar	0
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 2204	The Art & Science of Teaching Reading	3
CCE 1040	Science & Humanity	3
ED 2358	Emergent Writing: Birth to Grade 3	2
HHP ACTIVITY COURSE		1
CONCENTRATION/ELECTIVE		3
Hours		15
Semester 5		
COMMUNICATION & LANGUAGE		3

ED 2252 or MATH 3130	Best Practices in Engaging Adolescents in Literacy or Math in the Middle School	3
SCI 1100	Introduction to Life and Physical Sciences	4
ED 3400	Creativity in Early Childhood	2
CONCENTRATION/ELECTIVE		1-3
CONCENTRATION/ELECTIVE		3
Hours		16-18
Semester 6		
ED 3401	Instruction & Assessment of Reading ²	3
ED 2348	Developmentally Appropriate Practices for Early Childhood	3
ED 4411	The Profession and Ethics of Teaching ²	3
CONCENTRATION/ELECTIVE		3
CONCENTRATION/ELECTIVE		3
Hours		15
Semester 7		
ED 3000	Student Teaching Seminar	0
ED 4301	Data Driven Analysis of Classroom Practice	2
ED 4302	Collaborating with Families and Members of the Community	1
ED 4303	Language Arts Methods	3
ED 4304	Curriculum and Methods in Mathematics	3
ED 4305	Curriculum & Methods in Science & Environment	3
ED 4306	Curriculum and Methods in Social Studies	3
Hours		15
Semester 8		
ED 4451	Grade K-9 Student Teaching ²	12
ED 4412	Portfolio Completion - Elementary ²	1
Hours		13
Total Hours		120-122

Course options and schedule are subject to change.

Elementary/Middle Regular and Cross-Categorical Special Education Dual Certificate Program (M)

Your studies in special education at CUW include a solid liberal arts foundation, a Christian emphasis, specialized coursework and ample field experiences working alongside children with disabilities.

The dual certification in Elementary Education (Grades 4K-9) and Cross Categorical Special Education (Grades 4K-12) major allows you to apply for two teaching licenses with the Wisconsin department of public instruction. CUW's special education department also sponsors organizations like Best Buddies to promote a greater understanding of disabilities throughout our campus community. In whatever discipline you decide, you'll start with an open heart and mind, and leave more prepared than ever to enrich the lives of children with disabilities in any school setting.

Program Learning Outcomes

- Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
- Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities

to ensure inclusive learning environments that enable each pupil to meet high standards.

- Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
- Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
- Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
- Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
- Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
- Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
- CUW Faith Standard:** Educators model Christian servant leadership by demonstrating consistent moral and ethical behavior, inspiring others by example in their personal, professional, and community lives. In Christian schools, teachers integrate faith and learning, embodying a biblical worldview while fostering a value system that emphasizes character, mission, and service. Teacher candidates seeking the Lutheran Teacher Diploma adhere to the doctrine and practice of the Lutheran Church-Missouri Synod.

Curriculum

Middle Childhood through Early Adolescence

Code	Title	Hours
Core Requirements (p. 29) ¹		48-51
Major Requirements		80-87
Electives		
Minor or Concentration: Optional		
Total Hours		128-138

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

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

Core Curriculum - 48-51 Credits

Concordia Common Core - 18-21 Credits

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Liberal Arts Dimensions - 30 Credits		
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Communication and Language Elective		
ENG 1040	Introduction to Writing	3
Faith and Life Elective: Any course with REL prefix above REL 2030		
ED 1102	Foundations of Education	3
HHP 1100	Stewardship of the Body	1
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		
MATH 1190	Number Sense: Teaching Pre K-9	3
MATH 1200	Data & Space: Teaching Pre K-9	3
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers	3
Note: Two CUW - approved writing intensive courses are required for graduation.		

Elementary/Special Education Curriculum

Code	Title	Hours
Required Courses		
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching ²	3
<i>Experiential and Seminar Components (pass/fail)</i>		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
<i>Practical Component: Regular Education</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 2348	Developmentally Appropriate Practices for Early Childhood	3
ED 2358 or ED 2432	Emergent Writing: Birth to Grade 3 Teaching Writing: Grades 4-12	2

ED 3401	Instruction & Assessment of Reading ²	3
<i>"THE BLOCK" - Take these courses during the same semester.</i>		
ED 4301	Data Driven Analysis of Classroom Practice ²	2
ED 4303	Language Arts Methods ²	3
ED 4304	Curriculum and Methods in Mathematics ²	3
ED 4305	Curriculum & Methods in Science & Environment ²	3
ED 4306	Curriculum and Methods in Social Studies ²	3
<i>Practical Component: Special Education</i>		
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2484	Educational and Behavioral Management in Special Education	3
ED 3328	Teaching Students with Significant Disabilities ²	3
ED 3438	Transition and Collaboration for Adolescents with Disabilities ²	3
ED 3452	Strategies for Teaching Exceptional Youth ²	3
ED 3455	Legal Issues in Special Education ²	3
ED 3457	Curricular Adaptations for Learners with Disabilities ²	3
ED 4454	Curriculum, Methods, & Pre-Student Teaching for CCSE/ECSE ²	4
ED 4479	Assessment Strategies for Diverse Learners ²	3
ED 4487	Implementation Strategies in Special Education ²	2
<i>Student Teaching Component (Take these courses in the same semester)</i>		
ED 4421	Elementary Student Teaching ²	6
ED 4412	Portfolio Completion - Elementary ²	1
ED 4444	Special Education Student Teaching	6
Lutheran (LCMS Members) Education Requirements		
REL 4000	Lutheran Confessions	3
ED 2306	Teaching the Faith	3
Christian Teacher Certification Requirements		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

² Course Requires Upper Division Status.

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
ED 1230	Nature of the Exceptional Child	3
ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
REL 2010	Old Testament	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 2		
ED 1103	Human Relations for Teachers	3
COMMUNICATION & LANGUAGE		
CCE 1020	Western Culture & Worldview	3
REL 2020	New Testament	3
MATH 1190	Number Sense: Teaching Pre K-9	3

CCE 1040	Science & Humanity	3
Hours		18
Semester 3		
ED 1231	Best Practices in Engaging Children in Literacy	3
Hours		3
Semester 4		
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1275	Human Learning	3
CCE 1030	Western Thought & Worldview	3
HHP ACTIVITY		1
FAITH & LIFE		3
MATH 1200	Data & Space: Teaching Pre K-9	3
Hours		17
Semester 5		
HUMAN CREATIVITY & EXPRESSION		3
ED 2000	UDS Seminar	0
ED 2306	Teaching the Faith	3
ED 2204	The Art & Science of Teaching Reading	3
ED 2358 or ED 2432	Emergent Writing: Birth to Grade 3 or Teaching Writing: Grades 4-12	2
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2484	Educational and Behavioral Management in Special Education	3
Hours		17
Semester 6		
ED 3457	Curricular Adaptations for Learners with Disabilities ²	3
ED 3455	Legal Issues in Special Education ²	3
ED 3328	Teaching Students with Significant Disabilities	3
ED 3401	Instruction & Assessment of Reading ²	3
ED 4479	Assessment Strategies for Diverse Learners ²	3
REL 2030	Biblical Theology	3
Hours		18
Semester 7		
ED 2348	Developmentally Appropriate Practices for Early Childhood	3
ED 3438	Transition and Collaboration for Adolescents with Disabilities ²	3
ED 4454	Curriculum, Methods, & Pre-Student Teaching for CCSE/ECSE ²	4
ED 4487	Implementation Strategies in Special Education ²	2
ED 4411	The Profession and Ethics of Teaching ²	3
REL 4000	Lutheran Confessions	3
Hours		18
Semester 8		
ED 3000	Student Teaching Seminar ²	0
ED 4301	Data Driven Analysis of Classroom Practice ²	2
ED 4303	Language Arts Methods ²	3
ED 4304	Curriculum and Methods in Mathematics ²	3
ED 4305	Curriculum & Methods in Science & Environment ²	3
ED 4306	Curriculum and Methods in Social Studies ²	3
ED 3452	Strategies for Teaching Exceptional Youth ²	3
Hours		17
Semester 9		
ED 4421	Elementary Student Teaching ²	6
ED 4453	Cross Categorical Special Education Student Teaching ²	6
ED 4412	Portfolio Completion - Elementary ²	1
Hours		13
Total Hours		137

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
ENG 1040	Introduction to Writing	3
CCE 1030	Western Thought & Worldview	3
CCE 1010	Christian Citizen	3
MATH 1190	Number Sense: Teaching Pre K-9	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 2		
HUMAN CREATIVITY & EXPRESSION		3
COMMUNICATION & LANGUAGE		3
CCE 1020	Western Culture & Worldview	3
REL 1100	Christian Faith	3
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 1230	Nature of the Exceptional Child	3
Hours		18
Semester 3		
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1275	Human Learning	3
HHP ACTIVITY		1
ED 1231	Best Practices in Engaging Children in Literacy	3
REL 1000	The Bible	3
CCE 1040	Science & Humanity	3
Hours		17
Semester 4		
ED 1103	Human Relations for Teachers	3
ED 2000	UDS Seminar	0
FAITH & LIFE		3
ED 2204	The Art & Science of Teaching Reading	3
ED 2358 or ED 2432	Emergent Writing: Birth to Grade 3 or Teaching Writing: Grades 4-12	2
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2484	Educational and Behavioral Management in Special Education	3
Hours		17
Semester 5		
ED 3457	Curricular Adaptations for Learners with Disabilities ²	3
ED 3455	Legal Issues in Special Education ²	3
ED 3328	Teaching Students with Significant Disabilities	3
ED 3401	Instruction & Assessment of Reading ²	3
ED 4479	Assessment Strategies for Diverse Learners ²	3
Hours		15
Semester 6		
ED 2348	Developmentally Appropriate Practices for Early Childhood	3
ED 3438	Transition and Collaboration for Adolescents with Disabilities ²	3
ED 4454	Curriculum, Methods, & Pre-Student Teaching for CCSE/ECSE ²	4
ED 4487	Implementation Strategies in Special Education ²	2
ED 4411	The Profession and Ethics of Teaching ²	3
Hours		15
Semester 7		
ED 3000	Student Teaching Seminar ²	0
ED 3452	Strategies for Teaching Exceptional Youth ²	3
ED 4301	Data Driven Analysis of Classroom Practice ²	2
ED 4303	Language Arts Methods ²	3
ED 4304	Curriculum and Methods in Mathematics ²	3
ED 4305	Curriculum & Methods in Science & Environment ²	3

Course options and schedule are subject to change.

ED 4306	Curriculum and Methods in Social Studies ²	3
Hours		17
Semester 8		
ED 4421	Elementary Student Teaching ²	6
ED 4453	Cross Categorical Special Education Student Teaching ²	6
ED 4412	Portfolio Completion - Elementary ²	1
Hours		13
Total Hours		128

Course options and schedule are subject to change.

Secondary Education (Grades 4 - 12) and K-12 Education Subject Area Majors and Minors (M)

Our program is so much more than lectures and classrooms; it's led by a nationally-recognized, award-winning faculty with extensive middle school and high school teaching experience. We've also produced a variety of scholarship work and have received numerous departmental awards. But the best part is what this all means for you: a more effective, flexible program you can finish in fewer semesters.

All of our secondary & K-12 department programs prepare graduates for licensure in Wisconsin in Grades 4 through 12, or for Kindergarten through 12 in specific subject areas. You could be among our graduates who advance to serve in a myriad of educational contexts as teachers, school administrators, and counselors in schools spanning the entire K-12 spectrum. You also have a chance to expand your teaching experience in placements throughout the United States and globally. In fact, many of our students honed their skills in classrooms in Japan, Uruguay, Shanghai and the Czech Republic.

Teaching is an amazingly rewarding journey—take your first step with us at Concordia University Wisconsin.

- Art Education Major (M) (p. 216)
- Business Education Major (M) (p. 219)
- English and Language Arts Education Major (M) (p. 221)
- Mathematics Education Major (M) (p. 224)
- Music Education Major (M) (p. 227)
- Physical Education Major (M) (p. 230)
- Science Education Major (M) (p. 232)
- Social Studies Education Major (M) (p. 236)

Art Education Major (M)

Art provides the means to give physical form to all of human experience. You will learn the power of using faith as a part of education in both public and parochial settings. You will learn to promote engagement between art and theology, the importance of the spiritual as revealed in art objects, sacred spaces, and in artistic practice, and the connections between visual art and faith. You will learn how art affects the development of children from a physical, mental and spiritual perspective. This program is a licensable subject area major for those seeking a K-12 Education Bachelor's degree.

Our experienced faculty will guide you to explore your own skills in the arts and help communicate it effectively and engagingly with others. You will learn both the fundamentals of art and pedagogy. Coursework blends

studio and education courses to fully prepare students for a rewarding career in art education. Upon successful completion of all coursework, including a semester of student teaching, art education majors earn full licensure by the State of Wisconsin to teach art at the elementary and secondary levels (K-12).

Program Learning Outcomes

1. **Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
2. **Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
3. **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
5. **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
7. **Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
11. **CUW Faith Standard:** Educators model Christian servant leadership by demonstrating consistent moral and ethical behavior, inspiring others by example in their personal, professional, and community lives. In Christian schools, teachers integrate faith and learning, embodying a biblical worldview while fostering a value system that emphasizes character, mission, and service. Teacher candidates seeking the Lutheran Teacher Diploma adhere to the doctrine and practice of the Lutheran Church-Missouri Synod.

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

NOTE: Art Education is licensable as a K-12 program only.

Code	Title	Hours
Core Requirements (p. 29)		45
		-
		48
Major Requirements		31
		-
		37
Major Subject Area		49
Total Hours		125-134

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

Core Curriculum - 45 - 48 Credits

Concordia Common Core -

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Code	Title	Hours
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions		
ENG 1040	Introduction to Writing	3
COMM 1100	Public Speaking (or a language course)	3
	or COMM 2100 Interpersonal Communication	
Faith and Life Elective: Any course with REL prefix other than REL 1000, 1100, 2010, 2020, 2030		3
ED 1102	Foundations of Education	3
HHP 1100	Stewardship of the Body	1
HHP Activity Course		1
Human Creativity and Expression: Art (This requirement is satisfied within art coursework).		3
MATH 1250	Contemporary Math	3
	or MATH 1280 College Algebra	
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers	3
Note: Two CUW - approved writing intensive courses are required for graduation. Other Electives if under 120 credits:		3-6

K-12 CURRICULUM - 31 - 37 credits

Code	Title	Hours
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
Theoretical & Practical Components		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 3318	The Art & Science of Planning ²	3
ED 4337	The Art and Science of Assessment ^{2,3}	3
ED 4339	The Art and Science of Instruction ^{2,3}	3
ED 4411	The Profession and Ethics of Teaching ²	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary ²	1
ED 4452	Secondary Education Student Teaching	12
Lutheran (LCMS Members) Teacher Diploma Requirements		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
Christian Teacher Certification Requirements		
ED 2306	Teaching the Faith	3
Select one of the following:		3
REL 4000	Lutheran Confessions	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 3500	A Survey of Christian Thought	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

² Course requires Upper Division Status

³ ED4337 and ED4339 are taken concurrently the Fall prior to student teaching.

Major Requirements - 49 credits

Code	Title	Hours
Required Art Courses		
ART 1500	2-Dimensional Design	3
ART 1510	Observational Drawing	3
ART 1050	Ceramic Fundamentals	3
ART 1520	Creative Workshop: 2D Art	3
ART 1530	Creative Workshop: 3D Art	3
ART 2540	Mixed Media Drawing	3
ART 2560	Painting	3
	or ART 1550 Color Theory Application	
ART 2000	Art History I	3
ART 2010	Art History II	3
Technology Courses		
GD 1500	Digital Vector Design	3
GD 1510	Digital Raster Design	3
Required Art Education Courses		
AE 2500	Elementary Art Education: Theory and Practice	3
AE 3500	Secondary Art Education: Theory and Practice	3
AE 3510	Curriculum Design in Art Education	3
ART 4800	Senior Portfolio/Exhibition	1

Art Electives in a studio specialization (choose 2 - 6 credits total)

ART 1020	Digital Imaging Fundamentals	3
ART 3500	Figure Drawing	3
GD 3510	Creative Pixel Studio	3
GD 3520	Web Design Solutions	3

Plan - Lutheran Teacher Diploma

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ART 1500	2-Dimensional Design	3
ART 1510	Observational Drawing	3
GD 1500	Digital Vector Design	3
ED 1102	Foundations of Education	3
AE 2500	Elementary Art Education: Theory and Practice	3
CCE 1010	Christian Citizen	3
Hours		18
Semester 2		
ART 1550 or ART 2560	Color Theory Application or Painting	3
GD 1510	Digital Raster Design	3
ART 1520	Creative Workshop: 2D Art	3
CCE 1020	Western Culture & Worldview	3
ED 1103	Human Relations for Teachers	3
AE 3500	Secondary Art Education: Theory and Practice	3
Hours		18
Semester 3		
ART 1530	Creative Workshop: 3D Art	3
ART 1050	Ceramic Fundamentals	3
REL 2010	Old Testament	3
ENG 1040	Introduction to Writing	3
AE 3510	Curriculum Design in Art Education	3
ED 1230	Nature of the Exceptional Child	3
Hours		18
Semester 4		
ED 1275	Human Learning	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
MATH 1250	Contemporary Math	3
ED 2000	UDS Seminar	0
ART 2540	Mixed Media Drawing	3
REL 2020	New Testament	3
Hours		18
Semester 5		
ART 2000	Art History I	3
REL 2030	Biblical Theology	3
ART ELECTIVE		3
COMM 1100	Public Speaking	3
ED 2306	Teaching the Faith	3
Hours		15
Semester 6		
ART 2010	Art History II	3
REL ELECTIVE		3
ED 4411	The Profession and Ethics of Teaching	3
ED 3318	The Art & Science of Planning	3
ART ELECTIVE		3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 7		
ED 4339	The Art and Science of Instruction	3
ED 4337	The Art and Science of Assessment	3

SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY		1
ED 3000	Student Teaching Seminar	0
ART 4800	Senior Portfolio/Exhibition	3
REL 4000	Lutheran Confessions	3
Hours		17
Semester 8		
ED 4414	Portfolio Completion-Secondary	1
ED 4452	Secondary Education Student Teaching	12
Hours		13
Total Hours		133

Course options and schedule are subject to change.

Plan - Public Education

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ART 1500	2-Dimensional Design	3
ART 1510	Observational Drawing	3
GD 1500	Digital Vector Design	3
ED 1102	Foundations of Education	3
AE 2500	Elementary Art Education: Theory and Practice	3
CCE 1010	Christian Citizen	3
Hours		18
Semester 2		
ART 1550 or ART 2560	Color Theory Application or Painting	3
GD 1510	Digital Raster Design	3
ART 1520	Creative Workshop: 2D Art	3
CCE 1020	Western Culture & Worldview	3
ED 1103	Human Relations for Teachers	3
AE 3500	Secondary Art Education: Theory and Practice	3
Hours		18
Semester 3		
ART 1530	Creative Workshop: 3D Art	3
ART 1050	Ceramic Fundamentals	3
REL 1100	Christian Faith	3
ENG 1040	Introduction to Writing	3
AE 3510	Curriculum Design in Art Education	3
ED 1230	Nature of the Exceptional Child	3
Hours		18
Semester 4		
ED 1275	Human Learning	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
MATH 1250	Contemporary Math	3
ED 2000	UDS Seminar	0
ART 2540	Mixed Media Drawing	3
Hours		15
Semester 5		
ART 2000	Art History I	3
REL 1000	The Bible	3
ART ELECTIVE		3
COMM 1100	Public Speaking	3
Hours		12
Semester 6		
ART 2010	Art History II	3
REL ELECTIVE		3
ED 4411	The Profession and Ethics of Teaching	3
ED 3318	The Art & Science of Planning	3
ART ELECTIVE		3

HHP 1100	Stewardship of the Body	1
Hours		16
Semester 7		
ED 4339	The Art and Science of Instruction	3
ED 4337	The Art and Science of Assessment	3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY		1
ART 4800	Senior Portfolio/Exhibition	3
ED 3000	Student Teaching Seminar	0
Hours		14
Semester 8		
ED 4414	Portfolio Completion-Secondary	1
ED 4452	Secondary Education Student Teaching	12
Hours		13
Total Hours		124

Course options and schedule are subject to change.

Business Education Major (M)

You will be prepared to confidently teach any area of business to your students. Any level of student can learn the basics of business fundamentals. Expand students' horizons with knowledge in accounting, economics, marketing, business law, and computer science.

Program Learning Outcomes

- Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
- Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
- Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
- Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
- Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
- Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

- Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
- Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
- CUW Faith Standard:** Educators model Christian servant leadership by demonstrating consistent moral and ethical behavior, inspiring others by example in their personal, professional, and community lives. In Christian schools, teachers integrate faith and learning, embodying a biblical worldview while fostering a value system that emphasizes character, mission, and service. Teacher candidates seeking the Lutheran Teacher Diploma adhere to the doctrine and practice of the Lutheran Church-Missouri Synod.

Curriculum

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

NOTE: Business Education is licensable as a K-12 program only.

Code	Title	Hours
Core Requirements (p. 29)		45
		-
		48
K-12 Curriculum		31
		-37
Major Subject Area		39
Electives		5
Total Hours		120-129

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

Core Curriculum - 45-48 Credits

Concordia Common Core - 18-21 Credits

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Code	Title	Hours
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions - 27 Credits		
ENG 1040	Introduction to Writing	3
COMM 1100	Public Speaking (or a language course)	3

or COMM 2100 Interpersonal Communication		
Faith and Life Elective: Any course with REL prefix other than REL 1000, 1100, 2010, 2020, 2030		3
ED 1102	Foundations of Education	3
HHP 1100	Stewardship of the Body	1
HHP Activity Course		1
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 1250	Contemporary Math	3
or MATH 1280 College Algebra		
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers	3
Note: Two CUW - approved writing intensive courses are required for graduation. Other Electives if under 120 credits:		

K-12 Curriculum - 31 - 37 credits

Code	Title	Hours
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
Theoretical & Practical Components		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 3318	The Art & Science of Planning ²	3
ED 4337	The Art and Science of Assessment ^{2,3}	3
ED 4339	The Art and Science of Instruction ^{2,3}	3
ED 4411	The Profession and Ethics of Teaching ²	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary ²	1
ED 4452	Secondary Education Student Teaching	12
Lutheran (LCMS Members) Teacher Diploma Requirements		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
Christian Teacher Certification Requirements		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 4000	Lutheran Confessions	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 3500	A Survey of Christian Thought	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

Major Requirements - 39 credits

Code	Title	Hours
Required Courses		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
BCOM 2400	Business Writing	3
BUS 1200	Business Essentials	3
BUS 2200	Business Law I	3
CSC 1010	Foundations of Computer Science	3

GD 1010	Digital Design Fundamentals	3
ECON 2000	Principles of Economics	3
MGMT 1200	Management & Leadership	3
MGMT 3640	Small Business Administration	3
MGMT 4620	International Business	3
MKTG 1300	Sales and Marketing	3
ED 4377	Curriculum and Methods of Teaching Business Education - Secondary ^{2,3}	3
Total Hours		39

² Course Requires Upper Division Status.
³ ED4337, ED4339, and ED4377 are taken concurrently during the Fall prior to student teaching.

Plan - Lutheran Teacher Diploma

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
ACCT 2100	Financial Accounting	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
REL 2010	Old Testament	3
BCOM 2400	Business Writing	3
Hours		18
Semester 2		
ED 1275	Human Learning	3
REL 2020	New Testament	3
CCE 1020	Western Culture & Worldview	3
ACCT 2200	Managerial Accounting	3
BUS 1200	Business Essentials	3
Hours		15
Semester 3		
ED 1230	Nature of the Exceptional Child	3
ENG 1040	Introduction to Writing	3
CCE 1030	Western Thought & Worldview	3
BUS 2200	Business Law I	3
CSC 1010	Foundations of Computer Science	3
Hours		15
Semester 4		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
HHP ACTIVITY COURSE		1
GD 1010	Digital Design Fundamentals	3
ECON 2000	Principles of Economics	3
HHP 1100	Stewardship of the Body	1
REL 2030	Biblical Theology	3
Hours		14
Semester 5		
MGMT 1200	Management & Leadership	3
SCI 1100	Introduction to Life and Physical Sciences	4
REL ELECTIVE		3
MKTG 1300	Sales and Marketing	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
Hours		16
Semester 6		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3

MGMT 3640	Small Business Administration	3
MGMT 4620	International Business	3
HUMAN CREATIVITY & EXPRESSION		3
ED 2306	Teaching the Faith	3
Hours		18
Semester 7		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
ED 4377	Curriculum and Methods of Teaching Business Education - Secondary	3
ED 4339	The Art and Science of Instruction	3
REL 4000	Lutheran Confessions	3
MATH 1250	Contemporary Math	3
Hours		15
Semester 8		
ED 4414	Portfolio Completion-Secondary	1
ED 4452	Secondary Education Student Teaching	12
Hours		13
Total Hours		124

Course options and schedule are subject to change.

Plan - Public Education

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
ACCT 2100	Financial Accounting	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
BCOM 2400	Business Writing	3
Hours		15
Semester 2		
ED 1275	Human Learning	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
ACCT 2200	Managerial Accounting	3
BUS 1200	Business Essentials	3
Hours		15
Semester 3		
ED 1230	Nature of the Exceptional Child	3
ENG 1040	Introduction to Writing	3
CCE 1030	Western Thought & Worldview	3
BUS 2200	Business Law I	3
CSC 1010	Foundations of Computer Science	3
Hours		15
Semester 4		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
REL 1000	The Bible	3
GD 1010	Digital Design Fundamentals	3
ECON 2000	Principles of Economics	3
MATH 1250	Contemporary Math	3
ELECTIVE		3
Hours		18
Semester 5		
MGMT 1200	Management & Leadership	3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY COURSE		1
MKTG 1300	Sales and Marketing	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3

HHP 1100	Stewardship of the Body	1
Hours		15
Semester 6		
ED 3318	The Art & Science of Planning	3
MGMT 3640	Small Business Administration	3
ED 4411	The Profession and Ethics of Teaching	3
MGMT 4620	International Business	3
HUMAN CREATIVITY & EXPRESSION		3
Hours		15
Semester 7		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
ED 4377	Curriculum and Methods of Teaching Business Education - Secondary	3
ED 4339	The Art and Science of Instruction	3
REL ELECTIVE		3
ELECTIVE		2
Hours		14
Semester 8		
ED 4414	Portfolio Completion-Secondary	1
ED 4452	Secondary Education Student Teaching	12
Hours		13
Total Hours		120

Course options and schedule are subject to change.

English and Language Arts Education Major (M)

This degree focus will allow you to explore the language, literature, and expression of the Western canon in the context of education. Be ready to demonstrate your understanding of texts and ideas, because you'll regularly be asked to write analytically and creatively. Professors will motivate you to think critically about texts and consider them within a Christian context, applying their lessons to your day to day life so you can do the same for your students. This license allows graduates to teach English, Speech, and Journalism to students in grades 4 to 12.

Program Learning Outcomes

- Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
- Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
- Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
- Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical

thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
7. **Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
11. **CUW Faith Standard:** Educators model Christian servant leadership by demonstrating consistent moral and ethical behavior, inspiring others by example in their personal, professional, and community lives. In Christian schools, teachers integrate faith and learning, embodying a biblical worldview while fostering a value system that emphasizes character, mission, and service. Teacher candidates seeking the Lutheran Teacher Diploma adhere to the doctrine and practice of the Lutheran Church-Missouri Synod.

Curriculum

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

Code	Title	Hours
Core Requirements (p. 29) ¹		45
		-
		48
Secondary Curriculum		31
		-
		37
Major Subject Area		54
Total Hours		130-139

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

Core Curriculum - 45 - 48 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3

REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3

Liberal Arts Dimensions

ENG 1040	Introduction to Writing	3
COMM 1100	Public Speaking (or a language course) or COMM 2100 Interpersonal Communication	3

Faith and Life Elective: Any course with REL prefix other than REL 1000, 1100, 2010, 2020, 2030		3

ED 1102	Foundations of Education	3

HHP 1100	Stewardship of the Body	1

HHP Activity Course		1

Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3

MATH 1250	Contemporary Math	3

	or MATH 1280 College Algebra	

SCI 1100	Introduction to Life and Physical Sciences	4

ED 1103	Human Relations for Teachers	3

Note: Two CUW - approved writing intensive courses are required for graduation. Other Electives if under 120 credits: 3-6

Secondary Curriculum - 31 -37 credits

Code	Title	Hours
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
Theoretical & Practical Components		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 3318	The Art & Science of Planning ²	3
ED 4337	The Art and Science of Assessment ^{2,3}	3
ED 4339	The Art and Science of Instruction ^{2,3}	3
ED 4411	The Profession and Ethics of Teaching ²	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary ²	1
ED 4452	Secondary Education Student Teaching	12

Lutheran (LCMS Members) Teacher Diploma Requirements

ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

Christian Teacher Certification Requirements

ED 2306	Teaching the Faith	3

Select one of the following:

REL 4000	Lutheran Confessions	3

REL 3860	Law and Gospel in the Life of the Church	3

REL 3500	A Survey of Christian Thought	3

PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

Major Requirements - 54 credits

Code	Title	Hours
Required Courses		
COMM 1100	Public Speaking (satisfies core communication and language requirement)	3
COMM 2100	Interpersonal Communication	3
COMM 2200	Advanced Public Speaking	3
COMM 1200	Journalism	3
ENG 1900	Intro to English Studies (satisfies core writing requirement)	3
ENG 2450	Art of the Personal Essay	3
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
ENG 3050	English Grammar and Usage	3
ENG 3410	American Literature: Beginnings to 1865	3
ENG 3420	American Literature: 1865 to Present	3
ENG 3440	British Literature: Beginnings to Early 1700s	3
ENG 3450	British Literature: Late 1700s to Present	3
ENG 3470	Survey of World Literature	3
ENG 3650	History of the English Language	3
ENG 4650	Shakespeare	3
ENG 4750	Literary Criticism	3
ED 2432	Teaching Writing: Grades 4-12	3
ED 4372	Curriculum and Methods of Teaching English - Secondary ^{2,3}	3
Total Hours		54

² Course Requires Upper Division Status.

³ ED4337, ED4339, and ED4372 are taken concurrently during the Fall prior to student teaching.

Plan - Lutheran Teacher Diploma

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
COMM 2100	Interpersonal Communication	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
REL 2010	Old Testament	3
ENG 2450	Art of the Personal Essay	3
Hours		18
Semester 2		
ED 1275	Human Learning	3
REL 2020	New Testament	3
CCE 1020	Western Culture & Worldview	3
ENG 3050	English Grammar and Usage	3
ENG 3410	American Literature: Beginnings to 1865	3
Hours		15
Semester 3		
ED 1230	Nature of the Exceptional Child	3
ENG 1040	Introduction to Writing	3
CCE 1030	Western Thought & Worldview	3
ED 2432	Teaching Writing: Grades 4-12	3
ED 2252	Best Practices in Engaging Adolescents in Literacy	3

MATH 1250	Contemporary Math	3
Hours		18
Semester 4		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
COMM 1100	Public Speaking	3
ENG 3420	American Literature: 1865 to Present	3
ENG 3440	British Literature: Beginnings to Early 1700s	3
HHP 1100	Stewardship of the Body	1
REL 2030	Biblical Theology	3
Hours		16
Semester 5		
ENG 4750	Literary Criticism	3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY COURSE		1
COMM 1200	Journalism	3
REL ELECTIVE		3
ENG 3470	Survey of World Literature	3
Hours		17
Semester 6		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
COMM 2200	Advanced Public Speaking	3
ENG 3450	British Literature: Late 1700s to Present	3
ED 2306	Teaching the Faith	3
HUMAN CREATIVITY & EXPRESSION		3
Hours		18
Semester 7		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
ED 4372	Curriculum and Methods of Teaching English - Secondary	3
ED 4339	The Art and Science of Instruction	3
REL 4000	Lutheran Confessions	3
ENG 3650	History of the English Language	3
ENG 4650	Shakespeare	3
Hours		18
Semester 8		
ED 4414	Portfolio Completion-Secondary	1
ED 4452	Secondary Education Student Teaching	12
Hours		13
Total Hours		133

Course options and schedule are subject to change.

Plan - Public Education

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
COMM 2100	Interpersonal Communication	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
ENG 2450	Art of the Personal Essay	3
Hours		15
Semester 2		
ED 1275	Human Learning	3
REL 1000	The Bible	3
CCE 1020	Western Culture & Worldview	3
ENG 3050	English Grammar and Usage	3
ENG 3410	American Literature: Beginnings to 1865	3

MATH 1250	Contemporary Math	3
Hours		18
Semester 3		
ED 1230	Nature of the Exceptional Child	3
ENG 1040	Introduction to Writing	3
CCE 1030	Western Thought & Worldview	3
ED 2432	Teaching Writing: Grades 4-12	3
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
Hours		15
Semester 4		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
COMM 1100	Public Speaking	3
ENG 3420	American Literature: 1865 to Present	3
ENG 3440	British Literature: Beginnings to Early 1700s	3
HHP 1100	Stewardship of the Body	1
REL 1100	Christian Faith	3
Hours		16
Semester 5		
ENG 4750	Literary Criticism	3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY COURSE		1
COMM 1200	Journalism	3
REL ELECTIVE		3
ENG 3470	Survey of World Literature	3
Hours		17
Semester 6		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
COMM 2200	Advanced Public Speaking	3
ENG 3450	British Literature: Late 1700s to Present	3
HUMAN CREATIVITY & EXPRESSION		3
Hours		15
Semester 7		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
ED 4372	Curriculum and Methods of Teaching English - Secondary	3
ED 4339	The Art and Science of Instruction	3
ENG 3650	History of the English Language	3
ENG 4650	Shakespeare	3
Hours		15
Semester 8		
ED 4414	Portfolio Completion-Secondary	1
ED 4452	Secondary Education Student Teaching	12
Hours		13
Total Hours		124

Course options and schedule are subject to change.

Mathematics Education Major (M)

One of the reasons mathematics is so appealing is because it's irrefutable. In our program, you'll find satisfaction in discovering the best way to get your students to the right answer, all while enjoying the challenge of complicated problems. Throughout the program, you'll learn how to use computers and computer systems in the classroom to enhance problem solving. You'll explore the relationship between a Christian worldview and a technological science. Every step of the way, you'll have experienced professors guiding you. And even though numbers may be your thing, you're certainly not a number at Concordia – you're a student who'll get to know your professors and receive

meaningful mentorship, providing a workable model for the future relationships you'll form with your students.

Program Learning Outcomes

- Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
- Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
- Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
- Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
- Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
- Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
- Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
- Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
- CUW Faith Standard:** Educators model Christian servant leadership by demonstrating consistent moral and ethical behavior, inspiring others by example in their personal, professional, and community lives. In Christian schools, teachers integrate faith and learning, embodying a biblical worldview while fostering a value system that emphasizes character, mission, and service. Teacher candidates seeking the Lutheran Teacher Diploma adhere to the doctrine and practice of the Lutheran Church-Missouri Synod.

Curriculum

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

Code	Title	Hours
Core Requirements (p. 29)		45-48
Secondary Curriculum		31-37
Major Subject Area		40
Electives		4
Total Hours		120-129

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

Core Curriculum - 45 - 48 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions		
ENG 1040	Introduction to Writing	3
COMM 1100	Public Speaking (OR a language course) or COMM 2100 Interpersonal Communication	3
Faith and Life Elective: Any course with REL prefix other than REL 1000, 1100, 2010, 2020, 2030		3
ED 1102	Foundations of Education	3
HHP 1100	Stewardship of the Body	1
HHP Activity Course		1
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
SCI 1100	Introduction to Life and Physical Sciences	4
MATH 2050	Statistics I	3
ED 1103	Human Relations for Teachers	3

Note: Two CUW - approved writing intensive courses are required for graduation. Other Electives if under 120 credits:

Secondary Curriculum- 31 - 37 credits

Code	Title	Hours
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
Theoretical & Practical Components		
ED 1230	Nature of the Exceptional Child	3

ED 1275	Human Learning	3
ED 3318	The Art & Science of Planning ²	3
ED 4337	The Art and Science of Assessment ^{2,3}	3
ED 4339	The Art and Science of Instruction ^{2,3}	3
ED 4411	The Profession and Ethics of Teaching ²	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary ²	1
ED 4452	Secondary Education Student Teaching	12

Lutheran (LCMS Members) Teacher Diploma Requirements

ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

Christian Teacher Certification Requirements

ED 2306	Teaching the Faith	3

Select one of the following:

REL 4000	Lutheran Confessions	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 3500	A Survey of Christian Thought	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

Major Requirements - 43 credits

Code	Title	Hours
Required Courses		
DSAA 2000	Introduction to Data Science and Analysis	3
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4
MATH 2030	Calculus III	4
MATH 2050	Statistics I (fulfills Math requirement in the core)	
MATH 2200	Discrete Math	3
MATH 3050	Statistics II	3
MATH 3130	Math in the Middle School	3
MATH 3210	Abstract Algebra	3
MATH 3250	Linear Algebra and Differential Equations	4
MATH 3310	Geometry	3
MATH 4410	Real Analysis	3
ED 4374	Curriculum and Methods of Teaching Mathematics - Secondary ^{2,3}	3
Total Hours		40

² Course Requires Upper Division Status.

³ ED4337, ED4339, and ED4374 are taken concurrently during the Fall prior to student teaching.

Plan - Lutheran Teacher Diploma

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
DSAA 2000	Introduction to Data Science and Analysis	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
REL 2010	Old Testament	3
MATH 2050	Statistics I	3
Hours		18

Semester 2		
ED 1275	Human Learning	3
REL 2020	New Testament	3
CCE 1020	Western Culture & Worldview	3
MATH 2010	Calculus I	4
MATH 2200	Discrete Math	3
Hours		16
Semester 3		
ED 1230	Nature of the Exceptional Child	3
ENG 1040	Introduction to Writing	3
CCE 1030	Western Thought & Worldview	3
MATH 2030	Calculus III	4
MATH 3050	Statistics II	3
Hours		16
Semester 4		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
MATH 2020	Calculus II	4
MATH 3250	Linear Algebra and Differential Equations	4
HHP 1100	Stewardship of the Body	1
REL 2030	Biblical Theology	3
Hours		18
Semester 5		
MATH 3210	Abstract Algebra	3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY COURSE		1
MATH 4410	Real Analysis	3
RELIGION ELECTIVE		3
Hours		14
Semester 6		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
MATH 3130	Math in the Middle School	3
MATH 3310	Geometry	3
HUMAN CREATIVITY & EXPRESSION		3
ED 2306	Teaching the Faith	3
Hours		18
Semester 7		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
ED 4374	Curriculum and Methods of Teaching Mathematics - Secondary	3
ED 4339	The Art and Science of Instruction	3
REL 4000	Lutheran Confessions	3
Hours		12
Semester 8		
ED 4414	Portfolio Completion-Secondary	1
ED 4452	Secondary Education Student Teaching	12
Hours		13
Total Hours		125

Course options and schedule are subject to change.

Plan - Public Education

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
DSAA 2000	Introduction to Data Science and Analysis	3
CCE 1010	Christian Citizen	3

ED 1103	Human Relations for Teachers	3
MATH 2050	Statistics I	3
Hours		15
Semester 2		
ED 1275	Human Learning	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
MATH 2010	Calculus I	4
MATH 2200	Discrete Math	3
Hours		16
Semester 3		
ED 1230	Nature of the Exceptional Child	3
ENG 1040	Introduction to Writing	3
CCE 1030	Western Thought & Worldview	3
MATH 2030	Calculus III	4
MATH 3050	Statistics II	3
Hours		16
Semester 4		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
REL 1000	The Bible	3
MATH 2020	Calculus II	4
MATH 3250	Linear Algebra and Differential Equations	4
ELECTIVE if needed		1
Hours		15
Semester 5		
MATH 3210	Abstract Algebra	3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY COURSE		1
MATH 4410	Real Analysis	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
Hours		15
Semester 6		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
MATH 3130	Math in the Middle School	3
MATH 3310	Geometry	3
HUMAN CREATIVITY & EXPRESSION		3
Hours		15
Semester 7		
ED 4377	Curriculum and Methods of Teaching Business Education - Secondary	3
ED 3000	Student Teaching Seminar	0
ED 4374	Curriculum and Methods of Teaching Mathematics - Secondary	3
ED 4339	The Art and Science of Instruction	3
RELIGION ELECTIVE		3
ELECTIVE		3
Hours		15
Semester 8		
ED 4414	Portfolio Completion-Secondary	1
ED 4452	Secondary Education Student Teaching	12
Hours		13
Total Hours		120

Course options and schedule are subject to change.

Music Education Major (M)

As a music education student, you'll study music theory, composition, conducting, music history, and forms of the medieval, baroque, pre-classical, romantic, and 20th century periods from around the globe. With such a thorough background, you'll gain the skills and to share this knowledge with your own students.

Learn the ins and outs of all the instruments in an ensemble by becoming a teacher for K-12 band or orchestra. The K-12 Music Education curriculum teaches many levels of music theory and music history, conducting, and techniques for teaching brass, woodwinds, percussion, and strings. In addition to learning in the classroom, stay active in your instrumental skills by participating in an ensemble of your choice each semester.

Use your voice to inspire in more than one way by becoming a teacher for K-12 chorus. The K-12 Music Education curriculum will take you through different levels of music theory and music history, conducting, voice teaching techniques, along with participating in an ensemble of your choice each semester.

Program Learning Outcomes

- Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
- Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
- Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
- Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
- Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
- Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
- Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects

of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

- Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
- CUW Faith Standard:** Educators model Christian servant leadership by demonstrating consistent moral and ethical behavior, inspiring others by example in their personal, professional, and community lives. In Christian schools, teachers integrate faith and learning, embodying a biblical worldview while fostering a value system that emphasizes character, mission, and service. Teacher candidates seeking the Lutheran Teacher Diploma adhere to the doctrine and practice of the Lutheran Church-Missouri Synod.

Curriculum

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

NOTE: Art Education, Business Education, Music Education, and Physical Education, are licensable as K-12 programs only.

Code	Title	Hours
Core Requirements (p. 29)		45
		-
		48
Major Requirements		31
		-
		37
Major Subject Area		54
Total Hours		130-139

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

Core Curriculum - 45 - 48 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Liberal Arts Dimensions		
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Introduction to Writing		
ENG 1040	Introduction to Writing	3
Public Speaking (OR a language course)		
COMM 1100	Public Speaking (OR a language course)	3
or COMM 2100 Interpersonal Communication		
Faith and Life Elective: Any course with REL prefix other than REL 1000, 1100, 2010, 2020, 2030		
		3

ED 1102	Foundations of Education	3
HHP 1100	Stewardship of the Body	1
HHP Activity Course		1
Human Creativity and Expression: 3 credits of applied music		3
MATH 1250	Contemporary Math	3
or MATH 1280	College Algebra	
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers	3
Note: Two CUW - approved writing intensive courses are required for graduation. Other Electives if under 120 credits:		3-6

K-12 Curriculum - 31 - 37 credits

Code	Title	Hours
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
Theoretical & Practical Components		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 3318	The Art & Science of Planning ²	3
ED 4337	The Art and Science of Assessment ^{2,3}	3
ED 4339	The Art and Science of Instruction ^{2,3}	3
ED 4411	The Profession and Ethics of Teaching ²	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary ²	1
ED 4452	Secondary Education Student Teaching	12
Lutheran (LCMS Members) Teacher Diploma Requirements		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
Christian Teacher Certification Requirements		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 4000	Lutheran Confessions	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 3500	A Survey of Christian Thought	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

Major Requirements - 54 credits

Pending Wisconsin Department of Public Instruction approval

Code	Title	Hours
Required Courses in the Creative Arts Core		
Applied Music (3 credits worth in the Creative Arts Core)		
Required Courses		
Applied Music (11 credits in addition to the 3 credits from the Creative Arts Core) ⁶		11
MUS 1241	Music Theory I	3
MUS 1262	Music Theory II	3
MUS 2241	Music Theory III	3
MUS 2262	Music Theory IV	3
MUS 1251	Aural Theory I	1

MUS 1272	Aural Theory II	1
MUS 2251	Aural Theory III	1
MUS 2272	Aural Theory IV	1
MUS 3270	World Music History	3
MUS 3271	Music History I	3
MUS 3272	Music History II	3
MUS 3273	Music History III	3
MUS 3450	Beginning Conducting	2
MUS 3451	Advanced Conducting	3
MUS 3455	Techniques of Teaching Voice	1
MUS 3456	Techniques of Teaching Brass	1
MUS 3457	Techniques of Teaching Woodwinds	1
MUS 3458	Techniques of Teaching Percussion	1
MUS 3459	Techniques of Teaching Strings	1
MUS 4499	Senior Recital	1
Ensemble ²		0

Education Methods Courses

ED 3378	Curriculum and Methods of Teaching Choral Education ^{3,4}	2
or ED 3379	Curriculum and Methods of Teaching Instrumental Music	
ED 3403	Elementary General Music Methods	2

Total Hours **54**² Participation in ensembles is required every semester while in residency. All music majors and minors audit ensembles.³ Music Education Majors take the corresponding Methods course (choral or instrumental) based on their desired emphasis (choral or instrumental).⁴ Requires Upper Division Status⁵ Demonstration of specific content knowledge is required for licensure. This includes a content-based portfolio along with a GPA of 3.0 in the above content classes or a score of 150 or better on the Praxis II examination 5113 Music: Content Knowledge.⁶ Minimum of 4 credits on secondary instrument.⁷ ED4337 and ED4339 are taken concurrently the Fall prior to student teaching.**Plan - Public Education**

Course	Title	Hours
Semester 1		
MUS 1241	Music Theory I	3
MUS 1251	Aural Theory I	1
APPLIED MUSIC & ENSEMBLE		2
ED 1102	Foundations of Education	3
ED 1000	Orientation Seminar	0
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
TECHNIQUES OF TEACHING (MUSIC)		1
Hours		16
Semester 2		
MUS 1262	Music Theory II	3
MUS 1272	Aural Theory II	1
APPLIED MUSIC & ENSEMBLE		2
TECHNIQUES OF TEACHING (MUSIC)		1
TECHNIQUES OF TEACHING (MUSIC)		1
CCE 1020	Western Culture & Worldview	3

ED 1103	Human Relations for Teachers	3
REL 1000	The Bible	3
Hours		17
Semester 3		
MUS 2241	Music Theory III	3
MUS 2251	Aural Theory III	1
ED 1275	Human Learning	3
APPLIED MUSIC & ENSEMBLE		2
ED 1230	Nature of the Exceptional Child	3
CCE 1020	Western Culture & Worldview	3
TECHNIQUES OF TEACHING (MUSIC)		1
Hours		16
Semester 4		
MUS 2262	Music Theory IV	3
MUS 2272	Aural Theory IV	1
TECHNIQUES OF TEACHING (MUSIC)		1
APPLIED MUSIC & ENSEMBLE		2
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
MATH 1250	Contemporary Math	3
MUS 3270	World Music History	3
Hours		16
Semester 5		
MUS 3450	Beginning Conducting	2
SCI 1100	Introduction to Life and Physical Sciences	4
APPLIED MUSIC & ENSEMBLE		2
REL 1100	Christian Faith	3
MUS 3271	Music History I	3
COMM 1100	Public Speaking	3
Hours		17
Semester 6		
MUS 3451	Advanced Conducting	3
APPLIED MUSIC & ENSEMBLE		2
MUS 3272	Music History II	3
ED 4411	The Profession and Ethics of Teaching	3
ED 3379	Curriculum and Methods of Teaching Instrumental Music	2
HHP 1100	Stewardship of the Body	1
ED 3318	The Art & Science of Planning	3
Hours		17
Semester 7		
APPLIED MUSIC & ENSEMBLE		2
MUS 3273	Music History III	3
ED 3000	Student Teaching Seminar	0
ED 3403	Elementary General Music Methods	2
ED 4337	The Art and Science of Assessment	3
ED 4339	The Art and Science of Instruction	3
HHP ACTIVITY		1
MUS 4499	Senior Recital	1
REL ELECTIVE		3
Hours		18
Semester 8		
ED 4414	Portfolio Completion-Secondary	1
ED 4452	Secondary Education Student Teaching	12
Hours		13
Total Hours		130

Course options and schedule are subject to change.

Course	Title	Hours
Semester 1		
REL 2010	Old Testament	3

MUS 1241	Music Theory I	3
MUS 1251	Aural Theory I	1
APPLIED MUSIC & ENSEMBLE		2
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
TECHNIQUES OF TEACHING (MUSIC)		1
Hours		19
Semester 2		
MUS 1262	Music Theory II	3
MUS 1272	Aural Theory II	1
APPLIED MUSIC & ENSEMBLE		2
TECHNIQUES OF TEACHING (MUSIC)		1
TECHNIQUES OF TEACHING (MUSIC)		1
CCE 1020	Western Culture & Worldview	3
ED 1103	Human Relations for Teachers	3
REL 2020	New Testament	3
Hours		17
Semester 3		
MUS 2241	Music Theory III	3
MUS 2251	Aural Theory III	1
ED 1275	Human Learning	3
APPLIED MUSIC & ENSEMBLE		2
ED 1230	Nature of the Exceptional Child	3
CCE 1030	Western Thought & Worldview	3
REL 2030	Biblical Theology	3
TECHNIQUES OF TEACHING (MUSIC)		1
Hours		19
Semester 4		
MUS 2262	Music Theory IV	3
MUS 2272	Aural Theory IV	1
TECHNIQUES OF TEACHING (MUSIC)		1
APPLIED MUSIC & ENSEMBLE		2
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
MATH 1250	Contemporary Math	3
ED 2306	Teaching the Faith	3
MUS 3270	World Music History	3
Hours		19
Semester 5		
MUS 3450	Beginning Conducting	2
SCI 1100	Introduction to Life and Physical Sciences	4
APPLIED MUSIC & ENSEMBLE		2
REL ELECTIVE		3
MUS 3271	Music History I	3
COMM 1100	Public Speaking	3
Hours		17
Semester 6		
MUS 3451	Advanced Conducting	3
APPLIED MUSIC & ENSEMBLE		2
MUS 3272	Music History II	3
ED 4411	The Profession and Ethics of Teaching	3
ED 3379	Curriculum and Methods of Teaching Instrumental Music	2
HHP 1100	Stewardship of the Body	1
ED 3318	The Art & Science of Planning	3
Hours		17
Semester 7		
APPLIED MUSIC & ENSEMBLE		2
MUS 3273	Music History III	3
ED 3000	Student Teaching Seminar	0

ED 3403	Elementary General Music Methods	2
ED 4337	The Art and Science of Assessment	3
ED 4339	The Art and Science of Instruction	3
HHP ACTIVITY COURSE		1
REL 4000	Lutheran Confessions	3
MUS 4499	Senior Recital	1
Hours		18
Semester 8		
ED 4452	Secondary Education Student Teaching	12
ED 4414	Portfolio Completion-Secondary	1
Hours		13
Total Hours		139

Please see your advisor for more information.

Physical Education Major (M)

To become a physical education teacher, there is a variety of coursework involved. You will have a better understanding of the human body with exercise physiology, motor development, anatomy, and physiology. You'll also learn the ins and out of health education with personal, family, and community health. To get to this point, you'll gain clinical experience and feel prepared to support learners with adaptive physical education needs. Upon completion of the program, you will receive a Physical Education, Health, Athletic Coaching, and Adaptive Physical Education license.

Program Learning Outcomes

- Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
- Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
- Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
- Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
- Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
- Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep

understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

- Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
- Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
- CUW Faith Standard:** Educators model Christian servant leadership by demonstrating consistent moral and ethical behavior, inspiring others by example in their personal, professional, and community lives. In Christian schools, teachers integrate faith and learning, embodying a biblical worldview while fostering a value system that emphasizes character, mission, and service. Teacher candidates seeking the Lutheran Teacher Diploma adhere to the doctrine and practice of the Lutheran Church-Missouri Synod.

Curriculum

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

Code	Title	Hours
Core Requirements (p. 29)		45
		-
		48
Major Requirements		31
		-
		37
Major Subject Area		39
Electives		5
Total Hours		120-129

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

The Physical Education Major is licensable from Kindergarten to grade 12.

Students completing this program are also eligible for licensure in athletic coaching, adaptive physical education, and health education.

Core Curriculum - 45 - 48 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3

CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions - 27 Credits		
ENG 1040	Introduction to Writing	3
COMM 1100	Public Speaking (or a language course) or COMM 2100 Interpersonal Communication	3
Faith and Life Elective: Any course with REL prefix other than REL 1000, 1100, 2010, 2020, 2030		
ED 1102	Foundations of Education	3
HHP 1100	Stewardship of the Body	1
HHP Activity Course		1
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 1250	Contemporary Math or MATH 1280 College Algebra	3
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers	3
Note: Other Electives if under 120 credits:		3-6

K-12 Curriculum - 31 - 37 credits

Code	Title	Hours
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
Theoretical & Practical Components		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 3318	The Art & Science of Planning ¹	3
ED 4337	The Art and Science of Assessment ^{1,2}	3
ED 4339	The Art and Science of Instruction ^{1,2}	3
ED 4411	The Profession and Ethics of Teaching ¹	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary ¹	1
ED 4452	Secondary Education Student Teaching	12

Lutheran (LCMS Members) Teacher Diploma Requirements

ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

Christian Teacher Certification Requirements

ED 2306	Teaching the Faith	3

Select one of the following:

REL 4000	Lutheran Confessions	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 3500	A Survey of Christian Thought	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

Major Requirements - 39 credits

Code	Title	Hours
Required Courses		
BIO 1300	Essentials of Anatomy and Physiology	4
HHP 2260	School and Community Health	3

HHP 2265	Healthy Lifestyles	3
HHP 3371	Exercise Physiology	3
ED 3459	Measurement and Evaluation - Health and Physical Education ¹	3
ED 3475	Adaptive Physical Education ¹	3
ED 3476	Curriculum and Methods - Health Education ¹	3
ED 3486	Practicum in Adaptive PE ¹	0
ED 3381	Curriculum and Methods of Teaching PE - Elementary ¹	4
ED 4382	Curriculum and Methods of Teaching PE - Secondary ^{1,2}	3
EXS 3373	Motor Development	3
EXS 3375	Biomechanics	3

Major Electives

Select two of the following:

HHP 2582	Theory and Techniques of Coaching Basketball	2
HHP 2584	Theory and Techniques of Coaching Football	2
HHP 2587	Theory and Techniques of Coaching Soccer	2

¹ Course Requires Upper Division Status.

² ED 4337, ED 4339, and ED 4382 are taken concurrently during the Fall prior to student teaching.

Physical education majors are required to attain First Aid & CPR certification prior to graduation. CPR certification must include face-to-face instruction.

Demonstration of specific content knowledge is required for licensure.

This includes a content based portfolio along with a GPA of 3.0 in the above content classes OR a score of 150 or better on the Praxis II examination 5091 Physical Education: Content Knowledge and a score of 151 or better on the Praxis II examination 5551 Health Education.

Plan - Lutheran Teacher Diploma

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
HHP 2265	Healthy Lifestyles	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
REL 2010	Old Testament	3
HHP 3371	Exercise Physiology	3
Hours		18
Semester 2		
ED 1275	Human Learning	3
REL 2020	New Testament	3
CCE 1020	Western Culture & Worldview	3
HHP 2260	School and Community Health	3
EXS 3375	Biomechanics	3
Hours		15
Semester 3		
ED 1230	Nature of the Exceptional Child	3
ENG 1040	Introduction to Writing	3
CCE 1030	Western Thought & Worldview	3
BIO 1300	Essentials of Anatomy and Physiology	4
EXS 3373	Motor Development	3
Hours		16

Semester 4		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
HUMAN CREATIVITY & EXPRESSION		3
ED 3459	Measurement and Evaluation - Health and Physical Education	3
ED 3476	Curriculum and Methods - Health Education	3
REL 2030	Biblical Theology	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 5		
ED 3475	Adaptive Physical Education	3
ED 3486	Practicum in Adaptive PE	0
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY COURSE		1
ED 2306	Teaching the Faith	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
Hours		14
Semester 6		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
ED 3381	Curriculum and Methods of Teaching PE - Elementary	4
HHP 2582	Theory and Techniques of Coaching Basketball	2
HHP 2584	Theory and Techniques of Coaching Football	2
REL ELECTIVE		3
Hours		17
Semester 7		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
ED 4382	Curriculum and Methods of Teaching PE - Secondary	3
ED 4339	The Art and Science of Instruction	3
REL 4000	Lutheran Confessions	3
MATH 1250 or MATH 1280	Contemporary Math or College Algebra	3
Hours		15
Semester 8		
ED 4414	Portfolio Completion-Secondary	1
ED 4452	Secondary Education Student Teaching	12
Hours		13
Total Hours		124

Course options and schedule are subject to change.

Plan - Public Education

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
HHP 2265	Healthy Lifestyles	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
HHP 3371	Exercise Physiology	3
Hours		15
Semester 2		
ED 1275	Human Learning	3
REL 1000	The Bible	3
CCE 1020	Western Culture & Worldview	3
HHP 2260	School and Community Health	3
EXS 3375	Biomechanics	3
Hours		15

Semester 3		
ED 1230	Nature of the Exceptional Child	3
ENG 1040	Introduction to Writing	3
CCE 1030	Western Thought & Worldview	3
BIO 1300	Essentials of Anatomy and Physiology	4
EXS 3373	Motor Development	3
Hours		16
Semester 4		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
REL 1100	Christian Faith	3
ED 3459	Measurement and Evaluation - Health and Physical Education	3
ED 3476	Curriculum and Methods - Health Education	3
HHP 1100	Stewardship of the Body	1
ELECTIVE		3
Hours		16
Semester 5		
ED 3475	Adaptive Physical Education	3
ED 3486	Practicum in Adaptive PE	0
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY COURSE		1
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
MATH 1250 or MATH 1280	Contemporary Math or College Algebra	3
REL ELECTIVE		3
Hours		17
Semester 6		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
HUMAN CREATIVITY & EXPRESSION		3
ED 3381	Curriculum and Methods of Teaching PE - Elementary	4
HHP 2584	Theory and Techniques of Coaching Football	2
HHP 2582	Theory and Techniques of Coaching Basketball	2
Hours		17
Semester 7		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
ED 4382	Curriculum and Methods of Teaching PE - Secondary	3
ED 4339	The Art and Science of Instruction	3
ELECTIVE		2
Hours		11
Semester 8		
ED 4414	Portfolio Completion-Secondary	1
ED 4452	Secondary Education Student Teaching	12
Hours		13
Total Hours		120

Course options and schedule are subject to change.

Science Education Major (M)

The Science Education major consists of a combination of the Natural Sciences major from the School of Arts and Sciences along with a Secondary Education major. Completers of this program will be licensed to teach all areas of science in grades 4 to 12. Students can select from three different emphases - Biology, Chemistry, or Physics.

Program Learning Outcomes

- 1. **Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development

vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

2. **Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
3. **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
5. **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
7. **Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
11. **CUW Faith Standard:** Educators model Christian servant leadership by demonstrating consistent moral and ethical behavior, inspiring others by example in their personal, professional, and community lives. In Christian schools, teachers integrate faith and learning, embodying a biblical worldview while fostering a value system that emphasizes character, mission, and service. Teacher candidates seeking the Lutheran Teacher Diploma adhere to the doctrine and practice of the Lutheran Church-Missouri Synod.

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

Code	Title	Hours
Core Requirements (p. 29)		45

-
48

Secondary Curriculum	31
	-
	37
Major Subject Area	53
Total Hours	129-138

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

Core Curriculum - 45-48 Credits

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2020	New Testament	3
REL 2010	Old Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3

Liberal Arts Dimensions		
ENG 1040	Introduction to Writing	3
COMM 1100	Public Speaking (OR a language course) or COMM 2100 Interpersonal Communication	3

Faith and Life Elective: Any course with REL prefix other than REL 1000, 1100, 2010, 2020, 2030	3

ED 1102	Foundations of Education	3

HHP 1100	Stewardship of the Body	1

HHP Activity Course	1

Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course	3

MATH 1280	College Algebra or MATH 2050 Statistics I	3

BIO 1401	General Biology I	4

ED 1103	Human Relations for Teachers	3

Note: Two CUW - approved writing intensive courses are required for graduation. Other Electives if under 120 credits: 3-6

SECONDARY CURRICULUM - 31 - 37 credits

Code	Title	Hours
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0

Theoretical & Practical Components		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 3318	The Art & Science of Planning ²	3
ED 4337	The Art and Science of Assessment ^{2,3}	3
ED 4339	The Art and Science of Instruction ^{2,3}	3

ED 4411	The Profession and Ethics of Teaching ²	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary ²	1
ED 4452	Secondary Education Student Teaching	12
Lutheran (LCMS Members) Teacher Diploma Requirements		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
Christian Teacher Certification Requirements		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 4000	Lutheran Confessions	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 3500	A Survey of Christian Thought	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

¹ ED4337, ED4339, and ED4376 are taken concurrently during the Fall prior to student teaching.

² Course requires Upper Division Status.

Major Requirements

Code	Title	Hours
Required Core Courses		
BIO 1401	General Biology I (Natural World: Lab Science)	4
COMM 1100	Public Speaking (Recommended) (Communication)	
or COMM 2100	Interpersonal Communication	
ENG 1040	Introduction to Writing	
MATH 2050	Statistics I (MATH 2050 for Biology Emphasis; MATH 1280 for Chemistry/Physics Emphases)	4
or MATH 1280	College Algebra	
Courses Required for Secondary Education Students		
ED 1102	Foundations of Education (Core Human Beings & Being Human requirement)	3
ED 1103	Human Relations for Teachers (Core Society and Culture requirement)	
ED 4376	Curriculum and Methods of Teaching Science - Secondary	3
Required Courses		
BIO 1401	General Biology I (taken in core)	4
BIO 1402	General Biology II	
CHEM 1414	General Chemistry I	4
CHEM 1424	General Chemistry II	4
PHYS 1514	General Physics I	4
or PHYS 1714	University Physics I	
PHYS 1524	General Physics II	4
or PHYS 1724	University Physics II	
SCI 2400	Cosmogony	3
Choose one environmentally-focused class (listed below)		3-4
Choose one of the following emphases:		12-17
Emphasis in Biology		
Emphasis in Chemistry		

Emphasis in Physics	7-12
Major Electives (listed below)	

² Requires Upper Division Status

Environmentally-Focused Courses

Code	Title	Hours
ENV 1800	Environmental Science	3-4
or ENV 1600	Meteorology	
or ENV 2500	Earth Science	
or ENV 2600	Oceanography	
or PHYS 1204	Introductory Astronomy	

Select one from the following emphases:

Emphasis in Biology

Code	Title	Hours
Required Courses		
MATH 2050	Statistics I (taken in core)	4
BIO 1300	Essentials of Anatomy and Physiology (If BIO 1801 is chosen, BIO 1802 must be selected as a major elective)	
BIO 2400	Botany	4
BIO 2600	Biology of Microorganisms	4
BIO 3400	Genetics	4
BIO 4900	Biology Senior Seminar (fall semester recommended)	1
Total Hours		17

Emphasis in Chemistry

Code	Title	Hours
Required Courses		
MATH 1280	College Algebra (taken in core)	4
CHEM 2204	Analytical Chemistry	
CHEM 2414	Organic Chemistry I	4
CHEM 2424	Organic Chemistry II	4
CHEM 3214	Biochemistry	4
CHEM 4911	Chemistry Senior Seminar I	1
Total Hours		17

Emphasis in Physics

Code	Title	Hours
Required Courses		
MATH 1280	College Algebra (taken in core)	4
PHYS 1204	Introductory Astronomy (must be selected as environmentally-focused course)	
PHYS 1714	University Physics I (must be selected as major requirement)	4
PHYS 1724	University Physics II (must be selected as major requirement)	
PHYS 2703	Modern Physics	3
MATH 2010	Calculus I (must be taken before PHYS 1714)	4
MATH 2020	Calculus II	4

CHEM 4911	Chemistry Senior Seminar I (or see advisor for substitute)	1
Total Hours		12

Major Electives

7 elective credits are required for the biology/chemistry emphases, 12 for the physics emphasis. Major electives can be selected from any courses in the other emphases (Biology (p. 234), Chemistry (p. 234), Physics (p. 234)), additional courses from the environmentally-focused (p. 234) category, or selected from the following (prerequisites may apply):

Code	Title	Hours
BIO 1802	Human Anatomy and Physiology II	4
BIO 2500	Zoology	4
BIO 3200	Cell Biology	4
BIO 3760	Ecology of the Tropics (Core Culture Designation)	3
BIO 3761	Ecology of the Tropics Lab	1
BIO 4100	Ecology	4
CHEM 2304	Descriptive Inorganic Chemistry	4
Other courses approved by the chair of the Department of Life and Earth Sciences		

Plan - Lutheran Teacher Diploma

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
BIO 1401	General Biology I	4
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
REL 2010	Old Testament	3
CHEM 1414	General Chemistry I	4
Hours		20
Semester 2		
ED 1275	Human Learning	3
REL 2020	New Testament	3
CCE 1020	Western Culture & Worldview	3
BIO 1402	General Biology II	4
CHEM 1424	General Chemistry II	4
Hours		17
Semester 3		
ED 1230	Nature of the Exceptional Child	3
ENG 1040	Introduction to Writing	3
CCE 1030	Western Thought & Worldview	3
PHYS 1514	General Physics I	4
BIO 1300	Essentials of Anatomy and Physiology	4
Hours		17
Semester 4		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
REL 2030	Biblical Theology	3
PHYS 1524	General Physics II	4
BIO 3400	Genetics	4
ENV ELECTIVE		4
Hours		18
Semester 5		
REL ELECTIVE		3
MATH 2050	Statistics I	3

SCI 2400	Cosmogony	3
HHP ACTIVITY COURSE		1
HHP 1100	Stewardship of the Body	1
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
BIO 2400	Botany	4
Hours		18
Semester 6		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
MAJOR COURSE		3
BIO 1802	Human Anatomy and Physiology II	4
BIO ELECTIVE		4
ED 2306	Teaching the Faith	3
Hours		20
Semester 7		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
ED 4376	Curriculum and Methods of Teaching Science - Secondary	3
ED 4339	The Art and Science of Instruction	3
REL 4000	Lutheran Confessions	3
BIO 4900	Biology Senior Seminar	1
BIO 2600	Biology of Microorganisms	4
Hours		17
Semester 8		
ED 4414	Portfolio Completion-Secondary	1
ED 4452	Secondary Education Student Teaching	12
Hours		13
Total Hours		140

Course options and schedule are subject to change.

Plan - Public Education

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
BIO 1401	General Biology I	4
CCE 1010	Christian Citizen	3
CHEM 1414	General Chemistry I	4
ED 1103	Human Relations for Teachers	3
Hours		17
Semester 2		
ED 1275	Human Learning	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
BIO 1402	General Biology II	4
CHEM 1424	General Chemistry II	4
Hours		17
Semester 3		
ED 1230	Nature of the Exceptional Child	3
ENG 1040	Introduction to Writing	3
CCE 1030	Western Thought & Worldview	3
PHYS 1514	General Physics I	4
BIO 1300	Essentials of Anatomy and Physiology	4
Hours		17
Semester 4		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
REL 1100	Christian Faith	3
PHYS 1524	General Physics II	4

BIO 3400	Genetics	4
HHP 1100	Stewardship of the Body	1
Hours		15
Semester 5		
MATH 2050	Statistics I	3
SCI 2400	Cosmogony	3
HHP ACTIVITY COURSE		1
ENV ELECTIVE		4
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
BIO 2400	Botany	4
Hours		18
Semester 6		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
BIO 1802	Human Anatomy and Physiology II	4
BIO ELECTIVE		4
HUMAN CREATIVITY & EXPRESSION		3
Hours		17
Semester 7		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
ED 4376	Curriculum and Methods of Teaching Science - Secondary	3
ED 4339	The Art and Science of Instruction	3
BIO 4900	Biology Senior Seminar	1
REL ELECTIVE		3
BIO 2600	Biology of Microorganisms	4
Hours		17
Semester 8		
ED 4414	Portfolio Completion-Secondary	1
ED 4452	Secondary Education Student Teaching	12
Hours		13
Total Hours		131

Course options and schedule are subject to change.

Social Studies Education Major (M)

The Social Studies Education program entitles the applicant to teach all social studies courses in Grades 4-12. The Social Studies Education program requires a History Major with a Social Science concentration alongside a major in Secondary Education.

Program Learning Outcomes

- Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
- Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
- Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches.

The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

- Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
- Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
- Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
- Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
- Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
- CUW Faith Standard:** Educators model Christian servant leadership by demonstrating consistent moral and ethical behavior, inspiring others by example in their personal, professional, and community lives. In Christian schools, teachers integrate faith and learning, embodying a biblical worldview while fostering a value system that emphasizes character, mission, and service. Teacher candidates seeking the Lutheran Teacher Diploma adhere to the doctrine and practice of the Lutheran Church-Missouri Synod.

Curriculum

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

Code	Title	Hours
Core Requirements (p. 29)		45
		-
		48
Secondary Curriculum		31
		-
		37
Major Subject Area		54
Total Hours		130-139

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

Core Curriculum - 45-48 Credits

Concordia Common Core - 18-21 Credits

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions		
ENG 1040	Introduction to Writing	3
COMM 1100	Public Speaking (OR a language course) or COMM 2100 Interpersonal Communication	3
Faith and Life Elective: Any course with REL prefix other than REL 1000, 1100, 2010, 2020, 2030		
ED 1102	Foundations of Education	3
HHP 1100	Stewardship of the Body	1
HHP Activity Course		
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		
MATH 1250	Contemporary Math or MATH 1280 College Algebra	3
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers	3
Note: Two CUW - approved writing intensive courses are required for graduation. Other Electives if under 120 credits:		

Secondary Curriculum 31 - 37 credits

Code	Title	Hours
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
Theoretical & Practical Components		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 3318	The Art & Science of Planning ²	3
ED 4337	The Art and Science of Assessment ^{2,3}	3
ED 4339	The Art and Science of Instruction ^{2,3}	3
ED 4411	The Profession and Ethics of Teaching ²	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary ²	1
ED 4452	Secondary Education Student Teaching	12
Lutheran (LCMS Members) Teacher Diploma Requirements		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
Christian Teacher Certification Requirements		

ED 2306	Teaching the Faith	3
Select one of the following:		
REL 4000	Lutheran Confessions	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 3500	A Survey of Christian Thought	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

Major Requirements- 54 credits

Code	Title	Hours
Social Science Foundations		
ECON 2000	Principles of Economics	3
GEOG 2200	Cultural Geography	3
POLS 2010	American Government	3
PSY 1010	General Psychology	3
SOC 1010	Introduction to Sociology	3

American Historical Foundations (Select 5 courses)

HIST 3200	Early America:1492-1800	3
HIST 3210	American Republic: 1800-1860	3
HIST 3220	Indus America:1865-1920	3
HIST 3230	United States as a World Power: 1920-Present	3
HIST 2210	Women in America	3
HIST 2220	The City & American Culture	3
HIST 2250	Topics in American History	3

Non-Western/Global History (Select 2 courses)

HIST 1610	World Civilizations I	3
HIST 1615	World Civilizations II	3
HIST 1600	Non-Western World	3
HIST 2600	History of Food	3
HIST 2680	Rats, Lice & Mice: History of Diseases & Epidemics	3
HIST 2620	Ancient Civilizations	3
HIST 2650	Empires: East & West	3
HIST 2750	Topics in Global History	3

Western/European History (Select 2 Courses)

HIST 2400	History of Christianity	3
HIST 3430	Renaissance and Reformation in Europe	3
HIST 4410	The Reformations	3
HIST 2420	European National History	3
HIST 2450	Topics in Western History	3

Disciplinary Thinking (9 credits)

HIST 1400	Historical Perspectives	3
HIST 3850	Historical Methods	3
HIST 4800	History Capstone	3

Education Methods Course

ED 4373	Curriculum and Methods of Teaching Social Studies - Secondary ^{2,3}	3

¹ Students need to complete 15 credits of American History, 6 credits of non-Western/global History, and 6 credits of Western/European History courses, as well as HIST 3850 Historical Methods and HIST 4800 History Capstone in order to complete the requirements of the History major with an American emphasis.

² Requires Upper Division Status

³ ED4337, ED4339, and ED4373 are taken concurrently during the Fall prior to student teaching.

Plan - Lutheran Teacher Diploma

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
ECON 2000	Principles of Economics	3
CCE 1010	Christian Citizen	3
REL 2010	Old Testament	3
ED 1103	Human Relations for Teachers	3
AMERICAN HISTORY ELECTIVE		3
Hours		18
Semester 2		
ED 1275	Human Learning	3
REL 2020	New Testament	3
CCE 1020	Western Culture & Worldview	3
HIST 1400	Historical Perspectives	3
AMERICAN HISTORY		3
NON-WESTERN/GLOBAL HISTORY		3
Hours		18
Semester 3		
ED 1230	Nature of the Exceptional Child	3
ENG 1040	Introduction to Writing	3
CCE 1030	Western Thought & Worldview	3
GEOG 2200	Cultural Geography	3
AMERICAN HISTORY		3
WESTERN/EUROPEAN HISTORY		3
Hours		18
Semester 4		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
COMM 1100	Public Speaking	3
POLS 2010	American Government	3
WESTERN/EUROPEAN HISTORY		3
MATH 1250	Contemporary Math	3
REL 2030	Biblical Theology	3
Hours		18
Semester 5		
PSY 1010	General Psychology	3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY COURSE		1
AMERICAN HISTORY		3
REL ELECTIVE		3
NON-WESTERN/GLOBAL HISTORY		3
HHP 1100	Stewardship of the Body	1
Hours		18
Semester 6		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
SOC 1010	Introduction to Sociology	3
AMERICAN HISTORY		3
HUMAN CREATIVITY & EXPRESSION		3
ED 2306	Teaching the Faith	3
Hours		18
Semester 7		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
ED 4373	Curriculum and Methods of Teaching Social Studies - Secondary	3

ED 4339	The Art and Science of Instruction	3
REL 4000	Lutheran Confessions	3
HIST 3850	Historical Methods	3
HIST 4800	History Capstone	3
Hours		18
Semester 8		
ED 4414	Portfolio Completion-Secondary	1
ED 4452	Secondary Education Student Teaching	12
Hours		13
Total Hours		139

Course options and schedule are subject to change.

Plan - Public Education

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
ECON 2000	Principles of Economics	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
AMERICAN HISTORY		3
Hours		15
Semester 2		
ED 1275	Human Learning	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
HIST 1400	Historical Perspectives	3
AMERICAN HISTORY		3
NON-WESTERN/GLOBAL HISTORY		3
Hours		18
Semester 3		
ED 1230	Nature of the Exceptional Child	3
ENG 1040	Introduction to Writing	3
CCE 1030	Western Thought & Worldview	3
GEOG 2200	Cultural Geography	3
AMERICAN HISTORY		3
WESTERN/EUROPEAN HISTORY		3
Hours		18
Semester 4		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
COMM 1100	Public Speaking	3
POLS 2010	American Government	3
WESTERN/EUROPEAN HISTORY		3
HHP 1100	Stewardship of the Body	1
REL 1100	Christian Faith	3
Hours		16
Semester 5		
PSY 1010	General Psychology	3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY COURSE		1
AMERICAN HISTORY		3
REL ELECTIVE		3
NON-WESTERN/GLOBAL HISTORY		3
Hours		17
Semester 6		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
SOC 1010	Introduction to Sociology	3
AMERICAN HISTORY		3

HUMAN CREATIVITY & EXPRESSION		3
Hours		15
Semester 7		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
ED 4373	Curriculum and Methods of Teaching Social Studies - Secondary	3
ED 4339	The Art and Science of Instruction	3
HIST 3850	Historical Methods	3
HIST 4800	History Capstone	3
MATH 1250	Contemporary Math	3
Hours		18
Semester 8		
ED 4414	Portfolio Completion-Secondary	1
ED 4452	Secondary Education Student Teaching	12
Hours		13
Total Hours		130

Course options and schedule are subject to change.

Teacher Colloquy Program - LCMS (M)

The Teacher Colloquy is designed for members of the Missouri Synod who have received their teacher training at a non-Synodical college and would like to be certified for teaching in schools of the Synod. The program is available online through the Concordia University Education Network, CUEnet (www.cuenet.edu (<http://www.cuenet.edu>)). For more information, contact the CUEnet director at 1-800-238-3037 or write CUEnet, 345 Cyber Drive, Bend, Oregon 97702. The program typically consists of 24 credit hours.

In 1989, the Provisional Endorsement for Lutheran Teaching (P.E.L.T.) Program was developed by the colleges and universities and the appropriate boards of the Lutheran Church-Missouri Synod. This program was developed in recognition of the many capable Lutheran teachers involved in the ministries of the LCMS Parochial School Systems who were non-synodically certified.

The initial vision was to offer these teachers an avenue to take steps toward synodical certification via the LCMS's Colloquy Program. It was an initial step because the candidate could only fulfill some of the course requirements via the extension model. The candidate then had to complete the colloquy course requirements through residence course work at one of the synodical colleges offering a bachelor's degree in teacher education. Since the Synodical Convention in Pittsburgh in 1992, it is possible to take the eight required courses to fulfill course work requirements for teach colloquy via the Theological Education by Extension Model. We have several extension locations in different parts of the country.

Minors

- Adaptive Education Minor (M) (p. 239)
- Educational Studies Minor (Non-Licensable) (M) (p. 240)
- English/Language Arts Minor (M) (p. 240)
- Mathematics Minor (M) (p. 240)
- Science Education Minor (M) (p. 241)
- Social Studies Minor (M) (p. 241)
- Theology Minor (M) (p. 242)

Adaptive Education Minor (M)

Teachers who obtain this minor or concentration will grow in their ability to modify content, instructional strategies, and the learning environment for children with disabilities and special needs in the regular education setting. You will learn a variety of strategies to allow all of your students to shine in the classroom.

Elementary, Secondary, and K-12 Education (license 1859)

This minor is available for students with an Elementary Education Major (Grades 4K - 9), Early Childhood and Elementary Dual Major (Birth- 9th Grade), Secondary Education Major (Grades 4-12) or a K-12 Education Major (Grades 4K - 12).

The concentration is available to all Education students. The concentration is not licensable, but will help you learn how to adapt content and the environment for all of your learners.

Curriculum

Code	Title	Hours
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2484	Educational and Behavioral Management in Special Education	3
ED 3328	Teaching Students with Significant Disabilities ²	3
ED 3457	Curricular Adaptations for Learners with Disabilities ²	3
ED 4479	Assessment Strategies for Diverse Learners ²	3
ED 4487	Implementation Strategies in Special Education ²	2
ED 4477	Practicum in Adaptive Education ²	1
Total Hours		18

Note: Complete 12 or more credits in the minor before taking ED 4477 Practicum in Adaptive Education.

² Course requires upper division status

Special Education Concentration Curriculum

Code	Title	Hours
ED 2484	Educational and Behavioral Management in Special Education	3
ED 3457	Curricular Adaptations for Learners with Disabilities ²	3
Electives: Select 2 of the following courses for a total of 6 credits. Elective courses cannot be in your major.		6
ED 2327	Collaborating with Families and Professionals in a Diverse Society	
ED 3328	Teaching Students with Significant Disabilities ²	
ED 4479	Assessment Strategies for Diverse Learners ²	
EDG 5301	Trauma Informed Practices	
EDG 5302	Social Emotional Learning	
Total Hours		12

² Course requires upper division status

Educational Studies Minor (Non-Licensable) (M)

This non-licensable minor is designed for students looking to get a background in the field of education.

Curriculum

Code	Title	Hours
Required Courses		
ED 1102	Foundations of Education	3
Electives: Choose at least 15 credits from the following courses or other approved courses.		15
ED 1103	Human Relations for Teachers ¹	
ED 1209	Educational Psychology - Adolescent	
or ED 1275	Human Learning	
PSY 2210	Child Development ¹	
ED 2204	The Art & Science of Teaching Reading	
ED 1230	Nature of the Exceptional Child	
ED 2293	The Urban Education Landscape	
ED 2294	Paradigms for Success in Urban Education	
ED 2306	Teaching the Faith	
ED 2327	Collaborating with Families and Professionals in a Diverse Society	
ED 2484	Educational and Behavioral Management in Special Education	
ED 3318	The Art & Science of Planning	
ED 4337	The Art and Science of Assessment	
ED 4339	The Art and Science of Instruction	
ED 4411	The Profession and Ethics of Teaching	
Total Hours		18

¹ If PSY 2210 Child Development or ED 1103 Human Relations for Teachers is not used to fulfill core requirements.

English/Language Arts Minor (M)

Do you have a passion for reading and writing? As an Early Childhood Education or Elementary Education major, we encourage you to choose a concentration or minor in a subject you have a passion for and would love to teach. For those who love the beauty of the English language—crafting with words and reading great literature—this is the perfect minor to round out your education at Concordia. This minor is designed so that teachers-in-training who have a true love of the English language, books, and the written word, can pass that joy of English/Language Arts on to their students. The English/Language Arts Education minor includes 18 credits and the concentration includes 12 credits.

Minor Curriculum

Code	Title	Hours
Required Courses		
Code	Title	Hours
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
ED 2432	Teaching Writing: Grades 4-12	3
ENG 3050	English Grammar and Usage	3

Choose 3 credits of literature from the following list:		3
ENG 3410	American Literature: Beginnings to 1865	
or ENG 3420	American Literature: 1865 to Present	
ENG 3440	British Literature: Beginnings to Early 1700s	
or ENG 3450	British Literature: Late 1700s to Present	
ENG 3470	Survey of World Literature	
Electives see list below		6
Total Hours		18

Electives

Code	Title	Hours
COMM 2200	Advanced Public Speaking	3
COMM 1000	Introduction to Mass Communication	3
COMM 4100	Cross-Cultural Communication	3
ENG 2450	Art of the Personal Essay	3
ENG 2460	Creative Writing	3
ENG 3550	Modern Fiction & the Tradition	3
ENG 3560	Modern Poetry & the Tradition	3
ENG 3650	History of the English Language	3
ENG 4650	Shakespeare	3
THTR 2200	Acting I: Intro to Acting	3
THTR 3020	20th Century American Drama	3

Concentration Curriculum

Code	Title	Hours
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
ED 2432	Teaching Writing: Grades 4-12	3
ENG 3050	English Grammar and Usage	3
Electives – May not be used to meet the CUW Core requirements. Choose any course with an ENG, COMM, or THTR prefix.		3
Total Hours		12

Mathematics Minor (M)

The Math Education Minor will help you inspire students with exercises and problems that help expand the mind. You will engage students with the early math fundamentals and teach skills that can be used for the rest of their lives. You will open their mind to new possibilities and introduce a new curiosity in numbers. You will also learn how to teach with computer systems in the classroom. Using technology effectively while managing your classroom is essential. You will be able to explore the Christian worldview in a technological society and be able to lead discussions with students about this relationship. Through a guided and intensive experience, the Mathematics Education Minor will give you mastery in the most important fundamentals of math, as well as other electives. The Mathematics Education minor includes 18-20 credits and the concentration includes 12 credits.

Curriculum- Minor

Early Childhood and/or Elementary Education Majors (Birth - 9th Grade)		
Code	Title	Hours
Required Courses		
MATH 1970	Applied Calculus	3-4
or MATH 2010	Calculus I	
MATH 2050	Statistics I	3

MATH 3130	Math in the Middle School	3
CSC 1010	Foundations of Computer Science	3
Minor Electives		
<i>Select two of the following:</i>		6
MATH 1250	Contemporary Math	
MATH 1280	College Algebra	
MATH 1500	Trigonometry	
MATH 2020	Calculus II	
MATH 3050	Statistics II	
MATH 3210	Abstract Algebra	
MATH 3310	Geometry	
Other approved elective		
Total Hours		18-19

Curriculum- Concentration

Code	Title	Hours
MATH 3130	Math in the Middle School	3
Electives - Choose any courses with a MATH or CSC prefix. At least 6 credits must have a MATH prefix.		9
Total Hours		12

Science Education Minor (M)

In physical sciences, you can help your students understand physics and chemistry so they can explore their role in the progress of humankind. You will be able to explain to others the study of matter, energy, and chemical interactions to inspire the use of technology and innovation for good. In life sciences, you will be able to teach about plants, animals, and human beings so students can understand the relationship between the spiritual and physical world and body. You will receive instruction in apologetics and faith integration with a nurturing and experienced faculty and will be able to lead discussions on how empirical knowledge and ideological beliefs interact. You will learn about using technology and science concepts in the classroom. The Science Education Minor includes 18-20 credits and the STEM concentration includes 12 credits.

Curriculum- Minor

Code	Title	Hours
Required Courses		
MATH 3130	Math in the Middle School	3
Minor Electives		
<i>Choose 4 courses to complete minor; must include at least one life and 15-16 at least one physical science course.</i>		
BIO 1401	General Biology I	
BIO 1402	General Biology II	
BIO 1300	Essentials of Anatomy and Physiology	
BIO 2400	Botany	
BIO 2500	Zoology	
BIO 2600	Biology of Microorganisms	
BIO 4100	Ecology	
CHEM 1204	Elements of General and Biological Chemistry	
ENV 1600	Meteorology	
ENV 1800	Environmental Science	
ENV 2500	Earth Science	
ENV 2600	Oceanography	

PHYS 1514	General Physics I	
PHYS 1204	Introductory Astronomy	
SCI 2400	Cosmogony	
Other approved course		
Total Hours		18-19

Curriculum- Concentration

Code	Title	Hours
MATH 3130	Math in the Middle School	3
Electives – May not be used to meet the CUW Core requirements. Select three courses with a BIO, CHEM, CSC, ENV, MATH, PHYS, or SCI prefix or ED 3356 STEM: Math in EC (2 cr) and ED 3357 STEM: Science in EC (2 cr). At least one course must be a science course with a lab.		9
Total Hours		12

Social Studies Minor (M)

Through a blend of the social sciences, history, and humanities, you will learn to guide your students through a myriad of thinking types and social structures. You will get a stronger sense of contemporary and past viewpoints and share insight with your classes into how people relate to the world around them. You will participate in and learn how to lead discourse on civic issues and solutions. Your students can discover how we relate to each other, how we interact as groups, and how we organize our thoughts, religion, and government. You will observe and study a wide range of human behavior and apply social and behavioral concepts for groups, institutions, and government. The Social Studies Education Minor or Concentration will ground you in historical methods, U.S. and European history, sociology, and cultural geography. The minor includes 18 credits and the concentration includes 12 credits.

Curriculum- Minor

Code	Title	Hours
Required Courses		
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
European History		3
United States History		3
GEOG 2200	Cultural Geography	3
Select one of the following:		3
SOC 1010	Introduction to Sociology	
SOC 2030	Contemporary Social Problems	
BCOM 3000	Group Dynamics	
Minor Electives		
Select three credits		3
HIST 3850 Historical Methods (Recommended)		
Any U.S. History course		
Any European History course		
Any Non-western/Global History course		
Any Economics course		
Any Geography course		
Any Political Science course		
Any Psychology course		

Any Sociology course	
Total Hours	18

Minor Total = 18 credits beyond Core and Education requirements

Curriculum- Concentration

Code	Title	Hours
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
Electives – May not be used to meet the CUW Core requirements. Select three courses.		9
3 credits History – Choose any course with a HIST prefix.		
3 credits Economics – Choose any course with an ECON prefix.		
3 credits Social Science – Choose any course with a PSY or SOC prefix.		
Total Hours		12

Theology Minor (M)

The theology major or minor gives you a strong understanding of the Christian faith that will support you in your chosen vocation. As a university of The Lutheran Church—Missouri Synod (LCMS), our courses are taught in accord with the Lutheran Confessions. The theology program is not intended to stand alone. Rather, it is intended primarily for those of you who are preparing for certification as professional church workers such as Lutheran School Teachers or Directors of Church Ministries (DCM). (That is why the internship is specific to your track.) If you aren't interested in the education or church ministries routes, we highly recommend checking out the Christian Thought program (<https://www.cuw.edu/academics/programs/christian-thought-bachelors/>).

You can expect to benefit from a well-rounded study of biblical and systematic theology, along with the application of that theology in your life within the Christian Church. You'll join renowned scholars as you delve into the Old and New Testaments, systematic doctrine, and practical theology (teaching and worship). We offer many theology electives, so you can explore and grow in the particular areas that interest you.

Curriculum

Code	Title	Hours
Required Core Courses		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
Any REL course above REL 2030		
Required Courses		
REL 2020	New Testament	3
<i>Theology/Philosophy Course (select one of the following)</i>		3
REL 4000	Lutheran Confessions (recommended for all church-work students)	
REL 3860	Law and Gospel in the Life of the Church	
REL 3500	A Survey of Christian Thought	
PHIL 3250	Christian Apologetics	
PHIL 3340	Christ and Culture	

Office of Church Worker Course

ED 4411	The Profession and Ethics of Teaching (for education students)	3
or REL 3120	Office of the Professional Church Worker	
<i>Internship Course (select one of the following)</i>		3
REL 4200	Church Ministries Internship	
ED 44XX Student Teaching (for education students)		
<i>Religious Education Course (select one of the following)</i>		3
REL 2590	Religious Education of Youth and Adults	
REL 2630	Communicating Bible Messages	
ED 2306	Teaching the Faith (for education students)	
<i>Comparative Religion Course</i>		
REL 3100	Religion in America Today	3
or REL 3175	World Religions	
Total Hours		18

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

Certificates

- Compassion Care Certificate (M) (p. 242)

Compassion Care Certificate (M)

Our world desperately needs compassionate caregivers to be the hands and feet of Jesus in a multitude of professional and personal vocations.

This 12 credit certificate provides training in the art and skills of compassionate care for educators, athletic trainers, and other vocations.

The program highlights include work with our Comfort Dogs, trauma-informed practices, social-emotional learning strategies, lessons of compassion from Jesus, our master teacher, and a practicum.

Curriculum

Code	Title	Hours
Required Courses		
EDG 5304	Compassion Care Skill Development	3
EDG 5305	Compassion Care Practicum	3
Electives		
Select 2 of the following:		6
EDG 5301	Trauma Informed Practices	
EDG 5302	Social Emotional Learning	
ED 2327	Collaborating with Families and Professionals in a Diverse Society	
ED 2484	Educational and Behavioral Management in Special Education	
PSY 2300	Life Span Development	
PSY 3150	Social Psychology	
PSY 4450	Principles of Counseling	
REL 2870	Christian Care Giving	
SW 2100	Trauma: Prevalence, Impact, and Coping	
SW 2120	Understanding Death and Dying	
Total Hours		12

School of Health Professions (M)

The School of Health Professions (SHP) is comprised of a wide range of graduate, undergraduate, and certificate programs that support the mission of Concordia University. Our programs emphasize interprofessional education and community interaction.

School Of Health Professions Mission

The School of Health Professions is dedicated to serving the diverse health needs of individuals and communities by providing a rigorous, experiential, collaborative education that prepares outstanding health professionals who integrate faith, professional excellence and service.

- Athletic Training (M) (<https://catalog.cuw.edu/undergraduate/cuwcampus/health-professions/majors/athletic-training/>)
- Communication Sciences and Disorders Major (M) (p. 243)
- Diagnostic Medical Sonography (M) (p. 245)
- Exercise Science Major (M) (p. 249)
- Radiologic Technology Major (M) (p. 250)
- Rehabilitation Science (M) (p. 253)
- Social Work Major (M) (p. 258)
- Social Work/Psychology Double Major (M) (p. 261)
- Athletic Coaching Minor (M) (p. 263)
- Director of Church Ministries Minor for Social Work Majors (M) (p. 264)
- Social Science Minor for Social Work Majors (M) (p. 264)
- Social Work Minor (M) (p. 264)
- Athletic Coaching Certificate (M) (p. 265)
- Diagnostic Medical Sonography Certificate (M) (p. 265)
- Interprofessional Education Undergraduate Certificate (M) (p. 267)

Majors

- Athletic Training (M) (<https://catalog.cuw.edu/undergraduate/cuwcampus/health-professions/majors/athletic-training/>)
- Communication Sciences and Disorders Major (M) (p. 243)
- Diagnostic Medical Sonography (M) (p. 245)
- Exercise Science Major (M) (p. 249)
- Radiologic Technology Major (M) (p. 250)
- Rehabilitation Science (M) (p. 253)
- Social Work Major (M) (p. 258)
- Social Work/Psychology Double Major (M) (p. 261)

Communication Sciences and Disorders Major (M)

Students studying Communication Sciences and Disorders (CSD) acquire foundational knowledge in the bases of communication, hearing, swallowing, and normal development across the lifespan, and the clinical management of children and adults with communication disorders.

The Communication Sciences and Disorders major leads to careers in either of two disciplines; Speech-Language Pathology or Audiology. Both of these career choices require successful completion of a graduate degree to enter clinical practice. Additionally, the CSD major can prepare students to become a speech-language pathology assistant for those

individuals who choose not to pursue a graduate degree. For more information about career options associated with this major, go to www.asha.org (<http://www.asha.org>).

Mission Statement

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

CSD Program Learning Outcomes

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

- Effective knowledge and skills to incorporate the complex relationship between faith, learning, and practice in the areas of Communication Sciences and Disorders.
- Effective verbal and written professional skills.
- Knowledge in basic speech, language, communication, and swallowing processes.
- A functional understanding of evidence-based prevention, evaluation, and intervention practice for speech, language, hearing, communication, and swallowing disorders.
- Culturally competent, professional interaction skills with patients, families, and other health care professionals.
- Ethical and professional behavior in clinical care through service learning, clinical observation, and/or the provision of clinical services in the CUW Speech, Language and Hearing clinic.
- Completion of 25 required hours of clinical observation.

Curriculum

The undergraduate major in Communication Sciences and Disorders requires successful completion of 120 credit hours. This degree requires 49 credit hours within the major (CSD courses offered within the Speech-Language Pathology Department), 45 credit hours in the common core, and 27 credit hours for minor and/or electives. The required courses in the major are listed in the table below.

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		49
Electives		26
Minor/Optional		
Total Hours		120

Communication Sciences and Disorders Required Courses

Code	Title	Hours
CSD 2100	Anatomy, Physiology, and Neurology of Communication & Swallowing	3
CSD 2200	Phonetics	3
CSD 2500	Foundations of Cognition and Language	3

CSD 2600	Kinesiology & Motor Learning	3
CSD 2700	Multicultural Populations	3
CSD 3100	Speech and Language Development	3
CSD 3200	Hearing Science	3
CSD 3500	Audiology	3
CSD 3600	Speech and Language Disorders in Children	3
CSD 3700	Speech Science	3
CSD 4100	Aural Rehabilitation	3
CSD 4200	Clinical Methods & Observation	3
CSD 4300	Service Delivery & Ethics	3
CSD 4700	Speech and Language Disorders in Adults	3
CSD 4800	Senior Seminar	1
SLP 6400	Neurological Bases of Communication	3
SLP 6600	School Methods	3
Total Hours		49

Code	Title	Hours
Electives not required		
CSD 1000	Introduction to Communication Sciences and Disorders	3
CSD 3400		1-3
CSD 3800		1-3
CSD 4500		1-3

Communication Sciences and Disorders is a 120 credit major.

Clinical Practice/Practicum

CSD 4500 Clinical Practicum, a course that involves contact with actual clients in a clinical setting, is an elective course for selected seniors. Students wishing to enroll in CSD 4500 Clinical Practicum must have completed a minimum of 90 credit hours and have a minimum overall GPA of 3.25 prior to enrollment in this course.

CSD Leveling Program

The CSD Leveling Program is intended for students who possess a bachelor's degree in a major other than CSD and who are interested in qualifying for graduate study in Speech-Language Pathology. The Leveling Program in SLP is nationally recognized as a means of completing the requisite education to prepare a student for graduate study in SLP. The CUW Leveling Program requires interested students to complete 30 credit hours (10 courses) in the CSD major in one year of study prior to entering a graduate SLP program. Completion of the Leveling Program does not guarantee a student admission to a graduate program.

Code	Title	Hours
Required Courses for Leveling Program		
CSD 2100	Anatomy, Physiology, and Neurology of Communication & Swallowing	3
CSD 2200	Phonetics	3
CSD 2500	Foundations of Cognition and Language	3
CSD 3100	Speech and Language Development	3
CSD 3200	Hearing Science	3
CSD 3500	Audiology	3
CSD 3600	Speech and Language Disorders in Children	3
CSD 3700	Speech Science	3
CSD 4200	Clinical Methods & Observation	3

CSD 4700	Speech and Language Disorders in Adults	3
Total Hours		30

Plan

Course	Title	Hours
Semester 1		
COMMUNICATION & LANGUAGE		3
BIO 1300	Essentials of Anatomy and Physiology	4
MATH 2050	Statistics I	3
CCE 1010	Christian Citizen	3
RSC 1050	Medical Terminology for the Healthcare Professional	3
Hours		16
Semester 2		
CSD 1000	Introduction to Communication Sciences and Disorders (optional)	3
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3
REL 1000	The Bible	3
PSY 1010	General Psychology	3
Hours		15
Semester 3		
CSD 2100	Anatomy, Physiology, and Neurology of Communication & Swallowing	3
CSD 2200	Phonetics	3
CCE 1030	Western Thought & Worldview	3
PHYS 1514	General Physics I	4
		3
Hours		16
Semester 4		
CSD 2500	Foundations of Cognition and Language	3
CSD 2700	Multicultural Populations	3
CSD 2600	Kinesiology & Motor Learning	3
SOCIETY & CULTURE		3
HHP ACTIVITY		1
ELECTIVE/MINOR		3
Hours		16
Semester 5		
CSD 3100	Speech and Language Development	3
CSD 3200	Hearing Science	3
PSY 2300	Life Span Development	3
REL 1100	Christian Faith	3
CCE 1040	Science & Humanity	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 6		
CSD 3600	Speech and Language Disorders in Children	3
CSD 3500	Audiology	3
CSD 3700	Speech Science	3
CSD 3400	Research Seminar (optional)	
HUMAN CREATIVITY & EXPRESSION		3
ELECTIVE/MINOR		3
Hours		15
Semester 7		
CSD 4100	Aural Rehabilitation	3
CSD 4200	Clinical Methods & Observation	3
CSD 4300	Service Delivery & Ethics	3
CSD 3800	Research Practicum (optional)	
SLP 6400	Neurological Bases of Communication	3
ELECTIVE/MINOR- only if don't take CSD 3800		
Hours		12

Semester 8

CSD 4700	Speech and Language Disorders in Adults	3
CSD 4500	Clinical Practicum (optional)	
CSD 4800	Senior Seminar	1
SLP 6600	School Methods	3
FAITH & LIFE		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
Hours		16
Total Hours		122

Course options and schedule are subject to change.

Diagnostic Medical Sonography (M)

Diagnostic Medical Sonography (DMS) is a multi-specialty profession utilizing high frequency sound waves (ultrasound) to image the human body. Sonographers use their knowledge of anatomy, physiology and applied critical thinking to assess function and the presence of disease processes. Sonographers work under the guidance of an interpreting physician in a variety of health care settings. Concordia University Wisconsin (CUW) offers a Bachelor's Degree in Diagnostic Medical Sonography. The degree includes four or more semesters of pre-professional course work to prepare and qualify the student to apply for the two-year professional DMS academic (didactic) and clinical education (training). **Students considering this major are encouraged to set up a meeting with advising and the department chair to discuss options and requirements.**

Qualified candidates must apply and be accepted into a DMS program(s). The following learning tracks/concentrations are available to CUW students: 1) Abdomen Extended, Ob/Gyn, and Vascular Sonography 2) Cardiac and Vascular Sonography 3) Abdomen Extended, Ob/Gyn, Musculoskeletal (Michigan only). Students who choose to apply to the Abdomen Extended, Ob/Gyn, and Vascular Sonography concentrations are first considered by the CUW DMS program. Qualified candidates not selected by the CUW DMS program may be considered for placement with our accredited partner programs. Students who choose the 2) Cardiac and Vascular Sonography or 3) Abdomen Extended, Ob/Gyn, Musculoskeletal (Michigan only) options will apply through our accredited partner programs.

All DMS students who successfully meet DMS program requirements will graduate with a Bachelor of Science degree from CUW and are qualified to apply for national certification exams. Within the DMS program, students obtain the necessary preparation for their career through academic coursework and professional clinical experience in hospital and clinic settings.

Accreditation

The Diagnostic Medical Sonography Program at CUW and the affiliated partner sonography programs are accredited, upon recommendation of the Joint Review Committee on education in Diagnostic Medical Sonography (JRCDS), by the Commission on Accreditation of Allied Health Education Programs (CAAHEP (<https://www.caahep.org/>)).

Pre-Professional Requirements

Diagnostic Medical Sonography (DMS) students complete the general CUW core courses. In addition, students are required to take additional courses required for the major (see required course list). Acceptance into

the professional phase is not guaranteed. Requirements to apply for the DMS program include:

- Course Grade of B- (2.7) or above required in the following courses: Communications, Math, Anatomy & Physiology, Medical Law & Ethics, Medical Terminology, and Pathophysiology. *Henry Ford Hospital DMS Program requires an additional math (statistics or higher).
- Course Grade of C (2.0) or higher in Physics I.
- **Overall required course average** must be 3.0 or better.
- **ALL science courses** will be averaged. Students are required to have a **3.0 Science GPA** (Anatomy & Physiology, Pathophysiology, Biology, Chemistry).
- Retaking a course: students are allowed to retake each required course one additional time.
- *Note: Henry Ford Hospital DMS Program candidates are required to have an additional math course (statistics or higher).
- Each student is required to complete a minimum of 100 hours of patient care experience by December 31 of application year. Patient care experience can be met by one of the following:
 - **Certified Nursing Assistant (CNA)** *best option for students without previous education/training in the below areas.
 - Certified Medical Assistant (MA)
 - Radiologic Technologist (RT)
 - Surgical Technologist
 - Respiratory Therapist
 - Paramedic
 - Nurse (LPN/RN/NP)
- 8 hours of **Job Shadowing** before applying: 4 hours in General Sonography, 4 hours in Echocardiography.
- Upon acceptance into DMS program: **CPR for Healthcare Providers**. Classes are occasionally offered on campus for a fee.
- **AP Scores:** only scores of 4 or higher will be accepted as credit for all required *science courses* in this program, a score of 3 or higher is accepted for all other transfer-eligible coursework.

DMS Program Acceptance - Student Selection

The Diagnostic Medical Sonography (DMS) program is competitive and students are not guaranteed acceptance into the program(s). **Students are encouraged to seek advising as soon as they are considering DMS as a major.** Students who complete their pre-professional requirements will apply for DMS program placement. In addition to the pre-professional course/grade requirements, DMS applicants will be considered based on a variety of application requirements including but not limited to: a personal essay, letters of recommendation, number of patient care hours, hours shadowing in sonography, and an interview(s). Requirement and application forms are available in the Advising Office and students are encouraged to consult with advising as soon as they are considering this major. Qualified applicants will be invited to interview. Interview preparation is strongly encouraged as the interviews and academic performance comprise a significant portion of the candidate's placement score.

Other Program Requirements

Health Status

Accepted students must demonstrate compliance of all the following:

- Annual physical examination and updated health history
- Negative test for tuberculosis, as shown by a negative Mantoux test, a negative QuantiFERON-TB test (annually)
- Immunity to rubeola, mumps and rubella as shown by a positive titer or documented vaccine
- Immunity to varicella as shown by a positive titer, or evidence of two vaccinations
- Seasonal influenza vaccine (annually)
- Other vaccines may be required as determined by clinical health care affiliates. *check with department chair/advising for the most up to date information

Medical Insurance Background Check & Drug Screen Technical Standards

All applicants to the School of Diagnostic Medical Sonography are notified of the minimum requirements appropriate to the profession of sonography.

- Lift more than 50 pound routinely
- Push and pull routinely
- Bend and stoop routinely
- Have full use of both hands, wrists and shoulders
- Distinguish audible sounds
- Adequately view sonograms, including color distinctions
- Work standing on their feet 80% of the time
- Interact compassionately and effectively with the sick or injured
- Assist patients on and off examining tables
- Organize and accurately perform the individual steps in a sonographic procedure in the proper sequence

Students must be able to perform the essential functions of the profession and meet the academic and clinical standards of the curriculum. Students seeking reasonable accommodations to the professional technical standards should initiate a request with advising, department chair and/or program director.

Tuition

Students in the Diagnostic Medical Sonography program will pay CUW tuition during the pre-professional and professional aspects of the major. Students in the professional aspect of the major pay for 4 semesters and do not pay for summer, or any overload tuition charges. If the student is attending an affiliate hospital-based program, a percentage of the tuition will be given to that program. Students will be charged CUW undergraduate tuition for the full program and receive all eligible institutional aid as long as the student is enrolled in 12 or more credits. ***Note: Tuition Exchange and Tuition Waiver are not applicable during the professional portion (last 2 years) of the major.** Students receiving tuition benefits who are interested in the CUW DMS program are encouraged to discuss options with financial aid and the imaging department chair.

Program Learning Outcomes and Effectiveness CUW Diagnostic Medical Sonography (DMS) Program

- DMS students will apply Christian ethics to patient interactions. (ULO 1)

- DMS students will effectively provide patient care that recognizes and serves a diverse patient community. (ULO 2)
- DMS students will record, analyze, and process diagnostic data and other pertinent observations to provide high quality information for interpreting physicians. (ULO 3)
- DMS students will demonstrate critical thinking and judgment in the performance of sonographic and/or related diagnostic services. (ULO 4)
- DMS students will demonstrate strong interpersonal skills with patients, supervising staff, team members and interpreting physicians to improve patient outcomes and experience. (ULO 5)
- DMS students will integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results to improve patient outcomes. (ULO 6)

The CUW Diagnostic Medical Sonography (DMS) Program is a Commission on Accreditation of Allied Health Education Programs (CAAHEP (<https://www.caahep.org/>)) accredited program at the approval of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS (<http://www.jrcdms.org/>)). The program is full time conducted over 2 fall semesters, 2 spring semester, and 1 summer. Students in the CUW DMS program will receive academic coursework and lab instruction by CUW faculty and participate in clinical rotations and experiential learning through affiliated hospitals and clinics. The CUW DMS program curriculum and course descriptions can be found in the catalog. Grades will be issued for each course in all academic and clinical portions of the program. Course grades and credits will be included in the student's CUW overall GPA.

Link to CUW DMS Program Effectiveness Data (https://www.cuw.edu/academics/programs/diagnostic-medical-sonography-bachelors/_assets/outcomes.pdf?v=082422)

Aurora St Luke's DMS Program

The Aurora St Luke's Medical Center Diagnostic Medical Sonography (DMS) Program is a Commission on Accreditation of Allied Health Education Programs (CAAHEP (<https://www.caahep.org/>)) accredited program at the approval of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS (<http://www.jrcdms.org/>)). CUW students attending this program will receive academic coursework and lab instruction by Aurora-employed instructors and participate in clinical rotations through Aurora affiliated hospitals and clinics. Students attending this affiliate program will remain CUW students and pay CUW tuition for 2 fall and 2 spring semesters. The program director and instructors at the Aurora DMS program will determine assessments, standards and grades for CUW students enrolled in their program. **CUW students successfully completing all requirements for the semester will be identified as passing on the CUW transcript and be issued a pre-determined amount of credits based on semester.** Students who do not successfully complete all requirements as indicated by the program will be issued "no credit" on their CUW transcript. Students are encouraged to work with advising to outline their academic roadmap and review credit distribution.

Link to Aurora DMS Program Goals (<https://www.aurorahealthcare.org/education/diagnostic-sonography/program-facts/#Mission-and-Goals>)

Link to Program Effectiveness Data (<https://www.aurorahealthcare.org/education/diagnostic-sonography/program-facts/outcomes/#Exams-and-Credentials>)

Michigan Partner Programs

• Henry Ford Health System | Henry Ford Hospital (Detroit) DMS program

The Henry Ford Health System (HFHS) Henry Ford Hospital Diagnostic Medical Sonography (DMS) Program is a Commission on Accreditation of Allied Health Education Programs (CAAHEP (<https://www.caahep.org/>)) accredited program at the approval of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS (<http://www.jrcdms.org/>)). CUW students attending this program will receive academic coursework and lab instruction by HFHS employed instructors and participate in clinical rotations through HFHS affiliated hospitals and clinics. Students attending this affiliate program will remain CUW students and pay CUW tuition for 2 fall and 2 spring semesters. The program director and instructors at the HFHS DMS program will determine assessments, standards and grades for CUW students enrolled in their program. **CUW students successfully completing all requirements for the semester will be identified as passing on the CUW transcript and be issued a pre-determined amount of credits based on semester.** Students who do not successfully complete all requirements as indicated by the program will be issued "no credit" on their CUW transcript. Students are encouraged to work with advising to outline their academic roadmap and review credit distribution.

Link to Henry Ford Hospital DMS Program Goals and Effectiveness (<https://www.henryford.com/hcp/med-ed/allied/sonography/>)

• Henry Ford Health System | Providence (Southfield) Hospital DMS Program

The Henry Ford Health System (HFHS) Providence Hospital Diagnostic Medical Sonography (DMS) Program is a Commission on Accreditation of Allied Health Education Programs (CAAHEP (<https://www.caahep.org/>)) accredited program at the approval of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS (<http://www.jrcdms.org/>)). CUW students attending this program will receive academic coursework and lab instruction by HFHS employed instructors and participate in clinical rotations through HFHS affiliated hospitals and clinics. Students attending this affiliate program will remain CUW students and pay CUW tuition for 2 fall and 2 spring semesters. The program director and instructors at the HFHS DMS program will determine assessments, standards and grades for CUW students enrolled in their program. **CUW students successfully completing all requirements for the semester will be identified as passing on the CUW transcript and be issued a pre-determined amount of credits based on semester.** Students who do not successfully complete all requirements as indicated by the program will be issued "no credit" on their CUW transcript. Students are encouraged to work with advising to outline their academic roadmap and review credit distribution.

Link to Providence Southfield Hospital DMS Program Goals and Effectiveness (<https://www.henryford.com/hcp/med-ed/allied/providence-dms/>)

Curriculum

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Pre-Professional Requirements		18-19
Electives		
Minor: Optional		
Program Specific:		60-70
CUW DMS Program ⁴		
Affiliate DMS Program ⁵		
Total Hours		123-134

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Code	Title	Hours
Concordia Common Core (18 credits required)		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1010	Christian Citizen	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions (27 credits)		
<i>Faith & Life (3 credits)</i>		
Religion Elective REL above 204		3
<i>Society & Culture (3 credits)</i>		
COMM 4100	Cross-Cultural Communication	3
or GEOG 2200	Cultural Geography	
or HIST 1600	Non-Western World	
<i>Natural World (7 credits)</i>		
BIO 1401	General Biology I	4
MATH 1280	College Algebra ¹	3
<i>Communication & Language (6 credits)</i>		
COMM 1100	Public Speaking ¹	3
or COMM 2100	Interpersonal Communication	
ENG 1040	Introduction to Writing	3
<i>Human Beings & Being Human (5 credits)</i>		
HHP 1100	Stewardship of the Body	1
HHP Activity (range 104-169)		1
PSY 1010	General Psychology	3
<i>Human Creativity and Expression</i>		
Choice of Elective		3
Pre-Professional Requirements (18-19 credits)		
PHYS 1514	General Physics I (minimum 3 credits) ^{2,3}	4
BIO 1801	Human Anatomy and Physiology I ¹	4
BIO 1802	Human Anatomy and Physiology II ¹	4
BIO 2800	Pathophysiology ¹	3
RT 3120	Medical Terminology ¹	1
DMS 2000	Medical Law & Ethics ¹	3
Total Hours		64

¹ A grade of B- (2.7) or above is required

² A grade of C (2.0) or above is required

³ Students may request substitution and/or transfer of a pre-approved college level physics course (minimum of 3 credits).

⁴ <https://nextcatalog.cuw.edu/undergraduate/cuwcampus/health-professions/majors/diagnostic-medical-sonography-bs/#cuwprogramtext> (p. 246)

⁵ Students attending an affiliate DMS program will receive an allotment of credits for each successfully completed semester in this program. A total of 60 credits earned during the affiliate DMS program can be applied to the Concordia degree. Students should discuss their individual academic plan with advising.

Additional Requirements

- Course Grade of B- (2.7) or above required in the following courses: Communications, Math, Anatomy & Physiology, Medical Law & Ethics, Medical Terminology, and Pathophysiology. *Henry Ford Hospital DMS Program requires an additional math (statistics or higher).
- Course Grade of C (2.0) or higher in Physics I.
- **Overall required course average** must be 3.0 or better.
- **ALL science courses** will be averaged. Students are required to have a **3.0 Science GPA** (Anatomy & Physiology, Pathophysiology, Biology, Chemistry).
- Retaking a course: students are allowed to retake each required course one additional time.
- *Note: Henry Ford Hospital DMS Program candidates are required to have an additional math course (statistics or higher).
- Each student is required to complete a minimum of 100 hours of patient care experience by December 31 of application year. Patient care experience can be met by one of the following:
 - **Certified Nursing Assistant (CNA)** *best option for students without previous education/training in the below areas.
 - Certified Medical Assistant (MA)
 - Radiologic Technologist (RT)
 - Surgical Technologist
 - Respiratory Therapist
 - Paramedic
 - Nurse (LPN/RN/NP)
- 8 hours of **Job Shadowing** before applying: 4 hours in General Sonography, 4 hours in Echocardiography.
- Upon acceptance into DMS program: **CPR for Healthcare Providers**. Classes are occasionally offered on campus for a fee.
- **AP Scores**: only scores of 4 or higher will be accepted as credit for all required *science courses* in this program, a score of 3 or higher is accepted for all other transfer-eligible coursework.

CUW DMS Program Curriculum

Code	Title	Hours
DMS 3010	Superficial Sonography	2
DMS 3120	Sonographic Principles and Instrumentation II	2
DMS 3210	Vascular Sonography I	3
DMS 3220	Vascular Sonography II	2
DMS 3230	Vascular Sonography III	2
DMS 3310	Abdominal Sonography I	4
DMS 3320	Abdominal Sonography II	3
DMS 3110	Sonographic Principles and Instrumentation I	2
DMS 3330	Abdominal Sonography III	2
DMS 3410	Ob & Gyn Sonography I	3

DMS 3420	Ob & Gyn Sonography II	3
DMS 3510	Case Reports I	1
DMS 3520	Case Reports II	1
DMS 3710	DMS Clinical Education I	3
DMS 3720	DMS Clinical Education II	4
DMS 3730	DMS Clinical Education III	3
DMS 4740	DMS Clinical Education IV	6
DMS 4030	Musculoskeletal Sonography	2
DMS 4140	Sonography Principles and Instrumentation Review	1
DMS 4240	Pediatric Sonography	2
DMS 4430	Ob & Gyn Sonography III	3
DMS 4440	Ob & Gyn Sonography IV	3
DMS 4530	Case Reports III	1
DMS 4540	Case Reports IV	1
DMS 4600	Professional Development in Sonography	1
DMS 4750	DMS Clinical Education V	7
DMS 4800	Registry Review	3

Wisconsin Partner Program - Curriculum

• Aurora St Luke's DMS Program

The Aurora St. Luke's Diagnostic Medical Sonography (DMS) Program is a Commission on Accreditation of Allied Health Education Programs (CAAHEP (<https://www.caahep.org/>)) accredited program at the approval of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS (<http://www.jrcdms.org/>)). This is a 21-month program in a hospital setting specializing in Cardiac and Vascular sonography or Abdomen Extended, Obstetrics & Gynecology and Vascular Sonography. Program Curriculum (<https://www.aurorahealthcare.org/education/diagnostic-sonography/program-facts/curriculum/>)

Michigan Partner Program - Curriculum

• Henry Ford Health System | Henry Ford Hospital (Detroit) DMS program

The HFHS Henry Ford Hospital Diagnostic Medical Sonography (DMS) Program is a Commission on Accreditation of Allied Health Education Programs (CAAHEP (<https://www.caahep.org/>)) accredited program at the approval of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS (<http://www.jrcdms.org/>)). This is a 24-month program in a hospital setting, specializing in Abdomen Extended, Obstetrics & Gynecology and Musculoskeletal Sonography. Program Curriculum (<https://www.henryford.com/hcp/med-ed/allied/sonography/>)

• Henry Ford Health System | Providence (Southfield) Hospital DMS Program

The HFHS Providence Hospital Diagnostic Medical Sonography (DMS) Program is a Commission on Accreditation of Allied Health Education Programs (CAAHEP (<https://www.caahep.org/>)) accredited program at the approval of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS (<http://www.jrcdms.org/>)). This is a 21-month accredited program in a hospital setting, specializing in Abdomen Extended, Obstetrics & Gynecology and Vascular Sonography. Program Curriculum (<https://www.henryford.com/hcp/med-ed/allied/providence-dms/>)

Plan

Course	Title	Hours
Semester 1		
CCE 1010	Christian Citizen	3
REL 1000	The Bible	3
COMMUNICATION & LANGUAGE		3
BIO 1401	General Biology I	4
HHP 1100	Stewardship of the Body	1
ENG 1040	Introduction to Writing	3
Hours		17
Semester 2		
MATH 1280	College Algebra	3
REL 1100	Christian Faith	3
RT 3120	Medical Terminology	1
CCE 1040	Science & Humanity	3
HHP ACTIVITY		1
BIO 1801	Human Anatomy and Physiology I	4
Hours		15
Semester 3		
CREATIVE EXPRESSION		3
BIO 1802	Human Anatomy and Physiology II	4
DMS 2000	Medical Law & Ethics	3
CCE 1020	Western Culture & Worldview	3
PHYS 1514	General Physics I	4
Hours		17
Semester 4		
COMM 4100	Cross-Cultural Communication	3
FAITH & LIFE		3
CCE 1030	Western Thought & Worldview	3
BIO 2800	Pathophysiology	3
PSY 1010	General Psychology	3
Hours		15
Semester 5		
DMS 3110	Sonographic Principles and Instrumentation I	2
DMS 3210	Vascular Sonography I	3
DMS 3310	Abdominal Sonography I	4
DMS 3410	Ob & Gyn Sonography I	3
DMS 3710	DMS Clinical Education I	3
Hours		15
Semester 6		
DMS 3120	Sonographic Principles and Instrumentation II	2
DMS 3220	Vascular Sonography II	2
DMS 3320	Abdominal Sonography II	3
DMS 3420	Ob & Gyn Sonography II	3
DMS 3510	Case Reports I	1
DMS 3720	DMS Clinical Education II	4
Hours		15
Semester 7		
DMS 3230	Vascular Sonography III	2
DMS 3330	Abdominal Sonography III	2
DMS 3520	Case Reports II	1
DMS 3730	DMS Clinical Education III	3
DMS 4140	Sonography Principles and Instrumentation Review	1
DMS 4430	Ob & Gyn Sonography III	3
Hours		12
Semester 8		
DMS 3010	Superficial Sonography	2
DMS 4240	Pediatric Sonography	2
DMS 4440	Ob & Gyn Sonography IV	3
DMS 4530	Case Reports III	1

DMS 4740	DMS Clinical Education IV	6
Hours		14
Semester 9		
DMS 4030	Musculoskeletal Sonography	2
DMS 4540	Case Reports IV	1
DMS 4600	Professional Development in Sonography	1
DMS 4750	DMS Clinical Education V	7
DMS 4800	Registry Review	3
Hours		14
Total Hours		134

Course options and schedule are subject to change.

Exercise Science Major (M)

Concordia University Wisconsin's Exercise Science Program prepares students to be leaders in the fitness, performance, health, and rehabilitation fields through a broad curriculum and applied research.

The Exercise Science Program consists of several overlapping disciplines that provide an understanding of anatomy and physiology, the impact of exercise on the body, and application of this knowledge to improve human performance and impact health in a variety of populations.

Faculty combine classroom and laboratory instruction with the latest research to provide quality educational experiences. Students graduating with a degree in exercise science are prepared for careers in health and fitness industries, strength and conditioning organizations, clinical exercise physiology settings, or entry into graduate-level health professions programs such as physical therapy, occupational therapy, or the exercise sciences. Opportunities are available to participate in exercise science research projects and/or pursue internships to gain practical experiences in a preferred vocation.

Program Learning Outcomes

Students will:

- Students will apply Lutheran Christian values, vocation, and principles of ethical practice.
- Students will apply Lutheran Christian values, vocation, and principles of ethical practice.
- Students will apply anatomy, physiology, and kinesiology knowledge when working with individuals in healthy, athletic, and clinical populations.
- Students will appropriately conduct fitness and movement assessments to determine personalized exercise prescriptions for diverse populations.
- Students will analyze psychosocial factors related to exercise, fitness, and performance.
- Students will communicate effectively using a variety of strategies.
- Students will evaluate scientific literature and apply evidence-based practices in exercise science research.

Curriculum

Code	Title	Hours
Core Requirements (p. 29)		45
Major Requirements		43
Electives		32
Minor: Optional		
Total Hours		120

Major Requirements

Code	Title	Hours
Required Core Courses		
BIO 1801	Human Anatomy and Physiology I (Natural World)	
HHP 1530	Advanced Weight Training	
MATH 2050	Statistics I (Natural World)	
PSY 1010	General Psychology (Human Beings and Being Human)	
Required Major Courses		
BIO 1802	Human Anatomy and Physiology II	4
EXS 2225	Introduction to Exercise Science	1
EXS 2275	Administration of Exercise Science Programs	3
EXS 2280	Psychology of Sport	3
EXS 3342	Nutrition for Wellness and Performance	3
EXS 3373	Motor Development	3
EXS 3375	Biomechanics	3
EXS 3442	Exercise Testing and Prescription	4
EXS 3470	Exercise Physiology	4
EXS 3471	Advanced Exercise Physiology	4
EXS 4475	Research in Exercise Science	2
EXS 4480	Strength and Conditioning Program Design	3
EXS 4494	Exercise and Chronic Disease	3
EXS 4995	Senior Seminar in Exercise Science	3-6
or EXS 4960	Internship	
Recommended Electives		
HHP 2265	Healthy Lifestyles	
HHP 2260	School and Community Health	
BIO 1401	General Biology I	
BIO 1402	General Biology II	
BIO 4800	Human Physiology	
CHEM 1204	Elements of General and Biological Chemistry	
CHEM 1414	General Chemistry I ¹	
CHEM 1424	General Chemistry II ¹	
PHYS 1514	General Physics I ¹	
PHYS 1524	General Physics II ¹	
PSY 2300	Life Span Development	
PSY 4250	Abnormal Psychology	
RSC 3020	Advanced Anatomy	
Total Hours		43-46

¹ Although CHEM 1414 General Chemistry I/CHEM 1424 General Chemistry II, and PHYS 1514 General Physics I/PHYS 1524 General Physics II are recommended for all Exercise Science majors, only Pre Physical Therapy are required to take them for admittance into a Physical Therapy program. Students should check with their advisor for further information on options within the Exercise Science curriculum.

Plan

Course	Title	Hours
Semester 1		
HHP 1100	Stewardship of the Body	1
CCE 1010	Christian Citizen	3
PSY 1010	General Psychology	3

BIO 1801	Human Anatomy and Physiology I	4
EXS 2225	Introduction to Exercise Science	1
ENG 1040	Introduction to Writing	3
Hours		15
Semester 2		
CCE 1030	Western Thought & Worldview	3
MATH 2050	Statistics I	3
COMMUNICATION & LANGUAGE		3
BIO 1802	Human Anatomy and Physiology II	4
HHP 1530	Advanced Weight Training	2
Hours		15
Semester 3		
EXS 3373	Motor Development	3
REL 1000	The Bible	3
CCE 1040	Science & Humanity	3
CCE 1020	Western Culture & Worldview	3
ELECTIVE/MINOR		3
Hours		15
Semester 4		
EXS 2275	Administration of Exercise Science Programs	3
EXS 2280	Psychology of Sport	3
REL 1100	Christian Faith	3
EXS 3375	Biomechanics	3
ELECTIVE/MINOR		3
Hours		15
Semester 5		
EXS 3442	Exercise Testing and Prescription	4
EXS 3470	Exercise Physiology	4
HUMAN CREATIVITY & EXPRESSION		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		1
Hours		15
Semester 6		
EXS 3471	Advanced Exercise Physiology	4
EXS 4494	Exercise and Chronic Disease	3
EXS 3342	Nutrition for Wellness and Performance	3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
Hours		16
Semester 7		
SOCIETY & CULTURE		3
EXS 4475	Research in Exercise Science	2
EXS 4480	Strength and Conditioning Program Design	3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
Hours		14
Semester 8		
EXS 4995	Senior Seminar in Exercise Science	3
or EXS 4960	or Internship	
FAITH & LIFE		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
Hours		15
Total Hours		120

Course options and schedule are subject to change.

Radiologic Technology Major (M)

Radiologic Technologists (R.T.s., Rad Techs, X-ray) are medical professionals who perform diagnostic imaging examinations. They

are educated in anatomy and physiology, disease processes, physics, radiation safety and patient care. Radiologic technologists are employed in various health care settings including hospitals or clinics, industry, research, administration or education.

This major is a four-year course of study leading to a Bachelor of Science degree in Radiologic Technology. The degree is structured as a 2 plus 2 format. The first 2 years are conducted at Concordia University, where core and pre-professional requirements are completed. Students receive a strong liberal arts education in a Christian setting. Near completion of the pre-professional requirements, the student will apply to our (JRCERT (<https://www.jrcert.org/>)) accredited, hospital-based partner programs in Radiologic Technology. Upon acceptance, student will complete the remaining 2 years (21-24 months) within this program. Upon successful completion of all program requirements, students will be awarded a Bachelor of Science degree in Radiologic Technology from Concordia University Wisconsin.

Students who graduate with a BS in Radiologic Technology have an opportunity to specialize in the many, various fields of radiologic technology including general/conventional radiology, interventional radiology (IR), computed tomography (CT), magnetic resonance imaging (MRI), and Mammography.

Accreditation

The pre-professional studies at CUW are accredited by the Higher Learning Commission. The Radiologic Technology education within our hospital-based partner affiliates is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT (<https://www.jrcert.org/>)).

Pre-professional Requirements

Students are strongly encouraged to meet with advising and/or the Department Chair of Imaging if considering the RT major to discuss and prepare for requirements. Students are also encouraged to review requirements on affiliated program websites for additional information. Acceptance into the RT Program is not guaranteed. Students must maintain a **minimum 2.5 GPA (3.0 encouraged)** to apply for the professional programs. Michigan programs required 2.7 GPA. **Students must achieve a minimum of C (2.0) or (C+ for Aurora applicants) in the following courses:**

- Communication
- Algebra (Intermediate level or above)
- Information Science (Computers)
- Medical terminology
- Anatomy & Physiology

Additional Requirements:

- Shadowing of a Radiologic Technologist in a healthcare setting is highly encouraged (minimum 4 hours).
- **HFHS St. John Hospital School of RT:** ACT score of 18 or higher (or SAT equivalent) is required.
- Students are encouraged to review requirements on affiliated program websites for additional information.
- Students are encouraged to have patient care or customer service experience.

Tuition

Students in the Radiologic Technology (RT) Program will pay CUW tuition during the pre-professional and professional aspects of the major. Students in the professional aspect of the major pay for 4 semesters

and do not pay for summer, or any overload tuition charges. If the student is attending an affiliate hospital-based program, a percentage of the tuition will be given to that program. Students will be charged CUW undergraduate tuition for the full program and receive all eligible institutional aid as long as the student is enrolled in 12 or more credits. ***Note: Tuition Exchange and Tuition Waiver are not applicable during the professional portion (last 2 years) of the major.** Students receiving tuition benefits who are interested in the RT major are encouraged to discuss tuition options with financial aid and the imaging department chair.

Program Learning Outcomes and Effectiveness

CUW students will apply to the CUW affiliated accredited programs in radiologic technology. Students attending an accredited radiologic technology program will receive academic coursework and clinical education from instructors employed by the program and will participate in clinical rotations through their affiliated hospitals and clinics. Placement is not guaranteed. The application process is specific to each program. Students are encouraged to review the application process, each program webpage and work with their CU adviser in planning. The following JRCERT (<https://www.jrcert.org/>) accredited programs are affiliated with CUW:

Wisconsin Partner Programs

Aurora St Luke's Medical Center, School of Radiologic Technology

Program Information (<https://www.aurorahealthcare.org/education/radiologic-technology/>)

Program Goals (<https://www.aurorahealthcare.org/education/radiologic-technology/program-facts/>)

Program Effectiveness (<https://www.aurorahealthcare.org/education/radiologic-technology/program-facts/outcomes/>)

Ascension St Joseph Hospital, School of Radiologic Technology

Program Information (<https://medicaleducation.ascension.org/wisconsin/medical-training/school-of-radiologic-technology-st-joseph/>)

Program Goals (<https://medicaleducation.ascension.org/wisconsin/medical-training/school-of-radiologic-technology-st-joseph/>)

Program Effectiveness (<https://medicaleducation.ascension.org/wisconsin/medical-training/school-of-radiologic-technology-st-joseph/>)

Ascension All Saints Hospital, School of Radiologic Technology

Program Information (<https://medicaleducation.ascension.org/wisconsin/medical-training/school-of-radiologic-technology-all-saints/>)

Program Goals (<https://medicaleducation.ascension.org/wisconsin/medical-training/school-of-radiologic-technology-all-saints/missions-statement-and-goals/>)

Program Effectiveness (<https://medicaleducation.ascension.org/wisconsin/medical-training/school-of-radiologic-technology-all-saints/program-effectiveness-data/>)

Froedtert Hospital, School of Radiologic Technology

Program Information (<https://www.froedtert.com/health-care-professionals/radiologic-technology/>)

Program Goals (<https://www.froedtert.com/health-care-professionals/radiologic-technology/#:~:text=The%20mission%20of%20the%20Froedtert,high%20quality%2C%20compassionate%20medical%20imaging>)

Program Effectiveness (<https://www.froedtert.com/health-care-professionals/radiologic-technology/>)

Michigan Partner Programs

Henry Ford Health System | Providence Southfield Hospital, School of Radiologic Technology

Program Information (<https://www.henryford.com/hcp/med-ed/allied/providence-rad-tech/>)

Program Goals (<https://www.henryford.com/hcp/med-ed/allied/providence-rad-tech/>)

Program Effectiveness (<https://www.henryford.com/-/media/files/henryford/hcp/med-ed/allied/providence-southfield-rad-tech/2024-rad-tech-program-effectiveness-data.pdf>)

Henry Ford Health System | St John Hospital (Detroit), School of Radiologic Technology

Program Information (<https://www.henryford.com/hcp/med-ed/allied/st-john-rad-tech/about/>)

Program Goals (<https://www.henryford.com/hcp/med-ed/allied/st-john-rad-tech/about/>)

Program Effectiveness (<https://www.henryford.com/-/media/files/henryford/hcp/med-ed/allied/st-john-rad-tech/stjohnradtechasjh-ped.pdf>)

Pre-Professional Course Curriculum

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		16
Affiliate Professional Program Education		60
Electives		
Minor: Optional		
Total Hours		121

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Major Requirements

Code	Title	Hours
Concordia Common Core (18 credits required)		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1010	Christian Citizen	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions (27 credits)		
Faith & Life (3 credits)		
REL above 204		3
Society & Culture (3 credits)		
COMM 4100	Cross-Cultural Communication	3
or GEOG 2200	Cultural Geography	
or HIST 1600	Non-Western World	
Natural World (7 credits)		
BIO 1401	General Biology I	4

MATH 1280	College Algebra ¹	3
Communication & Language (6 credits)		
COMM 1100	Public Speaking ¹	3
or COMM 2100 Interpersonal Communication		
ENG 1040	Introduction to Writing	3
Human Beings & Being Human (5 credits)		
HHP 1100	Stewardship of the Body	1
HHP Activity (104-169)		
PSY 1010	General Psychology	3
Human Creativity & Expression (3 credits)		
see Core Options		
Required Courses for the Major (16 credits)		
BIO 1402	General Biology II	4
BIO 1801	Human Anatomy and Physiology I ¹	4
BIO 1802	Human Anatomy and Physiology II ¹	4
RT 3120	Medical Terminology ¹	1
CSC 1010	Foundations of Computer Science ¹	3
or CSC 1070	Theory and Fundamentals of Computer Science	
Total Hours		61

¹ A course grade of C (2.0) or higher. (C+ for Aurora RT program affiliate)

Additional Requirements

- Overall 2.5 GPA is **minimum** required to apply to a professional program. Michigan programs required 2.7 GPA. A 3.0 or higher GPA is encouraged to be competitive.
- Students must achieve a minimum of C (2.0) or C+ (2.5) for Aurora applicants in the following courses: Algebra (or higher), Communications, Computers, Medical Terminology and Anatomy & Physiology courses.
- Shadowing of a Radiologic Technology in a healthcare setting is encouraged (minimum 4 hours)
- **HFHS St. John Hospital School of RT:** ACT score of 18 or higher (or SAT equivalent) is required.
- AP Scores: only scores of 4 or higher will be accepted as credit for all required science courses in this program, a score of 3 or higher is accepted for all other coursework.
- Students are encouraged to review requirements on affiliated program websites for additional information.
- Students are encouraged to have patient care or customer service experience.

Curriculum - Affiliate Radiologic Technology Programs

CUW students attending an affiliate accredited radiologic technology program will receive academic coursework and lab instruction by the respective program's employed instructors and participate in clinical rotations through affiliated hospitals and clinics. Students attending affiliate RT programs will remain CUW students and pay CUW tuition for 2 fall and 2 spring semesters. The program director and instructors within the respective affiliate program will determine assessments, standards and grades for students enrolled in their program. **CUW students successfully completing all requirements for the semester will be identified as passing on the CU transcript and issued a pre-determined amount of credits per semester, 60 credits in total for the program.** Students who do not successfully complete all requirements as indicated by the program will be issued "no credit" on their CUW

transcript. Students are encouraged to work with advising to outline their academic education plan and review credit distribution.

Curriculum by Program

Wisconsin Partner Programs

Ascension St Joseph Hospital, School of Radiologic Technology

Program Curriculum (<https://medicaleducation.ascension.org/wisconsin/medical-training/school-of-radiologic-technology-st-joseph/curriculum-overview/>)

Ascension All Saints Hospital, School of Radiologic Technology

Program Curriculum (<https://medicaleducation.ascension.org/wisconsin/medical-training/school-of-radiologic-technology-all-saints/course-description/>)

Aurora St Luke's Medical Center, School of Radiologic Technology

Program Curriculum (<https://www.aurorahealthcare.org/education/radiologic-technology/program-facts/curriculum/>)

Froedtert Hospital, School of Radiologic Technology

Program Curriculum (<https://www.froedtert.com/health-care-professionals/radiologic-technology/course-information/>)

Michigan Partner Programs

Henry Ford Health System | Providence Southfield Hospital, School of Radiologic Technology

Program Curriculum (<https://www.henryford.com/-/media/files/henry-ford/hcp/med-ed/allied/providence-southfield-rad-tech/program-handbook.pdf>)

Henry Ford Health System | St John Hospital (Detroit), School of Radiologic Technology

Program Curriculum (<https://www.henryford.com/hcp/med-ed/allied/st-john-rad-tech/curriculum/>)

Plan

Course	Title	Hours
Semester 1		
ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
BIO 1401	General Biology I	4
RT 3120	Medical Terminology	1
CCE 1010	Christian Citizen	3
Hours		15
Semester 2		
CCE 1040	Science & Humanity	3
REL 1100	Christian Faith	3
HHP ACTIVITY		1
BIO 1402	General Biology II	4
MATH 1280	College Algebra	3
Hours		14
Semester 3		
CSC 1010	Foundations of Computer Science	3
COMM 1100	Public Speaking	3
PSY 1010	General Psychology	3
BIO 1801	Human Anatomy and Physiology I	4
CCE 1020	Western Culture & Worldview	3
Hours		16
Semester 4		
COMM 4100	Cross-Cultural Communication	3
HUMAN CREATIVITY & EXPRESSION		3

FAITH & LIFE		3
BIO 1802	Human Anatomy and Physiology II	4
CCE 1030	Western Thought & Worldview	3
Hours		16
Semester 5		
COOP 3000		12
Hours		12
Semester 6		
COOP 3000		12
Hours		12
Semester 7		
COOP 3000		6
Hours		6
Semester 8		
COOP 3000		12
Hours		12
Semester 9		
COOP 3000		12
Hours		12
Semester 10		
COOP 3000		6
Hours		6
Total Hours		121

Course options and schedule are subject to change.

Rehabilitation Science (M)

The Bachelor of Science in Rehabilitation Science (BSRS) degree is intended to offer traditional undergraduate students, those pursuing a bachelor's only and those considering a bachelor's plus additional graduate coursework, an opportunity to receive a broad-based education in rehabilitation while meeting the pre-requisites for the graduate Occupational Therapy (OT) and Physical Therapy (PT) Programs at Concordia University Wisconsin (CUW). Students who are enrolled in BSRS may be eligible to apply for admission to the graduate OT and PT programs at CUW. The BSRS Accelerated and Traditional tracks are intended for high school students entering CUW. Students with an associate degree could also enroll in the BSRS Traditional track. In addition, the BSRS Bridge Program is intended to offer licensed Occupational Therapy Assistants (OTA) and Physical Therapist Assistants (PTA) an opportunity to receive a broad-based education in rehabilitation. Students enrolled in the Bridge BSRS Program will meet the requirements for the BSRS degree. Students will be eligible to apply for admission to the Bridge tracks in the Occupational Therapy (OT) or Physical Therapy (PT) graduate programs at CUW. Additional prerequisite coursework may be required for the graduate programs.

Mission

The mission of Concordia University's Bachelor of Science in Rehabilitation Science (BSRS) degree is to provide foundational knowledge, skills, and a faith-based education that prepares students for employment in a health care field and for graduate-level education as a rehabilitation professional.

General Academic Information

Students who choose to complete only the BSRS degree have an opportunity to explore a wide range of healthcare employment opportunities. A bachelor's degree in Rehabilitation Science can qualify an individual for positions in community public health, community mental health, wellness programs, managed care organizations, child-

care facilities, adult day-care facilities, pharmaceutical sales, medical sales, assistive living/independent living centers, specialty Alzheimer's disease care centers, fitness programs, nursing homes, and hospitals. Students should be aware that a BSRS degree alone does not meet the requirements to sit for the National Board of Certification in Occupational Therapy (NBCOT) exam to become an occupational therapist or the National Physical Therapy Exam (NPTE) to become a physical therapist.

Program Outcomes

- Students will develop an understanding of health, function and disability as fundamental concepts for rehabilitation professionals
- Students will demonstrate the ability to communicate in a professional manner
- Students will explain the typical structure and function of the human body as a foundation for understanding clinical conditions
- Students will understand and apply Christian perspectives as a guide to promote stewardship of the human body
- Students will demonstrate the ability to consume scientific evidence as a foundation for rehabilitation services
- Students will develop an awareness for cultural diversity, belonging, and accessibility for clinical populations
- Students will explain the ethical implications of regulatory policies in rehabilitation

BSRS Curriculum

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		33
Electives		42
For Accelerated or Traditional pre-PT students, 24 credits must be fulfilled by the pre-requisite DPT coursework shown below. For Accelerated pre-PT students, additional credits are taken in the DPT Graduate Traditional Program to complete the BSRS undergraduate degree. See list below.		
For Accelerated pre-OT students, additional credits are taken in the MOT Graduate Face-to-Face Program to completed the BSRS undergraduate degree. See list below.		
Total Hours		120

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Core Requirements

Code	Title	Hours
<i>Common Core Experience</i>		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
<i>Faith and Life</i>		3
Any REL course above 2030		
<i>Communication and Language</i>		6
ENG 1040	Introduction to Writing	
Communication & Language Course Choice		

<i>Human Creativity and Expression</i>		3
Choice of Human Creativity and Expression Course		
<i>Human Beings and Being Human</i>		5
HHP 1100	Stewardship of the Body	
PSY 1010	General Psychology	
Choice of HHP Activity and other Human Beings and Being HumanCourse		
<i>Natural World</i>		7
BIO 1801	Human Anatomy and Physiology I	
MATH 2050	Statistics I	
<i>Society and Culture</i>		3
COMM 4100 / HIST 1600 / GEOG 2200		
Total Hours		45

Major Courses

Code	Title	Hours
BIO 1801	Human Anatomy and Physiology I (Satisfies core requirement)	
BIO 1802	Human Anatomy and Physiology II	4
PSY 2300	Life Span Development	3
RSC 1020	Foundations of Rehabilitation Science	3
RSC 1031	Clinical Conditions I	1
RSC 1032	Clinical Conditions II	1
RSC 1050	Medical Terminology for the Healthcare Professional	3
RSC 2010	Evidence Based Practice and Basic Statistics	3
RSC 3020	Advanced Anatomy	4
RSC 3510	Ethical Considerations in Rehabilitation	3
RSC 3530	Teaching and Learning in Rehabilitation	3
RSC 3540	Culture and Rehabilitation	3
RSC 3600	Clinical Observation	2
Total Hours		33

Additional Pre-Requisites for Students Seeking a Physical Therapy Concentration

Code	Title	Hours
CHEM 1414	General Chemistry I	4
CHEM 1424	General Chemistry II	4
EXS 3442	Exercise Testing and Prescription	4
EXS 3470	Exercise Physiology	4
PHYS 1514	General Physics I	4
PHYS 1524	General Physics II	4

Elective Course Credits taken in the DPT Traditional Graduate Program for Accelerated Pre-PT Students to complete the BSRS Undergraduate Degree

Code	Title	Hours
PT 6510	Foundations of Clinical Research	2
PT 6600	Tissue/Biomechanics/Histology	3
PT 6610	Clinical Human Anatomy	6

Elective Course Credits taken in the MOT Face-to-Face Graduate Program for Accelerated Pre-OT Students to complete the BSRS Undergraduate Degree

Code	Title	Hours
OT 5550	Research in Practice I	4
OT 5520	Concepts of Occupation	3
OT 5530	Functional Anatomy	4
OT 5575	Community Clinic Foundations	5
OT 5600	Research in Practice II	3
OT 5620	Clinical Reasoning: Behavioral Health	3
OT 5560	Occupations Across the Lifespan	3
OT 5590	Functional Neuroscience and Neurorehabilitation I	4
OT 5630	Occupational Kinesiology and Orthopedic Rehabilitation I	4
OT 6620	Community Advocacy and Leadership	3
OT 6650	Community Clinic: Leading the OT Process	3
OT 6610	Clinical Reasoning: Orthopedic Rehabilitation II	3

Bridge BSRS Curriculum

Code	Title	Hours
Undergraduate Transfer Core Requirements		31
Major Requirements		33
Electives		56

For Bridge PTA students, 16 credits must be fulfilled by the pre-requisite DPT coursework shown below. For Bridge PTA students, additional credits may be needed and taken in the DPT Graduate Bridge Program to complete the BSRS undergraduate degree.

For Bridge OTA students, additional credits may be needed and taken in the MOT Bridge Program to completed the BSRS undergraduate degree.

Total Hours	120

Transfer Core Requirements

Code	Title	Hours
<i>Faith and Life</i>		6
REL 1000	The Bible	
REL 1100	Christian Faith	
<i>Communication and Language</i>		6
ENG 1040	Introduction to Writing	
Choice of Communication and Language Course		
<i>Human Creativity and Expression</i>		3
Choice of Human Creativity and Expression Course		
<i>Human Beings and Being Human</i>		3
PSY 1010	General Psychology	
<i>Natural World</i>		7
BIO 1801	Human Anatomy and Physiology I	
Choice of Natural World Math (or Computer Science)		
<i>Society and Culture</i>		6
Total Hours		31

Major Courses

Code	Title	Hours
BIO 1801	Human Anatomy and Physiology I (Satisfies core requirement)	

BIO 1802	Human Anatomy and Physiology II	4
PSY 2300	Life Span Development	3
RSC 1020	Foundations of Rehabilitation Science	3
RSC 1031	Clinical Conditions I	1
RSC 1032	Clinical Conditions II	1
RSC 1050	Medical Terminology for the Healthcare Professional	3
RSC 2010	Evidence Based Practice and Basic Statistics	3
RSC 3020	Advanced Anatomy	4
RSC 3510	Ethical Considerations in Rehabilitation	3
RSC 3530	Teaching and Learning in Rehabilitation	3
RSC 3540	Culture and Rehabilitation	3
RSC 3600	Clinical Observation	2
Total Hours		33

Additional Pre-Requisites for Students Seeking a Physical Therapy Concentration

Code	Title	Hours
CHEM 1414	General Chemistry I	4
CHEM 1424	General Chemistry II	4
PHYS 1514	General Physics I	4
PHYS 1524	General Physics II	4

Accelerated BSRS

Pursuing the Bachelor of Science in Rehabilitation Science (BSRS) degree at Concordia University is your first step in achieving a degree in physical or occupational therapy. The Accelerated BSRS Program offers a focused education that meets the prerequisites for applying to the Master of Occupational Therapy (MOT) Program or the Doctor of Physical Therapy (DPT) Program at CUW. In the BSRS Accelerated Program, you will obtain skills and knowledge to prepare you for a successful transition from undergraduate to graduate studies at CUW.

Occupational Therapy Concentration

The Direct Admit track is intended for CUW college freshmen who declare occupational therapy (OT) as their intended graduate degree. Students will take courses to meet the BSRS major and liberal arts core during the first 2.5 years. Students apply to the OT Program during their sophomore year and begin the OT Program during spring of their junior year. This option allows students to complete the BSRS and MOT degree in 4.5 years. Students may apply to pursue the Doctor of Occupational Therapy (OTD) degree which will require one additional semester.

- High School overall GPA of 3.2 required for guaranteed list
- Interview with the MOT program during the Spring of your high school senior year.
- Major in Bachelor of Science in Rehabilitation Science (BSRS)/MOT track
- Minimum undergraduate GPA of 3.0
- A grade of B or better in 2 of the 3 Anatomy & Physiology courses (Anatomy & Physiology I & II and Advanced Anatomy) is required, and a B or better in Statistics is preferred. All four courses must be completed or in progress of being completed when applying to the MOT program.
 - If a student has a "Direct Admit" status and the B grade is not met on the first attempt in any of the prerequisite classes, the student forfeits their "Direct Admit" spot in the program.

Physical Therapy Concentration

The accelerated track is intended for CUW college freshmen who declare physical therapy (PT) as their intended graduate degree. Students will take courses to meet the BSRS major, liberal arts core, and specific science prerequisites during the first three years. Students apply to the PT Program during the summer between sophomore and junior year and begin the graduate PT Program their senior year. This option allows students to complete the BSRS and DPT degree in 5.5 rather than 7 years.

- High school overall GPA of 3.0
- Assessment math test during high school senior year
- Major in Bachelor of Science in Rehabilitation Science (BSRS)/DPT track.
- Minimum undergraduate GPA of 3.0
- Overall science prerequisite course GPA of 3.30 with no individual science prerequisite course grade less than a C. This includes Anatomy & Physiology I & II, Physics I & II, and Chemistry I & II.
 - Demonstrate proficiency in science courses by retaking no more than one prerequisite science course. In addition, students who withdraw from a course late in the semester are not eligible for accelerated admission.
- Complete one semester of Statistics, Psychology, and Behavioral/Social Science classes

Bridge BSRS

For Physical Therapist Assistants (PTA) and Occupational Therapy Assistants (OTA)

The Bridge BSRS Program is intended for individuals who hold either a Certified Occupational Therapy Assistant (COTA) license or a Physical Therapy Assistant (PTA) license. All program courses are offered in a fully online format and can be completed in three semesters with the program timeline beginning in the summer and ending in the spring. Concordia's small class sizes allow for a deeper student/faculty connection and personalization. The program curriculum allows students to earn credits toward the BSRS major. Students may need additional courses to satisfy the CUW liberal arts core or BSRS major if not taken during OTA or PTA school; these courses can be taken elsewhere and transferred to CUW.

Students will apply to the MOT program during the BSRS program. The BSRS and MOT degree can be completed in 3 years, or 3.5 years for the BSRS and OTD. Additional time may be required.

Students will apply to the DPT program during the BSRS program. The BSRS and DPT can be completed in 3.75 years if foundational science courses are completed during the initial year of the BSRS program. Additional time may be required.

Entrance Requirements for the BSRS Bridge Program

- Licensed COTA/PTA currently working 80 hours per month
- Cumulative GPA of 3.0 or better in PTA or COTA Program
- Letter of recommendation from a current employer
- Current resume
- Written essay
- 4 credits of Anatomy & Physiology I with lab with a C or better

Entrance Requirements into the MOT/OTD Program

- Cumulative GPA of 3.0 or better from your BSRS program
- A grade of B or better in 2 of the 3 Anatomy & Physiology courses is required (Anatomy & Physiology I, Anatomy & Physiology II and Advanced Anatomy)

- A grade of B or better is preferred in Evidence-Based Practice & Basic Statistics (RSC 2010) at CUW
- Written essay
- Interview with the OT department

Entrance Requirements into the DPT Program

- 24 credits of science courses with face-to-face labs with a C or better in each course and a cumulative GPA of 3.0 across them:
 - Anatomy and Physiology I & II (4 credits each)
 - Chemistry I & II (4 credits each)
 - Physics I & II (4 credits each)
- Cumulative GPA of 3.0 or better from your BSRS program
- Written essay
- Interview with the PT department
- All science courses must be completed no greater than 7 years from the opening of the application cycle for the DPT Program

Plan - BSRS

Course	Title	Hours
Semester 1		
BIO 1801	Human Anatomy and Physiology I	4
CCE 1040	Science & Humanity	3
REL 1100	Christian Faith	3
RSC 1020	Foundations of Rehabilitation Science	3
PSY 1010	General Psychology	3
Hours		16
Semester 2		
BIO 1802	Human Anatomy and Physiology II	4
REL 1000	The Bible	3
ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
RSC 1050	Medical Terminology for the Healthcare Professional	3
Hours		16
Semester 3		
CHEM 1414	General Chemistry I (PT Only)	4
COMM 2100	Interpersonal Communication	3
RSC 3510	Ethical Considerations in Rehabilitation	3
HUMAN CREATIVITY/EXPRESSION COURSE		3
Hours		13
Semester 4		
CHEM 1424	General Chemistry II (PT Only)	4
RSC 3530	Teaching and Learning in Rehabilitation	3
HHP ACTIVITY COURSE		1
ELECTIVE/MINOR/GRAD SCHOOL PREREQ		3
ELECTIVE/MINOR/GRAD SCHOOL PREREQ		3
Hours		14
Semester 5		
PHYS 1514	General Physics I (PT Only)	4
FAITH & LIFE COURSE		3
CCE 1020	Western Culture & Worldview	3
RSC 3540	Culture and Rehabilitation	3
MATH 2050	Statistics I	3
Hours		16
Semester 6		
PHYS 1524	General Physics II (PT Only)	4
RSC 2010	Evidence Based Practice and Basic Statistics	3
PSY 2300	Life Span Development	3
RSC 1031	Clinical Conditions I	1
ELECTIVE/MINOR/GRAD SCHOOL PREREQ		3
Hours		14

Semester 7		
RSC 3020	Advanced Anatomy	4
RSC 1032	Clinical Conditions II	1
EXS 3470	Exercise Physiology (PT Only)	4
EXS 3442	Exercise Testing and Prescription (PT Only)	4
EXS 4480	Strength and Conditioning Program Design (PT Only - recommended elective)	3
Hours		16
Semester 8		
CCE 1030	Western Thought & Worldview	3
COMM 4100	Cross-Cultural Communication	3
EXS 3471	Advanced Exercise Physiology (PT Only - recommended elective)	4
RSC 3600	Clinical Observation	2
ELECTIVE/MINOR/GRAD SCHOOL PREREQ		3
Hours		15
Total Hours		120

Course options and schedules are subject to change.

Plan - BSRS Pre-PT

Course	Title	Hours
Semester 1		
BIO 1801	Human Anatomy and Physiology I	4
PHYS 1514	General Physics I	4
CCE 1010	Christian Citizen	3
PSY 1010	General Psychology	3
RSC 1020	Foundations of Rehabilitation Science	3
Hours		17
Semester 2		
BIO 1802	Human Anatomy and Physiology II	4
PHYS 1524	General Physics II	4
ENG 1040	Introduction to Writing	3
RSC 1050	Medical Terminology for the Healthcare Professional	3
RSC 3530	Teaching and Learning in Rehabilitation	3
HHP ACTIVITY COURSE		1
Hours		18
Semester 3		
RSC 3510	Ethical Considerations in Rehabilitation	3
Hours		3
Semester 4		
CHEM 1414	General Chemistry I	4
EXS 3470	Exercise Physiology	4
CCE 1020	Western Culture & Worldview	3
COMMUNICATION & LANGUAGE		3
MATH 2050	Statistics I	3
Hours		17
Semester 5		
CHEM 1424	General Chemistry II	4
EXS 3471	Advanced Exercise Physiology	4
PSY 2300	Life Span Development	3
REL 1000	The Bible	3
RSC 2010	Evidence Based Practice and Basic Statistics	3
RSC 1031	Clinical Conditions I	1
Hours		18
Semester 6		
CORE OR RELIGION		
Hours		0
Semester 7		
EXS 3442	Exercise Testing and Prescription	4
EXS 4480	Strength and Conditioning Program Design	3
RSC 3540	Culture and Rehabilitation	3

RSC 1032	Clinical Conditions II	1
CCE 1040	Science & Humanity	3
HHP 1100	Stewardship of the Body	1
REL 1100	Christian Faith	3
Hours		18
Semester 8		
CCE 1030	Western Thought & Worldview	3
RSC 3020	Advanced Anatomy	4
FAITH & LIFE		3
COMM 4100	Cross-Cultural Communication	3
CREATIVE EXPRESSION		3
RSC 3600	Clinical Observation	2
Hours		18
Semester 9		
PT 6500	Introduction to Professional Practice	1
PT 6510	Foundations of Clinical Research	2
Hours		3
Semester 10		
PT 6600	Tissue/Biomechanics/Histology	3
PT 6610	Clinical Human Anatomy	6
PT 6620	Clinical Neuroscience I	3
PT 6630	Pathophysiology/Pharmacology I	4
Hours		16
Total Hours		128

Course options and schedule are subject to change.

Plan - BSRS Pre-OT

Course	Title	Hours
Semester 1		
BIO 1801	Human Anatomy and Physiology I	4
ENG 1040	Introduction to Writing	3
RSC 1020	Foundations of Rehabilitation Science	3
CCE 1010	Christian Citizen	3
HHP 1100	Stewardship of the Body	1
Hours		14
Semester 2		
BIO 1802	Human Anatomy and Physiology II	4
REL 1100	Christian Faith	3
RSC 3530	Teaching and Learning in Rehabilitation	3
RSC 1050	Medical Terminology for the Healthcare Professional	3
PSY 1010	General Psychology	3
Hours		16
Semester 3		
RSC 3020	Advanced Anatomy	4
MATH 2050	Statistics I	3
COMMUNICATION & LANGUAGE		3
RSC 3540	Culture and Rehabilitation	3
CCE 1020	Western Culture & Worldview	3
Hours		16
Semester 4		
RSC 2010	Evidence Based Practice and Basic Statistics	3
REL 1000	The Bible	3
PSY 2300	Life Span Development	3
CCE 1040	Science & Humanity	3
HHP ACTIVITY COURSE		1
RSC 1031	Clinical Conditions I	1
HUMAN CREATIVITY & EXPRESSION		3
Hours		17
Semester 5		
RSC 1032	Clinical Conditions II	1

RSC 3510	Ethical Considerations in Rehabilitation	3
CCE 1030	Western Thought & Worldview	3
FAITH & LIFE		3
COMM 4100	Cross-Cultural Communication	3
RSC 3600	Clinical Observation	2
Hours		15
Semester 6		
OT 5550	Research in Practice I	4
OT 5520	Concepts of Occupation	3
OT 5530	Functional Anatomy	4
OT 5575	Community Clinic Foundations	5
Hours		16
Semester 7		
OT 5600	Research in Practice II	3
OT 5620	Clinical Reasoning: Behavioral Health	3
OT 5560	Occupations Across the Lifespan	3
OT 5590	Functional Neuroscience and Neurorehabilitation I	4
OT 6550	Level 1 Fieldwork Experience	1
Hours		14
Semester 8		
OT 5630	Occupational Kinesiology and Orthopedic Rehabilitation I	4
OT 6650	Community Clinic: Leading the OT Process	3
OT 6620	Community Advocacy and Leadership	3
OT 6610	Clinical Reasoning: Orthopedic Rehabilitation II	3
Hours		13
Total Hours		121

Course options and schedule are subject to change.

Plan - BSRS Bridge PTA & OTA

Course	Title	Hours
Semester 1		
RSC 3530	Teaching and Learning in Rehabilitation	3
RSC 2010	Evidence Based Practice and Basic Statistics	3
Hours		6
Semester 2		
RSC 3510	Ethical Considerations in Rehabilitation	3
REL 1000	The Bible	3
Hours		6
Semester 3		
RSC 3020	Advanced Anatomy	4
RSC 3540	Culture and Rehabilitation	3
REL 1100	Christian Faith	3
Hours		10
Semester 4		
BIO 1801	Human Anatomy and Physiology I	4
BIO 1802	Human Anatomy and Physiology II	4
PSY 2300	Life Span Development	3
RSC 1050	Medical Terminology for the Healthcare Professional	3
RSC 1020	Foundations of Rehabilitation Science	3
RSC 1031	Clinical Conditions I	1
RSC 1032	Clinical Conditions II	1
RSC 3600	Clinical Observation	2
MATH 1250	Contemporary Math (or higher)	3
SOCIETY & CULTURE		3
SOCIETY & CULTURE		3
PSY 1010	General Psychology	3
HUMAN CREATIVITY & EXPRESSION		3
ENG 1040	Introduction to Writing	3
COMMUNICATION & LANGUAGE		3

ELECTIVES	56
Hours	98
Total Hours	120

Course options and schedule are subject to change.

Social Work Major (M)

Mission

The Concordia University BSW mission is to prepare graduates for baccalaureate level, generalist social work practice and graduate level education. Our program is delivered within the context of Christian faith, in which we hold all people to be created equally in the image of God, while honoring our professional social work values of advocacy, service, justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

Graduates will be prepared to work inter-professionally with individuals, families, groups, organizations, and communities at the micro, mezzo, and macro levels from an anti-oppressive and person-in-environment framework. Our graduates will be strengths-based, ethically-grounded, culturally-responsive, equity-driven, and human rights-centered.

History of Social Work at Concordia University

Concordia University Wisconsin (CUW) was founded in 1881 as a school of the Lutheran Church-Missouri Synod (LCMS). Over the course of the next century, CUW moved from Trinity Lutheran Church in downtown Milwaukee, to property on 31st street, and finally to the former campus of the School Sisters of Notre Dame in Mequon, Wisconsin.

For approximately eight decades, Concordia offered high school and the first two years of a liberal arts college program providing "classical, technical, and religious instruction to young men and students who desire to prepare themselves for the ministry of the Lutheran Church." In the 1960's and early 1970's, a lay ministry program was incorporated in the curriculum along with co-educational programs for those interested in becoming teachers, deaconesses, or Social Workers in the Lutheran Church. In 1978, Concordia became a 4-year accredited college providing education in teacher education, nursing, medical assistant, Social Work, and engineering. It was at this time that the current Social Work Program began as a cooperative effort with the University of Wisconsin – Milwaukee.

After officially becoming a university on August 27, 1989, the decision was made to establish an independent Social Work program at CUW. On June 16, 1997, the Council on Social Work Education (CSWE) granted initial accreditation for a Bachelor of Social Work (BSW) program at CUW. The program has grown and remained fully accredited since that time.

The BSW program at Concordia University is housed within the School of Health Professions (SHP) and is designed for undergraduates, leading to a Bachelor of Social Work Degree (BSW). There are currently two BSW program options including:

- A traditional BSW program on the Mequon (CUW) campus
- A fully online BSW program

Accreditation

The Council on Social Work Education (CSWE) provides accreditation for Social Work programs at the bachelor and graduate level of education. Graduating from an accredited program is important for BSW students. An accredited program offers BSW graduates the opportunity to

request *advanced standing* for an MSW degree in any University. The BSW program at CUW has been fully accredited by CSWE since 1997.

Social Work Values

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

Generalist Practice

All Social Work programs educate students in Generalist Practice. Generalist practice provides students with a social work professional foundation knowledge base. Undergraduate students receive this knowledge base during their junior and senior years. Graduate students receive this knowledge base at a somewhat advanced level during the first year of their graduate program.

Definition of Generalist Practice

Generalist Social Work practitioners work with individuals, families, groups, communities, and organizations in a variety of Social Work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. Generalist practitioners engage in community and organizational development. Additionally, they evaluate service outcomes in order to improve the provision and quality of services most appropriate to client needs.

Application Process

Students may declare a Social Work major as arriving freshmen or anytime while in good standing at Concordia University. They cannot enroll in upper-level Social Work courses or begin a field placement until they have completed the application process to Upper Division Status and have been officially accepted by the BSW Admissions Committee.

Students interested in the Social Work major should complete the two introductory Social Work courses, *SW 1110 Social Work & Social Welfare* and *SW 1200 Introduction to Child Welfare*, the prerequisites, *Math 2050 Statistics*, and the majority of the core curriculum prior to beginning the upper level (300/400) Social Work courses. For traditional students, the upper-level courses start in the fall semester of their junior year, so the requirements above should be completed by the end of the sophomore year. Students in the online BSW program must complete the core and prerequisites before beginning the Upper Division courses.

This planning is necessary so students can matriculate through the program and take courses in sequence beginning with their junior year and graduate at the completion of their senior year.

Field Education

Students begin the field instruction sequence in the first semester of the senior year and spend both fall and spring semesters of the senior year in one field placement. During both semesters, a student will spend an average of 14-16 hours per week at the placement agency, for a total of at least 400 clock hours of field instruction. Students commit to remain with the agency for two semesters, until the end of the academic year. During

the spring semester, students must remain in their field placement until at least May 1st.

Service Learning and IPE Hour Requirements

Social Work students will complete the Service Learning and IPE requirements:

- Twenty (20) hours of Service Learning activities
- Twenty (20) hours of IPE activities.

Service learning and IPE have multiple functions. 1) Provide unique experiences that prepare you for the field internship; 2) Provide experiences that build your résumé and strengthen your competitiveness for employment; 3) Increase confidence in your ability to be a Social Worker; 4) Fulfill the Christian mission of developing in mind, body and spirit for service to Christ in the church and the world.

Service Learning

Service learning is an opportunity for students to become involved with the Social Work community through a social service organization, learning first-hand some of the ins and outs of Social Work practice. Service learning is required because it gives students an opportunity to interact with a professional agency and gain insight into the work that Social Workers do. This insight helps students narrow down the area of Social Work for an internship. Students may begin accumulating service-learning hours when they become CUW freshmen. They must complete the hours before beginning their senior year and their internship. It is advised that students complete the service learning hours freshmen and sophomore years so that they can work on completing IPE hours junior and senior years.

Service Learning activities can include a variety of volunteer activities geared towards students' interests. Students can volunteer with homeless shelters, food pantries, Habitat for Humanity, social service agencies, and other organizations that help disadvantaged populations. Students may also participate in a mission trip through their church or CUW, be a camp counselor, bible school teacher, tutor, or find another option not listed. Although many options exist for Service Learning activities, students should double check with the Department of Social Work if they are unsure an activity will count.

Interprofessional Education (IPE)

Interprofessional Education (IPE) is essential for students preparing for careers in the health and social care fields, as well as healthcare administration. IPE gives Social Work students an opportunity to expand their education and learn how Social Workers interface with other health care professionals, including occupational therapists, physical therapists, physician's assistants, pharmacists, nurses, and more. Students obtain IPE experience by attending mandatory events junior and senior years and through other activities coordinated by the School of Health Professions.

Social Work Program Core Competencies

- Competency 1: Demonstrate Ethical & Professional Behavior.
- Competency 2: Advance Human Rights and Social, Racial, Economic & Environmental Justice.
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.
- Competency 4: Engage in Practice-informed Research and Research-informed Practice.
- Competency 5: Engage in Policy Practice.

- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
- Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities.
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Social Work Program Goals

The goals of the CUW BSW Program are to:

1. Prepare students for professional generalist practice.
2. Prepare students who have developed the behaviors associated with the nine (9) competencies established by CSWE.
3. Encourage students to draw on the foundations of Christianity in faith, service, and social justice and to provide leadership in the provision of service and solidarity for all persons, especially marginalized or oppressed groups.
4. Develop students with strong practice skills built on the knowledge base of the profession.
5. Support students in their understanding of and ability to apply the NASW Code of Ethics when practicing and in their understanding of the relationship between the code of ethics and Christianity.
6. Prepare students who can apply research and/or evidence-based practice in practice settings, and in evaluating the effectiveness of practice and programs.

Curriculum

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		45
Electives / Minor - A Minor is required (Min 18 credits)		30
Minor: Required		
Total Hours		120

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Major Requirements

Code	Title	Hours
Required Core Courses		
Required Courses		
MATH 2050	Statistics I (Counts as university core) ¹	
All required Social Work (SW) courses require a grade of B- or better		
SW 1110	Social Work & Social Welfare	3
SW 1200	Introduction to Child Welfare	3
SW 3100	Research Methods I	3
SW 3110	Human Behavior in the Social Environment I	3
SW 3120	Skills & Methods of Social Work Practice I	3
SW 3200	Research Methods II	3
SW 3210	Human Behavior in the Social Environment II	3
SW 3220	Skills & Methods of Social Work Practice II	3
SW 3230	Social Welfare Policy and Programs	3
SW 4100	Field Education I	3
SW 4110	Field Seminar I	3

SW 4120	Skills & Methods of Social Work Practice III	3
SW 4200	Field Education II	3
SW 4210	Field Seminar II	3
SW 4230	Senior Integrative Seminar	3
Total Hours		45

¹ Must receive a "C" or better

Program Admission

Declaring Social Work as a Major

Students interested in a BSW degree should have completed SW 1110 Social Work and Social Welfare and SW 1200 Intro to Child Welfare (and received a B- or better). These are introductory social work courses. Additionally, students must have completed MATH 2050 (Statistics I) (and received a C or better). The core curriculum should generally be completed prior to junior year.

Students cannot enroll in upper-division Social Work courses (SW 3000 or SW 4000 level) or begin a field placement until they have completed the application (below) and have been accepted into the upper-division program. Upper-division classes will begin in the fall semester of junior year and will take four semesters to complete.

The following materials will need to be a part of your complete application:

- Application (link below)
- Personal Narrative (link below)
- Submission of Current Academic Transcript and spring class schedule (A cumulative GPA of at least 2.5 and a minimum GPA of 2.75 in all social work classes) Unofficial transcripts are just fine. If you are unable to pull those yourself (i.e. due to a hold on your account) you can connect with the social work program administrative assistant for assistance.
- Submission of your Current Resume

You can find the application materials using the following links:

Upper Division Application (https://www.cuw.edu/academics/programs/social-work-bachelors/_assets/Application.pdf)

Personal Narrative (https://www.cuw.edu/academics/programs/social-work-bachelors/_assets/PersonalNarrative.pdf)

Plan

Course	Title	Hours
Semester 1		
SW 1200	Introduction to Child Welfare	3
ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
COMMUNICATION & LANGUAGE		3
CREATIVE EXPRESSION		3
Hours		15
Semester 2		
SW 1110	Social Work & Social Welfare	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
NATURAL WORLD - SCIENCE		4
HUMAN CREATIVITY & EXPRESSION		3
Hours		16

Semester 3		
MATH 2050	Statistics I	3
CCE 1040	Science & Humanity	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
Hours		16
Semester 4		
SW ELECTIVE		3
CCE 1030	Western Thought & Worldview	3
FAITH & LIFE		3
HHP ACTIVITY		1
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
Hours		16
Semester 5		
SW 3100	Research Methods I	3
SW 3110	Human Behavior in the Social Environment I	3
SW 3120	Skills & Methods of Social Work Practice I	3
SW ELECTIVE		3
ELECTIVE/MINOR		3
Hours		15
Semester 6		
SW 3200	Research Methods II	3
SW 3210	Human Behavior in the Social Environment II	3
SW 3220	Skills & Methods of Social Work Practice II	3
SW 3230	Social Welfare Policy and Programs	3
ELECTIVE/MINOR		3
Hours		15
Semester 7		
SW 4100	Field Education I	3
SW 4110	Field Seminar I	3
SW 4120	Skills & Methods of Social Work Practice III	3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
Hours		15
Semester 8		
SW 4200	Field Education II	3
SW 4210	Field Seminar II	3
SW 4230	Senior Integrative Seminar	3
ELECTIVE/MINOR		3
Hours		12
Total Hours		120

Course options and schedule are subject to change.

Social Work/Psychology Double Major (M)

The Social Work & Psychology double major applies the two disciplines to foster intellectual development and problem solving, and encourages students to serve others within the context of Christian faith. The social work and psychology programs are committed to cultivating multicultural awareness and appreciation for the magnificence of God viewed through human diversity. The program prepares students to pursue graduate study and work in the field of helping professions with a keen understanding of interdisciplinary treatment team approaches.

Social Work Program Core Competencies

- Competency 1: Demonstrate Ethical & Professional Behavior.
- Competency 2: Advance Human Rights and Social, Racial, Economic & Environmental Justice.
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.
- Competency 4: Engage in Practice-informed Research and Research-informed Practice.
- Competency 5: Engage in Policy Practice.
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
- Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities.
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Social Work Program Goals

The goals of the CUW BSW program are to:

1. Prepare students for professional generalist practice.
2. Prepare students who have developed the behaviors associated with the nine (9) competencies established by CSWE.
3. Encourage students to draw on the foundations of Christianity in faith, service, and social justice, and to provide leadership in the provision of service and solidarity for all persons, especially marginalized or oppressed groups.
4. Develop students with strong practice skills built on the knowledge base of the profession.
5. Support students in their understanding of and ability to apply the NASW Code of Ethics when practicing, and in their understanding of the relationship between the code of ethics and Christianity.
6. Prepare students who can apply research and/or evidence-based practice in practice settings, and in evaluating the effectiveness of practice and programs.

Psychology Outcomes

Goal 1: Knowledge Base in Psychology

- Describe key concepts, principles, and overarching themes in psychology
- Develop a working knowledge of psychology's content domains
- Describe applications of psychology

Goal 2: Scientific Inquiry and Critical Thinking

- Use scientific reasoning to interpret psychological phenomena
- Demonstrate psychology information literacy
- Engage in innovative and integrative thinking and problem solving
- Interpret, design, and conduct basic psychological research
- Incorporate sociocultural factors in scientific inquiry

Goal 3: Ethical and Social Responsibility in a Diverse World

- Apply ethical standards to evaluate psychological science and practice

- Build and enhance interpersonal relationships
- Adopt values that build community at local, national, and global levels

Goal 4: Communication

- Demonstrate effective writing for different purposes
- Exhibit effective presentation skills for different purposes
- Interact effectively with others

Goal 5: Professional Development

- Apply psychological content and skills to career goals
- Exhibit self-efficacy and self-regulation
- Refine project-management skills
- Enhance teamwork capacity
- Develop meaningful professional direction for life after graduation

Goal 6: Biblical Worldview and Psychology

- Apply the five themes of a Biblical perspective on human nature to psychology content
- Interpret Lutheran vocation in the context of using psychology knowledge for Christian service

Curriculum

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements (45 Social Work, 34 Psychology)		79
Electives		
Minor: Optional		
Total Hours		124

- ¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Code	Title	Hours
<i>Social Work Requirements</i>		
SW 1110	Social Work & Social Welfare	3
SW 1200	Introduction to Child Welfare	3
SW 3100	Research Methods I	3
SW 3110	Human Behavior in the Social Environment I	3
SW 3120	Skills & Methods of Social Work Practice I	3
SW 3200	Research Methods II	3
SW 3210	Human Behavior in the Social Environment II	3
SW 3220	Skills & Methods of Social Work Practice II	3
SW 3230	Social Welfare Policy and Programs	3
SW 4100	Field Education I	3
SW 4110	Field Seminar I	3
SW 4120	Skills & Methods of Social Work Practice III	3
SW 4200	Field Education II	3
SW 4210	Field Seminar II	3
SW 4230	Senior Integrative Seminar	3
Total Hours		45

Code	Title	Hours
<i>Psychology Requirements</i>		
PSY 1010	General Psychology	3
PSY 2050	Theories of Learning	3
PSY 2300	Life Span Development (Also Acceptable PSY 2210 or 2220)	3
PSY 3150	Social Psychology	3
PSY 3100	Theories of Personality	3
PSY 3500	Experimental Psychology	3
PSY 4250	Abnormal Psychology	3
PSY 4850	Research Proposal	1
PSY 4900	Psychology Senior Seminar	3
Electives (Upper Level Psychology Courses)		6
COMM 2100	Interpersonal Communication	3
Total Hours		34

- If prerequisites are met, students may take PSY 3100 Theories of Personality, PSY 3150 Social Psychology and/or SW 3230 during their sophomore year. Students must be on track to complete the core by the end of their sophomore year.
- SW 4100 Field Education I & SW 4100 Field Education I replace PSY 4500 Psychology Practicum
- Two PSY 3000/4000 level electives are needed

Plan

Course	Title	Hours
Semester 1		
SW 1200	Introduction to Child Welfare	3
ENG 1040	Introduction to Writing	3
PSY 1010	General Psychology	3
CCE 1010	Christian Citizen	3
NATURAL WORLD - SCIENCE		4
Hours		16
Semester 2		
PSY 2210 or PSY 2220 or PSY 2300	Child Development or Adolescent Development or Life Span Development	3
COMM 1100	Public Speaking	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
SW 1110	Social Work & Social Welfare	3
HHP 1100	Stewardship of the Body	1
Hours		16
Semester 3		
SOCIETY & CULTURE		3
COMM 2100	Interpersonal Communication	3
PSY 2050	Theories of Learning	3
REL 1000	The Bible	3
CCE 1040	Science & Humanity	3
Hours		15
Semester 4		
MATH 2050	Statistics I	3
PSY ELECTIVE		3
CCE 1030	Western Thought & Worldview	3
FAITH & LIFE		3
HUMAN CREATIVITY & EXPRESSION		3
HHP ACTIVITY		1
Hours		16

Semester 5

SW 3110	Human Behavior in the Social Environment I	3
SW 3100	Research Methods I	3
SW 3120	Skills & Methods of Social Work Practice I	3
PSY 3150	Social Psychology	3
PSY 3100	Theories of Personality	3
Hours		15

Semester 6

SW 3200	Research Methods II	3
SW 3210	Human Behavior in the Social Environment II	3
SW 3220	Skills & Methods of Social Work Practice II	3
SW 3230	Social Welfare Policy and Programs	3
PSY 3500	Experimental Psychology	3
PSY 4250	Abnormal Psychology	3
Hours		18

Semester 7

SW 4100	Field Education I	3
SW 4110	Field Seminar I	3
SW 4120	Skills & Methods of Social Work Practice III	3
PSY 4850	Research Proposal	1
PSY ELECTIVE		3
Hours		13

Semester 8

SW 4200	Field Education II	3
SW 4210	Field Seminar II	3
SW 4230	Senior Integrative Seminar	3
PSY 4900	Psychology Senior Seminar	3
PSY ELECTIVE		3
Hours		15
Total Hours		124

Please see your advisor for more information.

Admission to Senior Status in Psychology:

The following criteria have been established for students to be admitted to Senior Status in the Psychology program. (Application is generally made in the second semester of the junior year.)

1. Successful completion of 90 semester hours of credit
2. Cumulative GPA of 2.5
3. GPA of 2.75 for Psychology coursework
4. Completion of professional portfolio
5. Completion of application interview

Placement into clinical or professional practicum settings requires a student be knowledgeable, confident, and demonstrate the highest potential for success. Enrollment in the Psychology Practicum, Research Proposal, and Senior Seminar requires a student to be well-grounded in psychological theory/practice and capable of conducting research in the field.

Students must meet the requirements above and have no conduct or ethical violations to be granted Senior Status in the Psychology major before they may enroll in Practicum, Research Proposal and Senior Seminar.

Admission to Social Work Upper Division:

Students interested in a BSW degree should have completed SW 1110 Social Work and Social Welfare and SW 1200 Intro to Child Welfare (and received a B- or better). These are introductory social work courses. Additionally, students must have completed MATH 2050 (Statistics I)

(and received a C or better). The core curriculum should generally be completed prior to junior year.

Students cannot enroll in upper-division Social Work courses (SW 3000 or SW 4000 level) or begin a field placement until they have completed the application (below) and have been accepted into the upper-division program. Upper-division classes will begin in the fall semester of junior year and will take four semesters to complete.

The following materials will need to be a part of your complete application:

- Application (link below)
- Personal Narrative (link below)
- Submission of Current Academic Transcript and spring class schedule (A cumulative GPA of at least 2.5 and a minimum GPA of 2.75 in all social work classes) Unofficial transcripts are just fine. If you are unable to pull those yourself (i.e., due to a hold on your account), you can connect with the social work administrative assistant for assistance.
- Submission of your Current Resume

You can find the application materials using the following links:

Upper Division Application (https://www.cuw.edu/academics/programs/social-work-bachelors/_assets/Application.pdf)

Personal Narrative (https://www.cuw.edu/academics/programs/social-work-bachelors/_assets/PersonalNarrative.pdf)

Minors

- Athletic Coaching Minor (M) (p. 263)
- Director of Church Ministries Minor for Social Work Majors (M) (p. 264)
- Social Science Minor for Social Work Majors (M) (p. 264)
- Social Work Minor (M) (p. 264)

Athletic Coaching Minor (M)

The Athletic Coaching minor prepares students to coach sports in a variety of settings, including schools and community leagues, by meeting the standards developed by the National Association for Sport and Physical Education (NASPE). This minor can be paired with many different majors throughout the university, but cannot be paired with the major in Exercise Physiology.

Curriculum

Code	Title	Hours
Required Courses		
BIO 1801 or BIO 1300	Human Anatomy and Physiology I Essentials of Anatomy and Physiology	4
HHP 2209 or HHP 1530	First Aid and CPR Advanced Weight Training	2
<i>Take 9 credits from the following:</i>		9
EXS 2280	Psychology of Sport	
HHP 3371	Exercise Physiology	
EXS 3373	Motor Development	
EXS 3375	Biomechanics	
HHP 4490	Coaching Practicum	

AT 2572	Introduction to Athletic Training	
<i>Coaching Theory Electives (select two from the following)</i>		4
HHP 2582	Theory and Techniques of Coaching Basketball	
HHP 2584	Theory and Techniques of Coaching Football	
Other Theory/Tech Coaching classes can be taken but are not regularly offered		
Total Hours		19

Director of Church Ministries Minor for Social Work Majors (M)

The Theology Department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

Students who fulfill a major in a field compatible with church ministries, such as social work, and who wish to be certified through The Lutheran Church - Missouri Synod may be certified after completing the Church Ministries Minor for Related Majors. This program equips men and women to serve as a Director of Church Ministries (DCM) in congregations where the church worker solicits, trains and deploys lay people within the congregation to serve in a variety of service capacities.

Because of the nature of this work all church ministries students must demonstrate good human relations skills and a life of Christian example. Graduates may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church – Missouri Synod with the designation "Minister of Religion Commissioned – Director of Church Ministries (DCM)." Concordia University Wisconsin is the only synod school at which this program is offered.

Curriculum

Code	Title	Hours
Required Core Courses		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
Any REL course with a number above 2030		
Required Courses		
REL 2020	New Testament	3
REL 3120	Office of the Professional Church Worker	3
REL 4000	Lutheran Confessions	3

SW 4100	Field Education I (3 credits of which double as a requirement for Director of Church Ministries Minor)	3

Minor Courses		
REL 2590	Religious Education of Youth and Adults	3
or REL 2570	Youth Ministry: Theology and Practice	
Select one of the following:		3
REL 2980	Faith and Culture	
REL 3100	Religion in America Today	
REL 3175	World Religions	
REL 3110	Church in Mission (or REL XXX - any mission or evangelism)	3
REL XXX (any upper level Bible course)		3
Total Hours		24

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

Program Admission

Application involves steps in addition to application to the university. Applicants for the Church Ministries Minor should contact the Church Ministries office for application information.

Social Science Minor for Social Work Majors (M)

Minor Requirements

27 credits, 9 credits apply to Core

Code	Title	Hours
Required Courses		
PSY 1010	General Psychology	3
SOC 1010	Introduction to Sociology	3
ECON 2200	Macroeconomics	3
or ECON 2000	Principles of Economics	
Select one of the following Political Science courses:		3
POLS 1010	Introduction to Political Science	
POLS 2010	American Government	
POLS 2850	American Politics and Health Care Policy	
COMM 1100	Public Speaking	3
COMM 2100	Interpersonal Communication	3
PSY 2300	Life Span Development	3
SW 2120	Understanding Death and Dying	3
Select a PSY or SOC course		3
Total Hours		27

Social Work Minor (M)

The Social Work Minor is for students who are interested in learning more about the vast field of social work. This minor will benefit students who are interested in serving individuals, families, communities, and/or organizations and advocating for social justice.

The Social Work minor is open to all majors (with the exception of Social Work Majors.)

Curriculum

Code	Title	Hours
SW 1110	Social Work & Social Welfare	3
SW 1200	Introduction to Child Welfare	3
SW 3110	Human Behavior in the Social Environment I	3
Elective Credits (choose 3 courses for 9 credits)		9
SW 3230	Social Welfare Policy and Programs	
SW 3210	Human Behavior in the Social Environment II	
SW 2100	Trauma: Prevalence, Impact, and Coping	
SW 2110	Drugs, Society, and Human Behavior	
SW 2120	Understanding Death and Dying	
SW 2200	Aging and the Social Environment	
POLS 2850	American Politics and Health Care Policy	
Total Hours		18

Certificates

- Athletic Coaching Certificate (M) (p. 265)
- Diagnostic Medical Sonography Certificate (M) (p. 265)
- Interprofessional Education Undergraduate Certificate (M) (p. 267)

Athletic Coaching Certificate (M)

The Athletic Coaching Certificate prepares students to coach sports in a variety of settings, including schools and community leagues. This certificate can be paired with many different majors throughout the university.

Curriculum

Code	Title	Hours
Required Courses		
BIO 1801 or BIO 1300	Human Anatomy and Physiology I Essentials of Anatomy and Physiology	4
<i>Select one from the following:</i>		
HHP 2209 or HHP 1530	First Aid and CPR Advanced Weight Training	2
<i>Select one from the following:</i>		3
EXS 2280	Psychology of Sport	
HHP 3371	Exercise Physiology	
EXS 3373	Motor Development	
<i>Select 4 credits from the following:</i>		
HHP 2582	Theory and Techniques of Coaching Basketball	2
HHP 2584	Theory and Techniques of Coaching Football	2
Other Theory/Tech Coaching classes may be taken but are not regularly offered		
Total Hours		13

Diagnostic Medical Sonography Certificate (M)

Diagnostic Medical Sonography (DMS) is a multi-specialty profession utilizing high frequency sound waves to image the human body. Sonographers use their knowledge of anatomy, physiology and applied critical thinking to assess function and the presence of disease

processes. Sonographers work under the guidance of an interpreting physician in a variety of health care settings.

The Diagnostic Medical Sonography Certificate is a 21 month continuous full time program designed to provide students with an integrated approach of academic (didactic) and clinical education required to learn sonography. The program offers hands-on experience through the on-campus ultrasound lab as well as diverse clinical rotations encompassing a variety of specialties in Abdomen Extended, Obstetrics & Gynecology, and Vascular Sonography.

Candidates seeking the **Certificate Award** must **already hold a Bachelor's Degree**. This certificate award option is available to qualified candidates meeting the required pre-requisites (see program admission tab (p. 266)). In addition to a transcript evaluation, qualified candidates must be invited to participate in an interview with the selection committee in order to be placed in the program. Students applying for the certificate are encouraged to discuss requirements and placement availability with CUW admission counselors and the Department Chair for Imaging. Acceptance into the CUW DMS program is not guaranteed.

All DMS students who successfully meet DMS program requirements will earn a certificate of completion and are qualified to apply for national certification exams.

Accreditation

The CUW Diagnostic Medical Sonography (DMS) Program is a Commission on Accreditation of Allied Health Education Programs (CAAHEP (<https://www.caahep.org/>)) accredited program at the approval of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS (<http://www.jrcdms.org/>)).

Program Learning Outcomes and Effectiveness

- DMS students will apply Christian ethics to patient interactions. (ULO 1)
- DMS students will effectively provide patient care that recognizes and serves a diverse patient community. (ULO 2)
- DMS students will record, analyze, and process diagnostic data and other pertinent observations to provide high quality information for interpreting physicians. (ULO 3)
- DMS students will demonstrate critical thinking and judgment in the performance of sonographic and/or related diagnostic services. (ULO 4)
- DMS students will demonstrate strong interpersonal skills with patients, supervising staff, team members and interpreting physicians to improve patient outcomes and experience. (ULO 5)
- DMS students will integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results to improve patient outcomes. (ULO 6)

Link to CUW DMS Program Effectiveness Data (https://www.cuw.edu/academics/programs/diagnostic-medical-sonography-bachelors/_assets/outcomes.pdf?v=082422)

Curriculum

Code	Title	Hours
DMS 3010	Superficial Sonography	2
DMS 3110	Sonographic Principles and Instrumentation I	2
DMS 3120	Sonographic Principles and Instrumentation II	2
DMS 3210	Vascular Sonography I	3
DMS 3220	Vascular Sonography II	2

DMS 3230	Vascular Sonography III	2
DMS 3310	Abdominal Sonography I	4
DMS 3320	Abdominal Sonography II	3
DMS 3330	Abdominal Sonography III	2
DMS 3410	Ob & Gyn Sonography I	3
DMS 3420	Ob & Gyn Sonography II	3
DMS 3510	Case Reports I	1
DMS 3520	Case Reports II	1
DMS 3710	DMS Clinical Education I	3
DMS 3720	DMS Clinical Education II	4
DMS 3730	DMS Clinical Education III	3
DMS 4740	DMS Clinical Education IV	6
DMS 4030	Musculoskeletal Sonography	2
DMS 4140	Sonography Principles and Instrumentation Review	1
DMS 4240	Pediatric Sonography	2
DMS 4430	Ob & Gyn Sonography III	3
DMS 4440	Ob & Gyn Sonography IV	3
DMS 4530	Case Reports III	1
DMS 4540	Case Reports IV	1
DMS 4600	Professional Development in Sonography	1
DMS 4750	DMS Clinical Education V	7
DMS 4800	Registry Review	3
Total Hours		70

The CUW Diagnostic Medical Sonography (DMS) Program is a Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited program. The program is full time conducted over 2 fall semesters, 2 spring semesters, and 1 summer semester. Students in the CUW DMS program will receive academic coursework and lab instruction by CUW faculty and participate in clinical rotations through affiliated hospitals and clinics. This CUW DMS program curriculum and course descriptions can be found in the catalog. Grades will be issued for each course in all academic and clinical portions of the program.

Application, Pre-requisite Requirements

Acceptance into the CUW DMS program is not guaranteed. Candidates for the **Certificate Award** must **already hold a Bachelor's Degree** with documentation of the following specified college level courses:

- **Anatomy & Physiology** (Grade B- (2.7) or higher)
- **Medical Terminology** (Grade B- (2.7) or higher)
- **Pathophysiology** (Grade B- (2.7) or higher)
- **Medical Law & Ethics** (Grade B- (2.7) or higher)
- **College Math, Algebra of higher** (Grade B- (2.7) or higher)
- **Interpersonal Communication** (Grade B- (2.7) or higher)
- **General Physics** (Grade C (2.0) or higher)

* Retaking a course: students are allowed to retake each required course one additional time

Additional requirements

- Each student is required to complete a minimum of 100 hours of patient care experience by December 31 of application year. Patient care experience can be met by one of the following:
*Note: hours outside of this list must be reviewed/approved by the department chair.

- **Certified Nursing Assistant (CNA)** *best option for students without previous education/training in the below areas.
- Certified Medical Assistant (MA)
- Radiologic Technologist (RT)
- Surgical Technologist
- Respiratory Therapist
- Paramedic
- Nurse (LPN/RN/NP)
- 4 hours of **Job Shadowing** before applying
- Application and Letter of Recommendation
- Upon acceptance into the DMS program: **CPR for Healthcare Providers**. Classes are occasionally offered on campus for a fee
- **AP Scores:** only scores of 4 or higher will be accepted as credit for all required *science courses* in this program, a score of 3 or higher is accepted for all other transfer-eligible coursework

DMS Program Acceptance - Student Selection

The Diagnostic Medical Sonography (DMS) program is competitive and students are not guaranteed acceptance into the program(s). In addition to the pre-professional course/grade requirements, DMS applicants will be considered based on a variety of application requirements including but not limited to: letters of recommendation, number of patient care hours, hours shadowing in sonography, and an interview(s). Qualified applicants will be invited to interview. Interview preparation is strongly encouraged as the interviews and academic performance comprise a significant portion of the candidate's placement score.

Other Program Requirements

Health Status

Accepted students must demonstrate compliance of all the following:

- Annual physical examination and updated health history
- Negative test for tuberculosis, as shown by a negative Mantoux test, a negative QuantiFERON-TB test (annually)
- Immunity to rubeola, mumps and rubella as shown by a positive titer or documented vaccine
- Immunity to varicella as shown by a positive titer, or evidence of two vaccinations
- Seasonal influenza vaccine (annually)
- Other vaccines may be required as determined by clinical health care affiliates. *check with department chair/advising for the most up to date information

Medical Insurance Background Check & Drug Screen Technical Standards

All applicants to the School of Diagnostic Medical Sonography are notified of the minimum requirements appropriate to the profession of sonography.

- Lift more than 50 pound routinely
- Push and pull routinely
- Bend and stoop routinely
- Have full use of both hands, wrists and shoulders
- Distinguish audible sounds

- Adequately view sonograms, including color distinctions
- Work standing on their feet 80% of the time
- Interact compassionately and effectively with the sick or injured
- Assist patients on and off examining tables
- Organize and accurately perform the individual steps in a sonographic procedure in the proper sequence

Students must be able to perform the essential functions of the profession and meet the academic and clinical standards of the curriculum. Students seeking reasonable accommodations to the professional technical standards should initiate a request with advising, department chair and/or program director.

Tuition

Students in the Diagnostic Medical Sonography Program (**Certificate Award**) will pay 4 semesters of tuition (2 fall and 2 spring) and do not pay for summer, or any overload tuition charges. Students will be charged the current per semester certificate tuition for the specified academic year. ***Note: Tuition Exchange and Tuition Waiver are not applicable.**

Please see advisor for additional information.

Interprofessional Education Undergraduate Certificate (M)

The IPE Undergraduate Certificate creates meaningful opportunities for students to become “job-ready” as they enter a marketplace that demands interprofessional and collaborative skills for person-centered care. The Undergraduate Certificate is an important extension of our campus-wide vision and mission for IPE at CUW to develop health and social care professionals in mind, body, and spirit. Many pre-pharmacy, nursing, pre-medical, pre-health professional, and business students are on track (or eligible) to complete this undergraduate certificate.

Curriculum

Code	Title	Hours

In order to complete the IPE Certificate the following must be completed:

1. IPE 5200 course (1 credit)
2. PART 1: TeamSTEPPS training (unless indicated exempt for your program) (2 hours)
3. PART 2: 11 credits
4. PART 3: 8 hours of co-curricular activities. These are activities that are NOT a part of a course.

PART 1: Introductory Pathway

TeamSTEPPS Training (2 hours)

Rehabilitation Science undergrad exempt

PART 2: IPE Reinforcement coursework (11 credits) (Didactic or Clinical)

11 credits from existing coursework

3-6 of the 11 credits need to be met from an Interprofessional Clinical Rotation

** Undergraduate students without clinical rotations, will meet this column's requirements by didactic credits only

UNDERGRAD COURSEWORK:

BCOM 3000 Group Dynamics

BCOM 3900 Conflict Management

BUS 3950 Special Topics in Business

COMM 2100 Interpersonal Communication

COMM 4100 Cross-Cultural Communication

DMS 2000 Medical Law & Ethics

DMS 3710 DMS Clinical Education I

DMS 3720 DMS Clinical Education II

DMS 3730 DMS Clinical Education III

DMS 4740 DMS Clinical Education IV

DMS 4750 DMS Clinical Education V

MGMT 3620 Organizational Behavior

NURS 2010 Professional Core Foundations

NURS 2020 Nursing Pathophysiology

NURS 2040 Nursing Pharmacology 1

NURS 2110 Foundational Nursing Skills 1

NURS 2130 Nursing Pharmacology 2

NURS 4012 Alterations in Adult Health: Complex Conditions Clinical

NURS 4050 Global Education Mexico

NURS 4051 Global Education Costa Rica Immersion

NURS 4070 Introduction to Integrative and Complementary Therapies

NURS 4110 Leadership and Management in Healthcare Systems Theory

NURS 4112 Leadership and Management Practicum: In an Evolving Healthcare System

PHIL 2210 Human Dignity

PHIL 3500 Bioethical Dilemmas in Contemporary Society

REL 2870 Christian Care Giving

REL 3140 Christian Ethics

RSC 1020 Foundations of Rehabilitation Science

RSC 1050 Medical Terminology for the Healthcare Professional

RSC 3510 Ethical Considerations in Rehabilitation

RSC 3540 Culture and Rehabilitation

RT 3120 Medical Terminology

SW 2100 Trauma: Prevalence, Impact, and Coping

SW 2110 Drugs, Society, and Human Behavior

SW 2120 Understanding Death and Dying

SW 2200 Aging and the Social Environment

SW 3110 Human Behavior in the Social Environment I

SW 3210 Human Behavior in the Social Environment II

SW 3220 Skills & Methods of Social Work Practice II

SW 4100 Field Education I

SW 4120 Skills & Methods of Social Work Practice III

SW 4200 Field Education II

PART 3: IPE Advanced - at least one course from the following:

Options:

Activities need to be approved by IPE faculty representative prior to attending event.

Interprofessional Global Education Trip (Clinical focus) or Interprofessional Medical Mission meets the requirement for Co-curricular (1 IPE trip/mission will satisfy the full co-curricular requirement).

Elective course which includes IPE activities (Not all students take elective course).

Volunteer opportunities – IPE activities that are not part of a course or required by student's program. (For example: activities that are interprofessional in nature, or patient/client centered).

Other/Advisor approved activities that are not part of a course or required by the program.

IPE Capstone Course (required) for all

IPE 5200 (IPEC Competencies - 1 credit)

School of Nursing (M)

The **School of Nursing** is dedicated to providing a rigorous Christ-centered education that develops and inspires highly skilled professional nurse leaders who are prepared to serve diverse communities with excellence, truth, integrity and compassion to promote health and healing.

Your decision to become a nurse - or advance your nursing education - is among the most important choices you will ever make. Concordia University School of Nursing offers a rigorous education guided by Christian principles that can help you reach your goal - at whatever educational level that is! Our courses, hands-on clinical rotations, and skills and simulation labs are taught by highly qualified nurse educators with extensive experience in hospitals and healthcare settings.

- Nursing: Traditional Bachelor of Science in Nursing (M) (p. 268)

Majors

- Nursing: Traditional Bachelor of Science in Nursing (M) (p. 268)

Nursing: Traditional Bachelor of Science in Nursing (M)

The Traditional Undergraduate Nursing program at Concordia University is committed to helping students develop in mind, body, and spirit. Though a rigorous curriculum, our students are well-prepared to sit for the NCLEX-RN Licensure Exam at the culmination of their studies.

With a foundation in Christ, our nursing students receive a well-rounded liberal arts core as well as the art and science of nursing. Skillfully integrated into our program of study are concepts related to interprofessional communication, collaboration, professionalism and leadership.

Sessions with our high-fidelity manikins and skills team will prepare you for your clinical experiences. Through collaboration with area healthcare partners, you will have multiple opportunities to apply the theoretical concepts and skills you learn during clinical. We are dedicated to your success, and look forward to helping you reach your goal of becoming a professional nurse.

Program Highlights

- Clinical courses begin second semester of sophomore year. Our program offers more specialty clinicals than many others.
- Global health experience is available.
- Individualized attention and faculty guided tutoring.
- 24/7 access to skills lab.
- Multi-bed high-fidelity simulation lab and hands-on skills lab.
- Active Student Nurses Association and Sigma Theta Tau Honor Society.

- Financial assistance and scholarships are available.
- Opportunity to continue your education at the graduate level.

Accreditation

Concordia University is accredited by the Higher Learning Commission (hlcommission.org), a regional accreditation agency recognized by the U.S. Department of Education.

The baccalaureate degree in nursing at Concordia University Wisconsin is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Program Learning Outcomes

The Traditional Undergraduate Nursing curriculum is based on Program Outcomes that reflect the standards for undergraduate nursing education established by the American Association of Colleges of Nursing.

Upon graduation the Bachelor of Science in Nursing student will be able to:

1. Applies, translates, and integrates knowledge from the liberal arts and sciences, nursing and other disciplines to support clinical judgment and innovation in nursing practice.
2. Delivers holistic, compassionate, coordinated person-centered, evidence-based, developmentally appropriate nursing care aligned with Christian values to individuals, families and important others within multiple contexts.
3. Applies disease prevention and management principles, working with traditional and non-traditional community partners to promote equitable population health outcomes.
4. Synthesizes, applies, and disseminates current evidence to improve nursing care and health outcomes.
5. Applies established and emerging principles of safety and improvement science to enhance quality and minimize risk of harm to patients and providers through system effectiveness and individual performance.
6. Collaborates with care team members, patients, families, and communities to optimize care, enhance the healthcare experience, and improve outcomes.
7. Coordinates resources to effectively and proactively provide safe, equitable, quality care for diverse populations.
8. Uses information, communication technologies and informatics processes to gather data, make decisions, and provide safe, high quality, and efficient care in accordance with best practice and professional and regulatory standards.
9. Develops an identity that reflects professional values of accountability, ethics, and a collaborative disposition within a Christ-centered perspective.
10. Assumes personal and professional responsibility and accountability through self-reflection and participation in activities to promote personal health, resilience, well-being, and life-long learning as an emerging nurse leader.

Curriculum

Code	Title	Hours
Core Requirements (p. 29) ¹		45
Major Requirements		76
Electives		

Minor: Optional	
Total Hours	121

¹ For transfer students, please see the Advanced Transfer Core (p. 34).

Code	Title	Hours
Common Core		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1010	Christian Citizen	3
CCE 1040	Science & Humanity	3
<i>Communication and Language</i>		
ENG 1040	Introduction to Writing	3
COMM 2100	Interpersonal Communication	3
MATH 1280	College Algebra	3
<i>Faith and Life</i>		
REL 3140	Christian Ethics	3
<i>Human Beings and Being Human</i>		
HHP 1100	Stewardship of the Body	1
HHP Activity Course		
PSY 1010	General Psychology	3
<i>Natural World</i>		
CHEM 1204	Elements of General and Biological Chemistry	4

Major Requirements

Code	Title	Hours
Required Nursing Courses		
NURS 2120	Gerontological Nursing Theory	3
NURS 2010	Professional Core Foundations	3
NURS 2122	Gerontologic Nursing Clinical	2
NURS 2110	Foundational Nursing Skills 1	1
NURS 2020	Nursing Pathophysiology	3
NURS 2030	Wellness Assessment	3
NURS 2040	Nursing Pharmacology 1	2
NURS 2130	Nursing Pharmacology 2	2
NURS 3030	Psychological Wellness Theory	3
NURS 3010	Foundational Nursing Skills 2	1
NURS 3032	Psychological Wellness Clinical	1
NURS 3020	Alterations in Adult Health: Chronic Conditions Theory	3
NURS 3022	Alterations in Adult Health: Chronic Conditions Clinical	2
NURS 3110	Nursing Research	3
NURS 3130	Community Health Theory	2
NURS 3132	Community Health Clinical	1
NURS 3120	Alterations in Adult Health: Acute Conditions Theory	3
NURS 3122	Alterations in Adult Health: Acute Conditions Clinical	2

NURS 4010	Alterations in Adult Health: Complex Conditions Theory	4
NURS 4012	Alterations in Adult Health: Complex Conditions Clinical	2.5
NURS 4020	Family-Centered Nursing: Pediatrics Theory	3
NURS 4022	Family-Centered Nursing: Pediatrics Clinical	1
NURS 4030	Family-Centered Nursing: OB & Women's Health Theory	3
NURS 4032	Family-Centered Nursing: OB & Women's Health Clinical	1
NURS 4110	Leadership and Management in Healthcare Systems Theory	3
NURS 4112	Leadership and Management Practicum: In an Evolving Healthcare System	2.5
NURS 4340	Professional Nursing Preparation and Licensure	1

Collateral Courses

BIO 1600	Medical Microbiology	4
BIO 1801	Human Anatomy and Physiology I	4
BIO 1802	Human Anatomy and Physiology II	4
PSY 2300	Life Span Development	3

Total Hours **76**

Major Electives

Code	Title	Hours
NURS 4050	Global Education Mexico	3
NURS 4070	Introduction to Integrative and Complementary Therapies	1,2
NURS 4060	Introduction to EKG	1

Program Admission

Admission: Traditional Freshman Students

Concordia University **pre-nursing students** who meet **all** of the following minimum requirements are eligible for direct admission to the traditional undergraduate nursing program. The number of students accepted into the program is dependent on available clinical space and the student's ranking based on the criteria below:

- Minimum **cumulative GPA** ≥ 2.75
- Minimum **science GPA** ≥ 2.75 with $\geq C$ in the following courses:
 - Microbiology (BIO 1600 or higher level microbiology course with lab section)
 - Anatomy & Physiology 1 (BIO 1801 or higher level human anatomy & physiology course with lab section)
 - Anatomy & Physiology 2 (BIO 1802 or higher level human anatomy & physiology course with lab section)
 - Chemistry General & Biological Chemistry (CHEM 1204 or higher level chemistry course with lab section)
- **Minimum grade of C** in college algebra (Math 1280) or higher level math course (statistics, pre-calculus or calculus) **OR**
 - Waiver with an AP score of 4 or 5 on AP Statistics or AP Calculus Exam, **OR**
 - CLEP credits for college algebra.
- English as Second Language, language test score:
 - TOEFL ≥ 75 **OR**
 - IELTS ≥ 6.5

Admission: Direct Entry Transfer Students

- Transcript review.
- Letter of Good Standing from the institution where the student was most recently enrolled.
- Minimum cumulative GPA ≥ 3.0 .
- Minimum Science GPA ≥ 2.75 with $\geq C$ in the following courses:
 - Microbiology (BIO 1600 or higher level microbiology course with lab section)
 - Anatomy & Physiology 1 (BIO 1801 or higher level human anatomy & physiology course with lab section)
 - Anatomy & Physiology 2 (BIO 1802 or higher level human anatomy & physiology course with lab section)
 - Chemistry General & Biological Chemistry (CHEM 1204 or higher level chemistry course with lab section)
- Minimum grade of C in college algebra (Math 1280) or higher level math course (statistics, pre-calculus or calculus) **OR**
 - Waiver with an AP score of 4 or 5 on the AP Statistics or AP Calculus Exam, **OR**
 - CLEP credits for college algebra.
- English as Second Language test score:
 - TOEFL ≥ 75 **OR**
 - IELTS ≥ 6.5
- Transfer students are required to contact the admissions transfer counselor for Concordia's application process and timeline. All applications must be submitted to the Admissions Office by August 1st for the fall semester.
- Applications will be reviewed and prioritized by the School of Nursing.
- The number of students accepted will be dependent on available clinical spots and the student's ranking based on the criteria above.

Additional Admission Requirements:

- Current **American Heart Association BLS for Healthcare Providers** (BLS). Certification must be kept current throughout the program.
- Current state certification as a Nurse Aide (**CNA**).
- A clear background check.
- Students will be required to undergo a urine drug screen prior to their first clinical course (Sophomore 2 semester).
- All nursing courses (NURS courses) **must be taken at CUW**. The traditional BSN program will not accept nursing courses transferred from other institutions.
- Transfer courses must have been completed within five years prior to admission.
- In order to attend clinical and continue program progression, students must adhere to **all** requirements set forth by CUW Healthcare Partners.

Progression Policy

- Sophomore, junior and senior students must receive a **minimum grade of 79%** in all nursing courses (NURS courses) in order to progress in the program.
- Additional information on progression policies is available in the **Traditional Undergraduate Nursing Student Handbook/Clinical Resource Guide**.

Plan

Course	Title	Hours
Semester 1		
CHEM 1204	Elements of General and Biological Chemistry	4
BIO 1801	Human Anatomy and Physiology I	4
CCE 1010	Christian Citizen	3
MATH 1280	College Algebra	3
ENG 1040	Introduction to Writing	3
HHP 1100	Stewardship of the Body	1
Hours		18
Semester 2		
BIO 1600	Medical Microbiology	4
CCE 1030	Western Thought & Worldview	3
BIO 1802	Human Anatomy and Physiology II	4
CCE 1020	Western Culture & Worldview	3
PSY 1010	General Psychology	3
Hours		17
Semester 3		
NURS 2010	Professional Core Foundations	3
NURS 2020	Nursing Pathophysiology	3
NURS 2030	Wellness Assessment	3
NURS 2040	Nursing Pharmacology 1	2
PSY 2300	Life Span Development	3
HHP ACTIVITY		1
Hours		15
Semester 4		
NURS 2120	Gerontological Nursing Theory	3
NURS 2122	Gerontologic Nursing Clinical	2
NURS 2110	Foundational Nursing Skills 1	1
NURS 2130	Nursing Pharmacology 2	2
COMM 2100	Interpersonal Communication	3
REL 1000	The Bible	3
Hours		14
Semester 5		
NURS 3010	Foundational Nursing Skills 2	1
NURS 3020	Alterations in Adult Health: Chronic Conditions Theory	3
NURS 3022	Alterations in Adult Health: Chronic Conditions Clinical	2
NURS 3110	Nursing Research	3
NURS 3130	Community Health Theory	2
NURS 3132	Community Health Clinical	1
Hours		12
Semester 6		
NURS 3030	Psychological Wellness Theory	3
NURS 3032	Psychological Wellness Clinical	1
NURS 3120	Alterations in Adult Health: Acute Conditions Theory	3
NURS 3122	Alterations in Adult Health: Acute Conditions Clinical	2
REL 1100	Christian Faith	3
CCE 1040	Science & Humanity	3
Hours		15
Semester 7		
NURS 4010	Alterations in Adult Health: Complex Conditions Theory	4
NURS 4012	Alterations in Adult Health: Complex Conditions Clinical	2.5
NURS 4030	Family-Centered Nursing: OB & Women's Health Theory	3
NURS 4032	Family-Centered Nursing: OB & Women's Health Clinical	1
REL 3140	Christian Ethics	3
Hours		13.5
Semester 8		
NURS 4020	Family-Centered Nursing: Pediatrics Theory	3
NURS 4022	Family-Centered Nursing: Pediatrics Clinical	1

NURS 4110	Leadership and Management in Healthcare Systems Theory	3
NURS 4112	Leadership and Management Practicum: In an Evolving Healthcare System	2.5
NURS 4340	Professional Nursing Preparation and Licensure	1
SOCIETY & CULTURE		3
HUMAN CREATIVITY & EXPRESSION		3
Hours		16.5
Total Hours		121

Course options and schedule are subject to change.

School of Pharmacy

CUW's School of Pharmacy educates pharmacists, scientists, and public health professionals to be servant leaders, dedicated to improving the health of our communities through excellence in teaching, research, service, and practice throughout their careers. Our degree programs at Concordia's School of Pharmacy are built for students who want to make a difference in the lives of others. We offer the balance you need to engage in a world-class education, cutting-edge research, and pivotal clinical experiences while still maintaining a focus on family and self-care. We offer an inspired, supportive atmosphere that develops each student as an individual.

For information on the graduate Pharmacy (PharmD) program please see the graduate catalog.

- Public Health (M) (p. 271)
- Public Health Minor (M) (p. 273)

Majors

- Public Health (M) (p. 271)

Public Health (M)

This degree offers a mission-focused perspective on public health and prepares you to serve as a globally minded citizen working to protect and promote the public's health. It is an engaging, multidisciplinary educational program filled with practical application opportunities to prepare you to be a strong, competitive candidate in the public health sector. In this degree program, you will have the opportunity to personalize your path depending on your interest. Regardless of which concentration you choose, all undergraduate students will complete a minimum of 120 credits, including 45 credit hours of general education core curricula, 25 credit hours of required public health coursework, and 3 credit hours of a culminating/capstone project. Students may choose to enroll in one of the following two concentrations:

Community health concentration:

This concentration integrates many disciplines and allows you to tailor your study with selectives from programs such as environmental studies, communication, nutrition, social work, sociology, psychology, political science, public policy, health and human performance, and more to create an educational experience unique to you. You will be prepared to enter the public health field in numerous professional and community settings such as non-profit organizations, hospitals and health systems, governmental agencies, schools, and private businesses. A bachelor's in public health also provides the foundation for future graduate degrees,

such as a masters' in public health, social work, occupational therapy, public policy, or healthcare administration.

Pre-clinical concentration:

This concentration provides the undergraduate public health student with a strong foundation in the basic sciences and prepares them to continue their education by pursuing a graduate degree in a health profession, such as pharmacy, physical therapy, physician assistant, or other medical program.

All students complete the public health core courses, which provide foundational knowledge to improve the public's health at the policy and community level.

Program Learning Outcomes

Through this degree program, all graduating students will be able to:

- Demonstrate the concepts and core values of public and population health
- Employ Christian service by protecting and promoting the public's health
- Apply teamwork, leadership, and professionalism principles to address health-related needs and concerns of populations
- Locate, use, evaluate, and synthesize public health information
- Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences

The community health concentration will also prepare you to:

- Discuss the diversity and unique public health-related needs of specific populations in the context of achieving health equity
- Build trust and rapport with communities served
- Outline strategies to build individual and community capacity

The pre-clinical concentration will also prepare you to:

- Demonstrate a robust understanding of various science and math concepts and how they relate to public health knowledge and skills
- Compare and contrast individual health approaches and population-based public health approaches to care
- Prepare to advocate for public health issues within the healthcare context

Curriculum

Code	Title	Hours
Core Requirements		45
Major Requirements		30
Concentration Requirements		24-30
Electives		15-21
<i>Community Health Concentration</i>		
Community Health Concentration Selectives (30 credits) and Electives (15 credits)		
<i>Pre-clinical Concentration</i>		
Pre-clinical Concentration Required Courses (24 credits) and Electives (21 credits)		
Total Hours		120

Major Requirements

Code	Title	Hours
Required Core Courses		
BIO 1300	Essentials of Anatomy and Physiology ¹	
BIO 1801	Human Anatomy and Physiology I ²	
MATH 2050	Statistics I	
PHIL 3500	Bioethical Dilemmas in Contemporary Society	
Required Major Courses		
PH 1050	Introduction to Public Health	3
HCM 2000	Healthcare Ethics	3
PS 2010	Crisis and Emergency Management	3
PH 2050	A Public Health Perspective on Community, Culture, and Advocacy	3
PH 2100	Public Health Research, Evaluation and Ethics	3
PH 3000	Introduction to the U.S. Health Care System	3
PH 3050	Public Health Communication	3
PH 3100	Public Health Interventions and Program Planning	3
PH 3200	Navigating Public Health Careers	3
PH 4500	Baccalaureate Project in Public Health	3
Required Concentration Courses		24-30
Community Health Concentration Selectives (30 credits) ³		
Pre-clinical Concentration Required Courses (24 credits)		
BIO 1501	Functional Human Biology I	
BIO 1502	Functional Human Biology II	
CHEM 1414	General Chemistry I	
CHEM 1424	General Chemistry II	
CHEM 2414	Organic Chemistry I	
PHYS 1514	General Physics I	
Electives		15-21
Total Hours		75

¹ Required for the Community Health Concentration
² Required for the Pre-clinical Concentration
³ Courses will be selected in consultation with your advisor. Selectives may include, but are not limited to, courses from BIO, COMM, CSC, ENV, EXS, HCM, HHP, MGMT, NURS, PHIL, POLS, PSY, RSC, SOC, SW

Plan - Community Health

Course	Title	Hours
Semester 1		
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
PH 1050	Introduction to Public Health	3
BIO 1300	Essentials of Anatomy and Physiology	4
HHP 1100	Stewardship of the Body	1
Hours		14
Semester 2		
REL 1100	Christian Faith	3
CCE 1030	Western Thought & Worldview	3
REL 1000	The Bible	3
MATH 2050	Statistics I	3
HHP ACTIVITY		1
PUBLIC HEALTH SELECTIVE		3
Hours		16

Semester 3		
REL 3100	Religion in America Today	3
CCE 1020	Western Culture & Worldview	3
PH 2050	A Public Health Perspective on Community, Culture, and Advocacy	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
PUBLIC HEALTH SELECTIVE		3
Hours		15
Semester 4		
CCE 1040	Science & Humanity	3
PHIL 3500	Bioethical Dilemmas in Contemporary Society	3
HUMAN CREATIVITY & EXPRESSION		3
ELECTIVE/MINOR		3
PH 3000	Introduction to the U.S. Health Care System	3
Hours		15
Semester 5		
PH 2100 or PSY 3500	Public Health Research, Evaluation and Ethics or Experimental Psychology	3
PS 2010	Crisis and Emergency Management	3
PUBLIC HEALTH SELECTIVE		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
Hours		15
Semester 6		
PUBLIC HEALTH SELECTIVE		3
PH 3100	Public Health Interventions and Program Planning	3
PUBLIC HEALTH SELECTIVE		3
ELECTIVE/MINOR		3
PH 3050	Public Health Communication	3
Hours		15
Semester 7		
PUBLIC HEALTH SELECTIVE		3
PH 3200	Navigating Public Health Careers	3
PUBLIC HEALTH SELECTIVE		3
HCM 2000	Healthcare Ethics	3
ELECTIVE/MINOR		3
Hours		15
Semester 8		
PH 4500	Baccalaureate Project in Public Health	3
PUBLIC HEALTH SELECTIVE		3
PUBLIC HEALTH SELECTIVE		3
PUBLIC HEALTH SELECTIVE		3
ELECTIVE/MINOR		3
Hours		15
Total Hours		120

Course options and schedule are subject to change.

Plan - Pre-Clinical

Course	Title	Hours
Semester 1		
BIO 1501	Functional Human Biology I	4
CHEM 1414	General Chemistry I	4
HHP 1100	Stewardship of the Body	1
REL 1000	The Bible	3
CCE 1020	Western Culture & Worldview	3
Hours		15
Semester 2		
BIO 1502	Functional Human Biology II	4
CHEM 1424	General Chemistry II	4
ENG 1040	Introduction to Writing	3

COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
Hours		14
Semester 3		
CHEM 2414	Organic Chemistry I	4
PH 1050	Introduction to Public Health	3
BIO 1801	Human Anatomy and Physiology I	4
CCE 1010	Christian Citizen	3
MATH 2050	Statistics I	3
Hours		17
Semester 4		
PHYS 1514	General Physics I	4
PH 3000	Introduction to the U.S. Health Care System	3
CCE 1040	Science & Humanity	3
REL 1100	Christian Faith	3
CHEM 2424	Organic Chemistry II	4
Hours		17
Semester 5		
PSY 1010	General Psychology	3
PH 2100 or PSY 3500	Public Health Research, Evaluation and Ethics or Experimental Psychology	3
PS 2010	Crisis and Emergency Management	3
PHIL 3500	Bioethical Dilemmas in Contemporary Society	3
PH 2050	A Public Health Perspective on Community, Culture, and Advocacy	3
Hours		15
Semester 6		
HUMAN CREATIVITY & EXPRESSION		3
ELECTIVE/MINOR		3
PH 3050	Public Health Communication	3
PH 3100	Public Health Interventions and Program Planning	3
ELECTIVE/MINOR		3
Hours		15
Semester 7		
PH 3200	Navigating Public Health Careers	3
HCM 2000	Healthcare Ethics	3
ELECTIVE/MINOR		4
CCE 1030	Western Thought & Worldview	3
Hours		13
Semester 8		
PH 4500	Baccalaureate Project in Public Health	3
REL 3100	Religion in America Today	3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		4
HHP ACTIVITY		1
Hours		14
Total Hours		120

Course options and schedule are subject to change.

Minors

- Public Health Minor (M) (p. 273)

Public Health Minor (M)

This 21-credit undergraduate Minor in Public Health will provide students with coursework focused on the core principles of public health: prevention and health equity, to improve health and well-being on a population level. Through these courses, students will build the foundational knowledge of how to prevent the spread of disease, promote healthy behaviors, and ensure access to health services using global,

national, community, and local perspectives. The Public Health Minor is open to all undergraduate students from other programs of study.

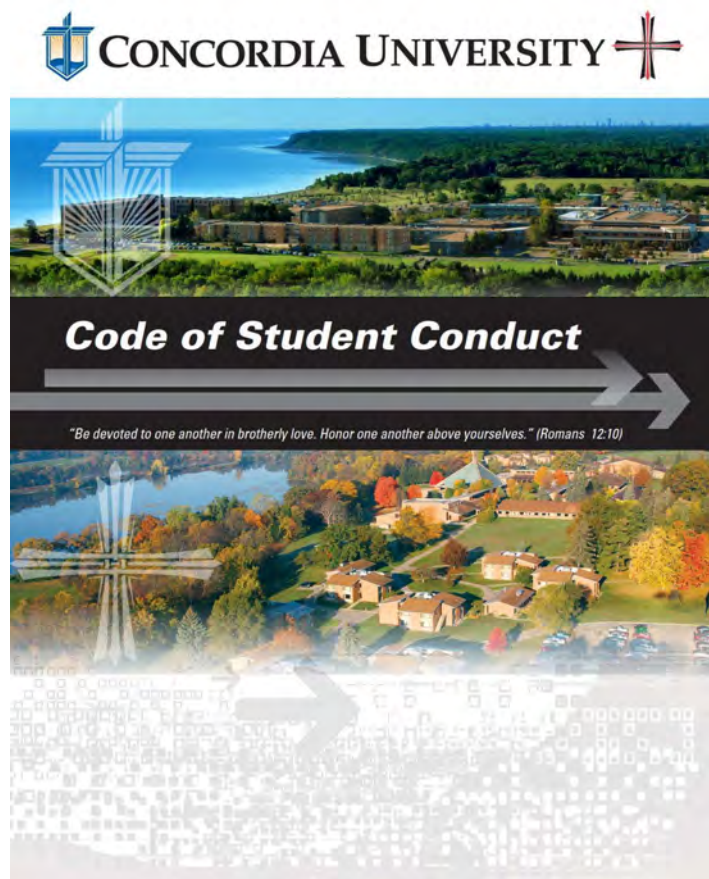
Our public health courses emphasize multidisciplinary, collaborative strategies to promote health and prevent disease in populations, which prepares students for both advanced study and diverse careers.

Curriculum

Code	Title	Hours
Required Courses (15 credit hours)		
PH 1050	Introduction to Public Health	3
PH 2050	A Public Health Perspective on Community, Culture, and Advocacy	3
PH 2100	Public Health Research, Evaluation and Ethics	3
PH 3050	Public Health Communication	3
PH 3100	Public Health Interventions and Program Planning	3
Two Elective Courses (choose in consultation with your advisor) ¹		6
Total Hours		21

¹ Courses will be selected in consultation with your advisor. Selectives may include, but are not limited to, courses from BIO, COMM, CSC, ENV, EXS, HCM, HHP, JPP, MGMT, NURS, PHIL, POLS, PS, PSY, RSC, SOC, SW

Code of Student Conduct



Important Student Information

Identification Card Policy: The Concordia University Student ID Card is issued to students for the duration of their affiliation with the University. The card must be carried at all times while on University property.

1. Eligibility and Use

The Student ID Card is issued to the individual student and is non-transferable. Only the student to whom the card has been issued is eligible to use it.

2. Presentation or Surrender of the ID Card

The student ID card must be presented or surrendered upon the request of any duly authorized University official. Authorized individuals include, but are not limited to, Residence Hall staff, Campus Safety, Student Success staff, and other personnel authorized by the University to supervise campus events and activities.

3. Facial Verification

In certain situations, such as maintaining campus safety and security or ensuring proper access to events and activities, individuals may be required to reveal their faces to confirm their identity. Students must cooperate with this request when made.

4. Failure to Comply

Students are required to show all identifying information displayed on the ID Card or surrender it to the requesting official upon demand. Failure to comply with the request to present or surrender the student ID card, or refusal to reveal one's face for identity confirmation, or using the ID card to impersonate another individual for meal plan use, building or other secured area access will be considered a violation of this policy.

5. Consequences

Violations of this policy will be subject to the University conduct process as outlined in the Code of Student Conduct.

Emergency Contact Information: All students are encouraged to provide emergency contact information on an annual basis to the Office of Campus Safety and keep the emergency contact information current throughout their enrollment at the University. This information is recommended for students' health and well-being

To enter or update the emergency contact information, go to the portal (<http://my.cuw.edu> or <http://my.cuaa.edu>). Once logged in to the portal, click on the Student Services tab. At the top of that tab in the center column there is a large "Concordia University Safety Net" logo. "Add my Emergency Contact Information" is the middle link available.

Email Communication: It is the student's responsibility to regularly (daily) read his/her Concordia University (CU) provided email. All pertinent information from a University Official/Office will be sent via the Concordia provided email. Failure to read one's email does not excuse a student from being responsible for the content provided in the communications and will not be considered as exigent circumstances in the student conduct process.

Online Communities: Concordia University and its faculty and staff do not monitor online communities and e-communication. Further, the University does not forbid faculty, staff and students from joining and participating in online communities as individuals not acting as agents of the University. However, any behavior that violates the Code of Student Conduct which is brought to the attention of a University official will

be treated as any other violation and will be referred through channels outlined in the code.

Responsible Employee Policy: Any member of the University community, guest or visitor who believes that the policy on Equal Opportunity, Nondiscrimination, Sexual Harassment, and Other Forms of Harassment has been violated should contact the Title IX Coordinator, or any Assistant Coordinator. It is also possible for employees to notify a supervisor, or for students to notify an administrative adviser or faculty member, or any member of the community may contact Campus Safety. The University website also includes more information on reporting at www.cuw.edu/consumerinformation (<http://www.cuw.edu/consumerinformation/>).

All employees receiving reports of a potential violation of University policy are expected to promptly contact the Title IX Coordinator or Campus Safety within 24 hours of becoming aware of a report or incident. All initial contacts will be treated with the maximum possible privacy: specific information on any complaints received by any party will be reported to the Title IX Coordinator or Campus Safety but, subject to the University's obligation to redress violations, every effort will be made to maintain the privacy of those initiating a report of the responding party. In all cases, the University will give consideration to the responding party with respect to how the responding party is pursued, but reserves the right to investigate and pursue a resolution when the reporting party chooses not to initiate or participate in a formal complaint.

Article 1 - Overview

A. Mission, Vision and Philosophy

Concordia University is an educational institution of the Lutheran Church-Missouri Synod and is dedicated to fostering and building a Christian community in mind, body and spirit for service to Christ in the Church and the world. As members of this community, students will interact with other students, staff, faculty and administrators. Therefore, it is essential that students understand that the Lord calls each person to: "Be devoted to one another in brotherly love. Honor one another above yourselves." (Romans 12:10).

Honor and respect go hand in hand. Honoring others leads to respect for the rights of others. Therefore, students are required to engage in responsible social conduct that reflects credit upon the University community and models good Christian citizenship. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the University, or with the rights of other members of the University, cannot be tolerated. We focus on our Honor One Another (H1A) goals:

1. **Honor Others:** One value of learning lies in understanding what knowledge can contribute to the community. It is expected that students will be open to learning, including learning about and respecting persons and cultures different from their own. Members of the campus community must act out of Christian charity and mutual respect to establish an atmosphere of trust. Therefore, Concordia University expects its members to behave towards one another with civility, sensitivity, consideration, understanding, tolerance and an active concern for the welfare of others. The University is particularly concerned that its members show respect for others regardless of race, creed, gender, disability or nationality, and avoid all forms of harassing or offensive behavior.
2. **Honor the Community:** Concordia University wishes to develop and foster a sense of community among the members of its Christian

society. Behaviors which undermine the mission of the University, undermine any department or segment within the University, and/or adversely affect the educational goals of this community are counterproductive. Therefore, CU expects its members to value membership in this community and to honor the community with a high degree of respect. The University also wishes to be a good neighbor to the communities near which we reside. The actions of Concordia University students in these communities directly reflect on the image of the University and of all students attending Concordia. Therefore, the University expects its students to conduct themselves within the laws of the neighboring municipalities, the state and the nation. Students whose behavior (on or off campus) is judged to reflect negatively on the image of the University or who violate municipal, state and/or federal laws will be subject to all the disciplines and sanctions contained in this code.

3. **Honor Oneself:** Concordia University values all of its students and is deeply concerned with their total development. Concordia expects that students will care for their physical and mental well-being (self-care). Therefore, it is appropriate for the University to set expectations for personal integrity with the aim of encouraging students to appreciate their own talents, take responsibility for their behavior and actions, and enhance the quality of their lives. This translates into honoring oneself. When the student's behavior becomes self-destructive and/or affects the education and lives of other members of the community, the Dean of Student's office is empowered to respond appropriately as outlined in this Code, including sanctions for behavior. Students who engage in such self-destructive behavior or demonstrate an inability and/or unwillingness to provide for self-care that negatively affects the community may be required to submit to an assessment and/or comply with directions which will protect the student's and/or others' well-being. Students engaging in such behaviors are also encouraged to seek help from University resources (e.g., counseling, health services, and academic support services)

B. General Rights and Responsibilities

1. **The Right to Fundamental Fairness:** The University is committed to a fundamentally fair conduct process that affords each student alleged to have violated any policy notice of the allegations and a hearing before the designated University official(s). The university also allows for appeals by certain parties, as outlined in the appellate procedures below.
2. **The Right to Review Records:** Consistent with the Family Educational Rights and Privacy Act (FERPA) as amended, the Act assures students "the right to inspect any and all official records, files, and data directly related..." to themselves, and assures the student an opportunity for debate or correction of inaccurate, misleading, or otherwise inappropriate data in the student's file.
3. **Parental Notification:** CU reserves the right to notify parents, in accordance with FERPA, when it determines the circumstances warrant such notification.
 - a. According to CU policy we will notify parents/legal guardians of students following the first violation of the CU drug policy.
 - b. According to CU policy we will notify parents/legal guardians of students following the second violation of the CU alcohol policy.
 - c. For any students, regardless of age, that is in a situation that is threatening to their own health or safety situation or placed another in a situation that is threatening to their health or safety, the parents, legal guardians, and any "emergency contact" may be

notified. This may include any referral to any wellness center for an alcohol or drug assessment.

- d. When the Chief Student Success Officer (CSSO) or designee determines that circumstances exist where it is in the best interest of the student and University to notify the parent, CU will notify the parents/legal guardians.
 - e. If it is deemed by the CSSO or designee that it may be counter-productive to notify a parent, then the procedures may be altered as necessary.
4. **Anti-Discrimination Statement**
 - a. Concordia University (CU) fully subscribes to all federal and state civil rights laws banning discrimination in private, church-affiliated institutions of higher education. CU will not illegally discriminate against any employee, applicant for employment, student in any education program or activity or applicant for admission on the basis of: race, color, sex, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity, national origin (including ancestry), citizenship status, physical or mental disability, age, marital status, veteran or military status, predisposing genetic characteristics, domestic violence victim status, or any other protected category under applicable local, state or federal law. However, CU is a Christian educational institution operated by The Lutheran Church—Missouri Synod and, in compliance with Title VII of the Civil Rights Act of 1964, reserves the right to give preference in employment based on religion. Gender discrimination and sexual harassment (including sexual assault) are prohibited by Title VII of the Civil Rights Act of 1964 as amended and Title IX of the Education Amendments of 1972.
 - b. **Accommodations for Students with Disabilities:** Concordia University is committed to full compliance with the Americans With Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal and state laws pertaining to individuals with disabilities. Under the ADA and its amendments, a person has a disability if he or she has a physical or mental impairment that substantially limits a major life activity. The ADA also protects individuals who have a record of a substantially limiting impairment or who are regarded as disabled by the institution whether qualified or not. A substantial impairment is one that significantly limits or restricts a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking, or caring for oneself.
 - i. Concordia University is committed to providing qualified students with disabilities with reasonable accommodations and support needed to ensure equal access to the programs and activities of the University.
 - ii. All accommodations are made on a case-by-case basis. A student requesting any accommodation should first contact the Academic Resource Center which coordinates services for students with disabilities. The director reviews documentation provided by the student and in consultation with the student, determines which accommodations are appropriate to the student's particular needs and programs. It is then the student's responsibility to make direct requests for accommodations to the appropriate staff.

C. Statement of Reporting Party and Responding Party Rights

1. To be treated with respect by University officials.
 2. To take advantage of campus support resources, such as Counseling, the Office of Campus Ministry, and University Health Services for students, etc.
 3. To experience a safe living, educational, and work environment.
 4. To have an advisor during this process.
 5. To be free from retaliation.
 6. To have complaints heard in substantial accordance with these procedures.
 7. To be informed in writing of the outcome/resolution of the complaint.
- 1.

Article 2 - Policies General

Note: Communication to students regarding violations of this code and information concerning this code will be through the students' University email account. It is the students' responsibility to regularly check their email account daily. Failure to check a students' account will not be considered as an exigent circumstance for complying with this code.

A. Jurisdiction

This Code applies to any behaviors that take place on the campuses of Concordia University Wisconsin, Concordia University Ann Arbor and at University-sponsored events on or off campus. This code may also apply off-campus and to actions online when the CSSO or designee determines that the off-campus conduct affects a substantial University interest. A substantial University interest is defined to include:

1. Any action that constitutes criminal offense as defined by federal or state law. This includes, but is not limited to, single or repeat violations of any local, state or federal law committed in the municipality where the University is located;
2. Any situation where it appears that the accused individual may present a danger or threat to the health or safety of him/herself or others;
3. Any situation that significantly impinges upon the rights, property or achievements of self or others or significantly breaches the peace and/or causes social disorder;
4. Any situation that is detrimental to the interests of the University; and/or
5. Any online postings or other electronic communication, including, but not limited to, cyber-bullying, cyber-stalking, cyber-harassment, etc.

B. Standard of Proof

In all cases of alleged violations of University policy, the standard of proof is the preponderance of the evidence (e.g., more likely than not). This standard is also employed when making determinations regarding interim restrictions/actions.

C. Definitions

1. The term "University" means Concordia University Wisconsin, Concordia University Ann Arbor.
2. The term "student" means any person who is admitted, enrolled or registered for study at the University for any academic period

and/or those who may attend other educational institutions and reside in a University residence hall or attend University classes. Persons who are not officially enrolled for a particular term but who have a continuing student relationship with, or an educational interest in the University are considered "students." A person shall also be considered a student during any period while the student is under suspension from the institution or when the person is attending or participating in any activity preparatory to the beginning of school including, but not limited to, orientation, placement testing, and residence hall check-in, preseason athletic camps, summer student employees. This would include but is not limited to undergraduate, graduate, online, part-time, and full-time students.

3. The term "University official" includes any person employed by the University, performing assigned administrative or professional responsibilities including student employees (e.g., RAs) acting within the scope of his/her assigned position.

4. The term "member of the University community" includes any person who is a student, faculty member, University official or any other person employed by the University. A person's status in a particular situation shall be determined by the Chief Student Success Officer or designee.

5. The term "University premises" includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the University including adjacent streets, parking lots, and sidewalks, including sites utilized by Accelerated Learning/ Graduate Programs.

6. The term "organization" means any number of persons who have complied with the formal requirements for University recognition as a student organization (e.g., student clubs/organizations, intramural/intercollegiate teams, music/drama groups).

7. The "Chief Student Success Officer" (CSSO) is that person designated by the University President to be responsible for the administration of the Code of Student Conduct. Any question of interpretation or application of the Code of Student Conduct shall be referred to the CSSO or his or her designee for final determination.

8. The term "business day" includes all days that the regular business of the University is ongoing. This may include days and times that academic classes are not in session but the University is open for business.

9. Reporting Party: A person that makes a complaint, alleges a violation of University policy, or files a formal allegation against another person.

10. Responding Party: A person alleged to have violated University policy.

11. Advisor: See "Advisor" section for the role and expectations of advisors.

12. Abbreviations used in this code:

CSSO: Chief Student Success Officer (at CUAA or at CUW)

CU: Concordia University (includes both CUAA and CUW)

CUAA: Concordia University Ann Arbor

CUW: Concordia University Wisconsin

DOS: Dean of Students

FPH: Formal Panel Hearing

FAH: Formal Administrative Hearing

RFA: Request for Appeal

SCA: Senior Conduct Administrator

SCO: Student Conduct Officer

D. Sexual Misconduct Policy

Prohibited behavior, the adjudication process, sanctioning parameters, as well as other information can be found at the following sites:

- University Portal: my.cuw.edu (<https://my.cuw.edu>) or my.cuaa.edu (<https://my.cuaa.edu>) under Resources tab, Title IX Compliance channel
- University Web Site: [www.cuw.edu](https://www.cuw.edu/about/offices/title-ix/) (<https://www.cuw.edu/about/offices/title-ix/>) Title IX or [www.cuaa.edu](https://www.cuaa.edu/about/offices/title-ix-sexual-harassment-policies/) (<https://www.cuaa.edu/about/offices/title-ix-sexual-harassment-policies/>) Title IX

E. Residence Hall Policies

(Applies to resident students and guests in residence halls)

1. Abandoned Property and Confiscated Items: University officials have the right to confiscate any item(s) which violate University policy. These item(s) may be disposed of or held by the Office of Residence Life or the Office of Campus Safety until the end of the semester in which they were confiscated. For these held items, students must reclaim them the day they leave the halls/campus for the semester. Items not reclaimed will be considered abandoned property.

Items left in a student's room or residence hall after the student leaves the hall are considered abandoned property. Items will be disposed of after five business days if no contact is made by the student and/or the student misses an appointment to collect the item(s). Students who abandon property and cause the University additional labor to deal with this property may be charged for this work.

Left items not considered to be abandoned property include but are not limited to trash cans, toiletries, food items, cleaning supplies, small quantities of office supplies, and coins. These items will be disposed of immediately without notification.

All alcohol and tobacco products will be discarded immediately. Weapons will be held by Campus Safety and disposed of or returned at the discretion of that office. Road signs will be returned to the municipal highway department.

2. Appliances: Only University-approved appliances are permitted in the residence halls. For questions about any appliance or device, see the Residence Life staff. A list of appliances can be found at:

CUW (https://www.cuw.edu/life/residence-life/student-resources/_assets/appliances.pdf)

CUAU (<https://www.cuaa.edu/life/residence-life/what-to-bring.html>)

It is impossible to list all electrical appliances which are hazardous for use in the residence halls, although a general guideline is that an appliance is prohibited if it is rated over six amps (700 watts), if it has an exposed heating element, or if it is not UL listed. (Level A or B)

NOTE: Use of personal grills are not permitted on campus, unless permitted by Student Success office. Only grills provided by the University in their designated locations will be permitted.

3. Balconies: Throwing or hanging items from a balcony is prohibited. Grills are prohibited on the balconies. (Level A or B)

4. Break Period Housing: Use of residence halls without permission when closed is prohibited. (Level B or C)

NOTE: No one is allowed to live in the residence halls during break periods (as specified in the Residence Hall and Food Service Agreement) without official written permission from the Office of Residence Life. Overnight guests are prohibited.

5. Candles: Candles, incense, incense burners, flammable liquids (e.g., gas/oil), or other items that present a fire hazard are prohibited. For questions about any device, see the Residence Life staff. (Level B)

6. Cooking: Cooking in a residence hall room using anything other than the University-approved appliances is prohibited. Leaving food cooking unattended in a residence hall kitchen is prohibited. (Level B)

7. Displays: The following displays are prohibited:

- Any alcohol containers (e.g., beer cans, liquor bottles);
- Any drug substance, drug-related paraphernalia or drug-related images, etc.;
- Any display that would constitute a hostile work and/or educational environment for students and/or staff in the building including something contrary to the doctrine of the Lutheran Church-Missouri Synod.
- Any poster/signage of alcohol, drug-related materials, or provocative images. (Level A)

8. Entry and Search of Rooms: Failure to give access to a residence hall room when requested to do so by a University official is prohibited. (Level C)

a. The University recognizes residents' desire for privacy, particularly in the context of their living situation, and will do all it can to protect and guarantee their privacy. However, the University's designated staff member reserves the right to enter a resident's room at any time for the following purposes:

- To determine compliance with all relevant health and safety regulations (e.g., fire alarms, lock downs, health and safety checks, etc.);
- To provide cleaning and/or pest control;
- To conduct an inventory of University property;
- To silence unattended loud alarms and music;

- v. Where there is an indication of danger to life, health, and/or property;
- vi. Where there is a reasonable cause to believe that a violation of University policy(s) is occurring or has occurred;
- vii. To search for missing university or student property; and/or
- viii. To perform maintenance work. For most maintenance concerns, prior notice will be given whenever possible.

b. For a search to take place, conditions for room entry must exist, and permission from the Director of Residence Life, Residence Hall professional staff, the CSSO, Dean of Students, Director of Campus Safety or a designee will be obtained. A room check may be done by a member of Residence Life or Campus Safety where warranted, per the Housing Agreement Terms. Items that violate university or housing regulations may be confiscated.

9. Furniture: The following are prohibited: (Level B)

- a. The arrangement of furniture and other items which restricts the efficient egress from a room;
- b. The stacking of university furniture (except as designed by manufacturer) ;
- c. Having more than two beds bunked on one fixture;
- d. Removing any university-issued furniture from a room; and
- e. The construction of any loft, partition, or mounted shelves.

10. Guest Responsibility & Cohabitation: Resident students are expected to register their guests each time with Campus Safety. A guest is anyone not officially assigned to the room by the Office of Residence Life. Guests may spend up to three nights total per month on campus. The host resident is personally and financially responsible for all the actions and behaviors of all of her/his guest(s). The host is responsible for informing guest(s) of the policies and procedures of campus housing. Guests must abide by University and residence hall policies and procedures at all times. The host is accountable and may be subject to disciplinary action if her/his guest violates a policy or procedure. Guests who exhibit inappropriate behavior as determined by Residence Hall staff or Campus Safety, may be required to leave campus at their own expense or at the expense of the host resident. Students are accountable for any and all violations their guests may commit while visiting them. (Level B or C)

NOTE 1: Cohabitation (i.e., spending the night) by members of the opposite sex is prohibited.

NOTE 2: Students who permit another person or student who has been expelled, suspended, removed from housing or otherwise banned from the residence halls or any campus access to the building or a room will be subject to immediate removal from housing and possible additional sanctions.

11. Laundry Room: The use of residence hall laundry rooms by nonresident students is prohibited. (Level A or B)

12. Network/Computing: In addition to the University Computing Policy, residence hall students are prohibited from installing any hubs, wireless access points, switches or other devices that may affect network activity. For questions about any device, see the IT staff. (Level B or C)

13. Noise/Quiet Hours: Failure to observe quiet hours is prohibited. This includes but is not limited to loud verbal and physical behavior, playing music/radio, television or other audio equipment such that the noise is disruptive to others. Playing sports in the halls is also prohibited. Please note the Visitation Hours in #16 are different from Quiet Hours. (Level A or B)

Quiet Hours are as follows: Sunday-Thursday: 10:00 p.m. – 9:00 a.m.

Friday-Saturday: Midnight – 9:00 a.m.

NOTE 1: Each resident of the hall has the right to live (study, sleep, etc.) in a quiet environment, thus courtesy hours are in effect 24 hours a day. During courtesy hours, any noise that infringes upon the students' right to a quiet and peaceful environment shall be a violation of quiet hours. Any student disturbed by noise during courtesy hours should first communicate with the person responsible for the source of the noise.

NOTE 2: Continuous quiet hours are in effect during finals week each semester beginning Sunday at 10:00 pm and ending Friday at 10:00 am. A daily break period will be set by Residence Life staff. During the break period, noise levels may be a bit louder, but courtesy hours still apply.

14. Odor: Any aroma of such intensity that it becomes apparent to others is prohibited. (Level A, B, or C)

15. Room/Hall Change: Unauthorized room or hall changes are prohibited. Residents must receive official authorization from the Office of Residence Life to occupy or change rooms. Any student who occupies a room without prior written authorization will be considered in violation of this policy and may incur a fee. (Level B + return to original room)

NOTE: Alterations of a resident hall room and/or facility, including but not limited to painting, building partitions, altering electrical/cable boxes and outlets are prohibited. (Level B + cost of repairs)

16. Visitation: Presence of an opposite gender person (including non-students) in a residence hall at times different from the established visitation hours or giving access to a person of opposite gender to a residence hall or room at times different from the established visitation hours is prohibited. Visitation hours apply to some resident hall lounges. (Level A: for up to 30 minutes after/before visitation hours; Level B: for violations occurring more than 30 minutes after or before visitation hours)

NOTE 1: Resident students may have visitors in their room/hall at times specified below. The University reserves the right to restrict any nonresident student to Visitation Hours.

NOTE 2: Visitation Hours also apply during all break periods and summer months.

Visitation Hours are as follows: **Sunday – Thursday:**
8:00 a.m. – 1:00 a.m.

Friday – Saturday: 8:00 a.m.
– 2:00 a.m.

17. Windows: Tampering with, blocking or opening windows that require tools to open is prohibited. Throwing or dropping items from any window is prohibited. Hanging items outside windows without prior permission is also prohibited. Removing screens or damaging screens is prohibited. (Level B + cost of repairs)

E. University Policies (applies to ALL students)

18. Aiding or Abetting: Attempting, aiding, abetting, or being an accessory to an act is prohibited by the University shall be considered the same as a completed violation. Students who anticipate or observe a violation of the Code of Student Conduct are expected to remove themselves from association or participation and bystanders are encouraged to report the violation. (Level A, B, C, or D)

19. Alcohol: Students are expected to comply with all University policy, state and local laws.

NOTE: As Christians, we view the care of our bodies as part of our total context for life. God in His Word, gives life and sustains it (Genesis 1:27). He affirms the proper and good care of our bodies as His temple (1 Corinthians 6:19-20). As such, He forbids misuse, overuse, and abuse of substances that are harmful for our bodies (2 Corinthians 7:1). Further, God invites and commands us to care for each other, assisting our neighbor in avoiding the abuse of any drug or substance that harms the body and the mind (John 13:34-35). **Therefore, Concordia University is a drug-free and dry campus.**

Please refer to the Resource List at the end of this document to read state alcohol laws.

a. Use, possession, manufacturing, distribution of alcoholic beverages, and possession of alcohol containers on University premises is prohibited.

NOTE 1: The University will also consider ALL individuals found in a location where an alcoholic beverage is present to be in possession of an alcoholic beverage. This would include locations off campus (e.g., underage students drinking in a bar or at a house party).

NOTE 2: The University reserves the right to, as a condition of enrollment 1) require an offender to enter a University drug or alcohol program, 2) require an offender to get a drug or alcohol assessment and, if deemed appropriate, complete an approved rehabilitation program, and/or 3) ask participants of co-curricular activities to submit to drug testing, which may be at the student's own expense (failure to comply with this request will result in the participant being barred from further participation in that activity).

NOTE 3: Alcohol includes beverages of low-alcohol content (e.g., "near" beer, cooking sherry/wine).

NOTE 4: Any person who is encountered by Campus Safety and is suspected of having consumed alcohol

will be subject to a Preliminary Breath Test (PBT) for the purpose of determining if alcohol has been used by the student. Any student who refuses to provide a PBT breath sample will be considered in violation of this alcohol policy.

NOTE 5: Drinking paraphernalia that contributes to over and mass consumption including beer pong tables, beer bong, or shot glasses is prohibited.

b. Possession or consumption of alcohol by anyone under the age of 21 is prohibited.

c. Providing alcohol or access to alcohol to anyone under the age of 21 is prohibited. Students hosting (e.g. name is on lease or rental agreement) off-campus events will be considered in violation of providing alcohol and/or access to alcohol if persons under the legal drinking age are present.

d. Violating any provision of the Code of Student Conduct while under the influence of alcohol constitutes a violation of this policy.

e. Common containers (e.g., kegs) are prohibited on campus.

f. Operating a motor vehicle under the influence of drugs or alcohol (DUI/OWI) on campus or off campus is prohibited.

NOTE: Underage students who possess alcohol and/or drugs and/or drink while operating a motor vehicle will be considered driving under the influence.

g. Amnesty: In certain circumstances, students may qualify for amnesty. See the Medical Amnesty Policy as outlined in Article III.

20. Animals/Pets: Pets are not allowed in the resident halls with the exception of fish. The capacity of the fish tank cannot exceed 15 gallons. Animals are prohibited from the campus and at University-sanctioned events off campus. All service animals or emotional-support animals must be approved by the University, per its CU Policy and Guidelines for Emotional-Support Animals. (Level A-D)

NOTE: The University is committed to compliance with state and federal laws as the laws relate to individuals with disabilities. See the University's "Emotional-Support Animal Policy."

21. Arrest Policy: Students who are arrested or taken into custody by any law enforcement agency are required to inform the Dean of Students or other appropriate university official (e.g., program director, coach) within 48 hours of their release. Students arrested may be subject to University disciplinary action when their conduct violates University standards. (Level B)

22. Bicycles: Bicycle riding, skateboarding, roller skating, rollerblading, scooter riding, Hoverboards (see note below), shoes with wheels (e.g., "heelies"), remote control toy cars, or other similar behavior within the hallways, rooms, or within the buildings of the University is prohibited. (Level A)

NOTE: Possession or use of Hoverboards is prohibited on campus.

23. Computer/Technology Misuse: The theft or other abuse of computer time/resources is prohibited. This includes but is not limited to: (Level B, C, D, E)

- a. Unauthorized entry into a computer to use, read or change the contents, or for any other purpose;
- b. Unauthorized transfer of a file;
- c. Unauthorized use of another individual's identification or password;
- d. Use of computing facilities to interfere with the work of another student, faculty member or University official;
- e. Use of computing facilities to send obscene, harassing, or abusive messages;
- f. Use of computing facilities to view pornographic material;
- g. Use of computing facilities and resources to interfere with normal operation of the University computing system;
- h. Use of computing facilities and resources in violation of copyright laws;
- i. The reproduction (still picture, motion picture or video) without permission from the Marketing office or President/ Vice President of the University of any University icon, facility, and/or landmark which is posted electronically in a public venue may be subject to disciplinary action as outlined in this section; and/or
- j. Any violation of the University's "Acceptable Use Policy." (see here (<https://www.cuw.edu/about/offices/compliance/privacy-policy/acceptable-use-policy.html>))

NOTE 1: This includes, and is not limited to, acts originating on University-owned computers in and out of student labs and privately owned computers in the resident hall rooms using University networking. All students are required to sign and follow an acceptable use policy annually.

NOTE 2: The University and its faculty and staff do not monitor online communities and e- communication. Further, the University does not forbid faculty, staff and students from joining and participating in online social communities as individuals not acting as agents of the University. However, any behavior that violates this Code which is brought to the attention of a University official will be treated as any other violation and will be referred through channels outlined in this Code.

24. Damage to Property: Damage to or destruction of property or actions that have the potential for such damage or destruction is prohibited. Conduct which threatens to damage, or creates hazardous conditions such as dropping, throwing, or causing objects or substances to fall from windows, doors, ledges, balconies or roofs is also prohibited. This includes, but is not limited to, unauthorized application of graffiti, paint, etc. to property or removal of window restrictors, security screens, etc. (Level A-D + cost of repairs)

25. Disruptive Activity: No person or organization may interfere with, disrupt normal activity and operations of, or promote the

interference or disruption of students, faculty, administration, staff, or the educational mission of the University or its buildings, equipment or facilities. Any form of expression that materially interferes with such activities and operations or invades the rights of persons is prohibited. (Level A, B, C, or D)

- a. Non-compliance with reasonable time, place, or manner restrictions on expression is considered a violation of this section. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to profit from the class or program.
- b. To remain in the vicinity of activity that is disrupting normal University functions when requested to leave by a University official is prohibited. Bystanders, if their presence incites or adds to the disruption, may be in violation of this policy as well.
- c. No student shall engage in disrespectful or uncivil behavior directed toward a University official, regardless of whether the official is on duty or off, or CU students, including but not limited to verbal statements or written communication (including social media).

26. Dress: As Christians, we view the care of our bodies as part of our total context for life. God in His Word, gives life and sustains it (Genesis 1:27). He affirms the proper and good care of our bodies as His temple (1 Corinthians 6:19-20). Inappropriate dress such that the attire could be considered provocative or would make others uncomfortable is prohibited. Recognizable gender parts must be covered at all times in public areas. (Level A or B)

NOTE: Please remember that shoes must be worn in all academic, administrative, and campus food service locations.

27. Drugs: Students are expected to comply with all University policies as well as all federal, state and local laws.

NOTE: As Christians, we view the care of our bodies as part of our total context for life. God in His Word, gives life and sustains it (Genesis 1:27). He affirms the proper and good care of our bodies as His temple (1 Corinthians 6:19-20). As such, He forbids misuse, overuse, and abuse of substances that are harmful for our bodies (2 Corinthians 7:1). Further, God invites and commands us to care for each other, assisting our neighbor in avoiding the abuse of any drug or substance that harms the body and the mind (John 13:34-35). Therefore, **Concordia University is a drug-free and dry campus.**

- a. The unauthorized possession, use, manufacture, sale, or distribution of any counterfeit, illegal, dangerous, "designer," or controlled drug or other substance is prohibited. This includes prescription medications. Violating any other provision of the Code of Student Conduct while under the influence of any illegal or illegally obtained drug is also a violation of this policy. The possession of drug paraphernalia is also prohibited. A diluted, late, missed, forged, or failed university required drug screen will constitute a violation of this policy.

b. **Amnesty:** In certain circumstances, students may qualify for amnesty. See the Medical Amnesty Policy. (see Article III for complete policy)

NOTE 1: The University will also consider ALL individuals found in a location where a drug is present to be in possession of a drug. This would include locations off campus (e.g., underage students drinking in a bar or at a house party). The University reserves the right to, as a condition of enrollment 1) require an offender to enter a University drug or alcohol program, 2) require an offender to get a drug or alcohol assessment from a licensed agency and, if deemed appropriate, complete an approved rehabilitation program, and/or 3) ask participants of co-curricular activities to submit to drug testing, which may be at the student's own expense (failure to comply with this request will result in the participant being barred from further participation in that activity).

NOTE 2: Students who test positive to an athletic drug screen will be referred to the Dean of Student's office for possible violations of the code of student conduct.

NOTE 3: Occasionally, local, state, and/or federal laws do not align. When that is the case, the University must establish a position that best allows its mission to be fulfilled in the University community. For example, the University does not recognize medical marijuana as an exception to its drug policy.

28. Failure to Comply: Students and student organizations are expected to comply with and respond appropriately to the reasonable requests of University (including but not limited to such things as new or temporary guidelines) as well as its officials in the performance of their duties. Students are expected to appear at conduct hearings to respond to allegations or testify as a witness. A failure to properly comply with or complete a sanction or obligation resulting from a conduct hearing or adjudication may also be considered failure to comply with an official request. (Level A, B, C, D, or E)

29. Fire Alarms and Fire/Life Safety Equipment: No person shall make, or cause to be made, a false fire alarm or emergency report of any kind. No person shall tamper with, damage, disable or misuse fire/life safety equipment including, but not limited to, fire extinguishers, fire hoses, fire alarms, fire doors, AEDS, bleeding control bags and Narcan. Tampering with or disabling any fire/life safety equipment in a residence hall may result in a student's immediate removal from University Housing and a fine. Tampering with or disabling any fire/life safety equipment on campus may result in University Suspension and fines. Students are required to evacuate any University building when a fire alarm is sounding and/or when instructed to do so in an emergency or drill by University staff. (Level A, B, C, D, E + municipal fee for MFD response)

NOTE 1: No lights or decorations may be hung across ceiling or on door.

30. Fraud/Lying: Lying or fraudulent behavior in, or with regard to, any transaction with the University, whether oral or written, is

prohibited, including but not limited to misrepresenting the truth before a hearing of the University or knowingly making a false statement orally or in writing to any University official. (Level B, C, D + retraction when appropriate)

31. Gambling: The University prohibits gambling, as defined by state law. (Level A, B, C)

32. General Laws: Students or student organizations involved in alleged violations of any federal, state, or local laws may be subject to disciplinary action. These allegations will be adjudicated using the University standard of proof and procedure. Disciplinary action imposed by the University may precede and/or be in addition to any penalty imposed by an off-campus authority. (Level A, B, C, D, E)

33. Harassment (and Bias-related Incidents): Conduct that creates or attempts to create an intimidating, hostile, or offensive environment for another person is prohibited. Such conduct includes, but is not limited to, action(s) or statement(s) (including social media) that threaten, harm or intimidate a person, or any other form of unwanted contact. (Level A, B, C, D, E and/or Severity Level 1, 2, 3)

NOTE: Bias-related incidents are behaviors that constitutes an expression of hostility against a person or property of another due, including, but not limited to the targeted person's race, religion, sexual orientation, ethnicity, national origin, gender, age, marital status, political affiliation, or disability. These acts or behaviors may not rise to the level of a crime, or a violation of state or federal law, but may contribute to creating an unsafe, negative, or unwelcome environment for the targeted person. Bias is a broad category of behaviors including discrimination, harassment, and other actions which demean or intimidate individuals or groups because of personal characteristics or beliefs or their expression.

34. Harm to Person(s): Actions which result in physical harm, have the potential for physically harming another person, which create conditions that pose a risk of physical harm to another, or which cause reasonable apprehension of physical harm are prohibited. Conduct that threatens to cause harm to persons, or creates hazardous conditions for persons, is also prohibited. (Severity Level 1, 2, 3)

Harm to person(s) includes but is not limited to:

- a. physical fights; physical altercations
- b. pranks which injure or have the potential of injury to another person
- c. health and safety (such as exposure to something harmful)

NOTE: Fighting is considered a form of "Harm to Person(s)." The University expects that students will withdraw from situations that may result in fighting. Students always have the option of contacting a University official to assist with a situation. Therefore, the University will charge both/all students who participate in fighting. The burden of proof will fall upon the student to demonstrate that he/she took reasonable measures to withdraw from the situation.

35. Hazing: An act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into,

affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy and/or complicity in the presence of hazing are not neutral acts; they are violations of this policy. (Level A, B, C, D, E and/or Severity Level 1, 2, 3)

Hazing includes, but is not limited to:

- a. All forms of physical activity deemed dangerous or harmful;
- b. The application of foreign substances to the body;
- c. Scavenger hunts involving illegal activities, kidnapping, or ditching a member of the community;
- d. Depriving students of sleep;
- e. Not providing decent and edible foods;
- f. Depriving students' means of maintaining personal hygiene;
- g. Forcing, coercing, pressuring, or requiring students to consume alcohol or foreign or unusual amounts of substances;
- h. Nudity or forcing students to dress in a degrading manner; and/or
- i. Psychological hazing: any act which is likely to compromise the dignity of a student; cause embarrassment or shame to a student; cause a student to be the object of ridicule or malicious amusement; or inflict psychological or emotional harm.

36. Host Responsibility: Students are accountable for any and all violations their guests may commit while visiting the University student. (Level A, B, C)

NOTE 1: Current students may not host persons banned from the campus or any facility (e.g., Fieldhouse, academic buildings, residence halls), including but not limited to individuals whose housing agreements have been cancelled or revoked for any reason. Resident students may not host banned persons in the residence halls.

NOTE 2: Hosting a relative or non-relative child without parental supervision is prohibited (i.e., baby-sitting). Exceptions to this policy may be granted by a University official tasked with the supervision of a given facility (e.g., Resident Director for a residence hall, Director of Athletics for the Fieldhouse, Coordinator for Student Activities for the Student Center).

37. Interference/Obstruction of the Conduct/Title IX Process: Interfering in any manner with the student conduct/Title IX process is prohibited. Examples of violating this policy include, but are not limited to: (Level C, D, or E)

- a. Failing to participate in a hearing or investigation;
- b. Colluding with or intimidating witnesses;
- c. Intimidating any member of a student conduct panel or hearing board; and

d. Providing false information or intentionally omitting relevant information from an investigation or hearing.

e. Sharing case information publicly through written, verbal, social media to those not involved in the case who are not acting as a resource or advisory role.

38. Littering: Littering on University premises is prohibited, including but not limited to the improper disposal of personal garbage (e.g., placing trash in non-designated areas). (Level B + clean-up costs)

39. Misuse of Documents: Forgery, alteration, or misuse of any document, record, or officially- issued or legal identification is prohibited. (Level B, C, D, E)

40. Misuse of Student Identifications: Providing access to unauthorized persons, allowing another person to use your university issued student ID, failing to present a Student ID card when requested by a University official acting in the performance of his or her duties, or possessing or using a fraudulent ID card, may subject the owner and/or the holder to disciplinary action. (Level A, B, C, D, or E)

41. Misuse of Keys: No person may use or possess any University key without proper authorization. No student is allowed under any condition to have a University key duplicated. (Level A, B, C, D, or E)

42. Motor Vehicles: Operating a motor vehicle on University property in a manner that causes or might potentially cause physical harm to an individual or property is prohibited. Failure to register a vehicle with Campus Safety, parking a vehicle in unauthorized parking lots or in unauthorized areas (e.g., parking outside striped double parallel lines and in restricted parking areas), driving or parking a vehicle on the grass or in an unsafe manner anywhere on campus is prohibited. Driving on University-owned or controlled property without a valid driver's license is prohibited. (Level A, B, or C)

NOTE: The first three violations within one year (July 1 - June 30), the student may be subject to referral to the student conduct system. Following the issuance of the third parking citation within an academic year, students will be referred to the Dean of Students Office. Employees who habitually violate the campus parking rules will be referred to the Human Resources Office. Referrals to the appropriate office will be made following each subsequent violation. Additional Habitual Offender penalties are as follows:

- Citations 3 and 4 - \$20.00 Habitual Offender surcharge will be automatically assessed.
- Citation 5 - \$20.00 Habitual Offender surcharge will be automatically assessed and tow warning sticker will be affixed to the driver side window of the vehicle advising the owner it will be towed if cited again.
- Citations 6 through 9 - \$50.00 Habitual Offender surcharge will automatically be assessed and vehicle will be towed of campus at owner's expense.
- Citation 10 and all subsequent citations - \$100.00 Habitual Offender surcharge will automatically be assessed and the vehicle will be towed off campus at the owner's expense.

When the owner of the vehicle is a known student or employee, they will be notified via email that their vehicle has

been towed off campus. The vehicle owner will be responsible for all costs associated with the towing and storage of their vehicle. Concordia University is not responsible for damages caused by towing and will not provide or arrange for transportation to the towing facility to recover a vehicle after it has been towed off campus.

43. Posting: Publication and/or dissemination of materials on campus which have not been previously approved by Concordia University representatives are prohibited. (Level A, B, C)

44. Retaliation: Retaliation is defined as any adverse action taken against a person participating in a protected activity because of his/her participation in that protected activity. (Level A, B, C, D and/or Severity Level 1, 2, 3)

NOTE 1: Retaliation against an individual for alleging harassment or discrimination, supporting a complainant, or for assisting in providing information relevant to a claim of harassment or discrimination is a serious violation of University policy and will be treated as an instance of harassment or discrimination.

NOTE 2: Acts of alleged retaliation should be reported immediately to the Title IX Coordinator, to the CSSO, Dean of Students and/or Campus Safety and will be promptly investigated. The University will take all appropriate actions to protect individuals who fear that they may be subjected to retaliation.

45. Searches: Failing to comply with a reasonable request to search is a violation of this policy, including events held on University premises or at off-campus University-sponsored functions. Students who are in possession of a bag, purse, backpack, or any other container where contraband, weapons, alcohol, or any other prohibited substance could be contained is subject to search by a University official. This includes, but is not limited to, vehicles parked on University premises, or at off-campus University sponsored events, when there is reason to believe the vehicle contains any prohibited item. (Level B, C, D, or E)

46. Sexual Behavior: Consensual sexual behavior outside of marriage is prohibited. Because sexual behavior can involve a wide range of behavior the Dean of Students (or the Dean's designee) is charged to evaluate each case individually. (Level A, B, C, D, or E)

NOTE 1: As Christians, we embrace the proper place of sexuality within God's plan, viewing sex as part of our total personality and part of the total context of life. As His good gift to humanity, God in His Word affirms sexual union only in the marriage relationship of one man and one woman where their sexual intimacy performs various functions, including the building of the relationship through physical and emotional communication and sharing. (Genesis 2:18-25; Matthew 19:4-6) This physical, sexual sharing is only one part of a total relationship in a lifelong process which also involves emotional, social, spiritual and intellectual aspects, getting to know one another as total persons, developing in all of these areas. (Ephesians 5:19-33) As each person grows and matures, there is always more to learn about him or her. Therefore, sharing one's self sexually (e.g., sexual intercourse) outside of marriage would be inappropriate and unhealthy. (Colossians 3:1-17)

Students are expected to comply with all University policies as well as all federal, state and local laws.

NOTE 2: Pornography. The viewing and/or possession of pornography (in any form) will also be considered a violation of this policy. The focus of pornography is purely sexual and thus does not promote individuals getting to know one another within the context of a healthy Christian relationship or promote individuals in developing their own Christian moral fiber.

NOTE 3: Sexual Misconduct. See Title IX information (<https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/>)

47. Theft: Theft or attempted theft of any kind, including seizing, receiving, or concealing property with knowledge that it has been stolen, is prohibited. Sale, possession, or misappropriation of any property or services without the owner's permission is also prohibited. (Level B for assessed value of property up to \$100; Level C for assessed value of property > \$101 - \$2499; Level D for assessed value of property \$2500 and above)

48. Tobacco/Smoking: Concordia promotes a healthy, Tobacco-Free Campus Community. Use of smoking/inhalant/vaping materials within all rooms and buildings and outside within 100 feet perimeter of any building except within designated and posted areas is prohibited, including but not limited to cigarettes, electronic cigarettes, cigars, pipes, hookahs, personal aromatherapy devices and smokeless/chewing tobacco. (Level A + clean-up costs as appropriate)

NOTE: Possession of electronic cigarettes/vape pens are prohibited in the residence halls.

49. Unauthorized Presence in or Use of University Facilities or Property: Unauthorized entry into, presence in, or use of University facilities, residence halls, equipment or property (includes parking lot, table space, and outside green space) that has not been reserved or accessed through appropriate University officials is prohibited. (Level A, B, C, D, or E)

NOTE: Recognized groups are through our Student Government Association and Student Success Office.

50. Unmanned Aircraft Systems (UAS): The use or operations of unmanned aircraft systems (UAS) on campus is prohibited. This includes un-crewed aerial devices and drones. Students seeking exceptions for use of such devices for recreational or university-related purposes may apply to Student Success for limited approval. Any use of these devices must comply with local, state, and federal regulations and requires the prior filing and approval of an operating plan.

NOTE: Approval forms can be found in the Forms Repository under the Resource Tab in the Portal, the Student Success office, or the Campus Safety office.

51. Weapons/Explosives: The unauthorized possession or use of firearms, ammunition, or weapons of any other kind (including but not limited to five-inch blade knives, slingshots, metal knuckles, straight razors, paintball guns, BB guns, air pistols, Tasers, stun guns, batons, brass knuckles, folding knives with lock blades) is prohibited. Look-alike weapons are also prohibited. The ignition or

detonation of anything which could cause damage to persons or property or disruption by smoke, explosion, noxious odors, stain, corrosion or similar means is prohibited. Possession of anything in the nature of fireworks, explosives or chemical explosives is prohibited on any property owned or operated by the University or off-campus University-sponsored events without prior University authorization. (Level A, B, C, D, or E and/or Severity Level 1, 2, 3)

NOTE 1: Food preparation knives and safety (disposable) razors for the purpose of shaving, are exempt from this policy.

NOTE 2: Any student who violates this section of the Student Conduct Code shall be notified of the violation and will be referred to the Office of Student Conduct. CU may also refer the matter to the local police for prosecution. Any weapon on campus in violation of this Policy may be confiscated by Campus Safety and turned over to the local police.

NOTE 3: Any student with a reasonable basis for believing another person is in possession of a firearm, ammunition or weapon of any kind in violation of this Policy is required to report the suspected act immediately. Reports should be made to the Police Department (9 + 911 from a campus phone), or Campus Safety CUW: (262-243-4344); CUAA (734-995-7371). Students may be asked to provide a written statement regarding the weapon incident to Campus Safety within 24 hours of the incident. Any student who makes such a report in good faith will not be subjected to retaliation of any kind; however, failure to report such activity may result in a referral to the Office of Student Conduct. A student may choose to remain anonymous by using the Campus Safety Tip Line Call CUW: (262-243-2200); CUAA (734-995-7371) when making the initial report to Campus Safety.

52. Doors: The following situations with doors are prohibited: (Level A, B, C, or D)

- a. Propping open campus entrances or exterior and interior floor/wing doors of the residence halls is prohibited.
- b. Disabling or tampering with a door latch mechanism that prevents the door from latching/locking.
- c. Forcibly opening locked doors.

Note: The person is responsible for the financial costs of the repairs for all damages caused.

- d. Utilizing an alarmed door for a non-emergency reason.

Article 3 - Policies Student Welfare

A. University Medical Amnesty Policy (MAP) – “CALL FIRST”

Purpose: The purpose of the policy is to facilitate access and remove barriers to students who require medical assistance in drug or alcohol related emergencies, and to provide the opportunity for caring, non-punitive interventions in response to such incidents.

Policy: The Medical Amnesty Policy (MAP) is a key component of the University's comprehensive approach to reducing the harmful consequences caused by the use of drugs or excessive consumption of alcohol. The MAP represents the University's commitment to informed decision making and promotion of healthy behaviors. In order to achieve these goals, the MAP mandates that discretion be exercised, including

the possibility of conversations with supportive people such as the Dean of Students, Resident Director, etc. and may involve some educational programming to support a transition to a healthy lifestyle. All of this can be possible as permitted under the University's Code of Student Conduct, as follows:

1. Students are expected to contact Resident Hall Staff or Campus Safety when they believe that assistance for an impaired student is needed. *Also see Contact Protocol below.*
2. At the discretion of the Department of Campus Safety, the Department will assist intoxicated individuals by facilitating transport to medical facilities.
3. In cases of concern for the health and safety of an individual, students should utilize one of the following options: notifying Resident Life Staff, notifying Campus Safety Staff, or by calling 911 for assistance by City Rescue Squad - then notify Campus Safety or Resident Hall Staff.
4. Students seeking assistance for drug or alcohol related emergencies will not be referred through the University's student conduct system. However, a student will not be granted protection under this policy if campus officials (e.g., Resident Hall Staff, Campus Safety) intervene beforehand.
5. Students who seek emergency assistance on behalf of a person(s) experiencing drug or alcohol-related emergencies will not be referred through the University's student conduct system. However, a student will not be granted protection under this policy if campus officials (e.g., Resident Hall Staff, Campus Safety) intervene beforehand.
6. Records of all requests for assistance under this policy shall be maintained by the Office of the Dean of Students. Participation in any program as a result of this policy shall not be noted on the student's conduct record.
7. This policy does not preclude disciplinary action regarding other violations of the University Code of Student Conduct, such as causing or threatening physical harm, sexual abuse, damage to property, harassment, hazing, etc. Students should also be aware that this policy does not prevent action by local and state authorities.
8. Nothing in this policy shall prevent an individual who is obligated by state or federal law to do so from reporting, charging or taking other action related to the possible criminal prosecution of any student.
9. Students who may have violated the Code of Student Conduct when s/he became a victim of sexual misconduct shall be granted Amnesty. Therefore, an alcohol/drug violation will not be applied to a student who reports that s/he was under the influence at the time of a sexual assault or harassment incident.

B. University Missing Student Policy

In compliance with the “Higher Education Opportunity Act, P.L. 110-315, sec. 488, 122 Stat. 3301 (2008)” Missing Student Notification Policy and Procedures, it is the policy of the Office of Campus Safety to actively investigate any report of a missing resident who is enrolled at the University and residing in on-campus housing. Each resident will be

notified of the Missing Student Notification Policy and Procedures via this Code.

For purposes of this policy, a student may be considered to be a "missing person" if the person's absence is contrary to his/her usual pattern of behavior and unusual circumstances may have caused the absence. Such circumstances could include, but not be limited to, a report or suspicion that the missing person may be the victim of foul play, has expressed suicidal thoughts, where there are concerns for drug or alcohol use, is in a life-threatening situation, or has been with persons who may endanger the student's welfare.

Each resident, on or before checking into his/her assigned room, has the option to identify the name and contact number of the individual(s) who are a primary contact to be notified in case of an emergency or in the event that the resident is reported missing (see Emergency Contact Information at the beginning of this document). In the event the resident is under the age of 18 or is not emancipated, the University is required to have the primary emergency contact be a custodial parent or guardian.

If a member of the University community has reason to believe that a student is missing, Campus Safety should immediately be notified.

Note: This notification can be made anonymously.

Upon receiving notification, Campus Safety, through the Vice President of Student Success/Dean of Students, will make reasonable efforts to locate the student to determine his or her state of health and well-being. These efforts may include, but are not limited to, checking the resident's room, class schedule, friends, ID card access, locating the resident's vehicle, and calling his/her reported cell phone number. As part of the investigation, the University reserves the right to contact the individual(s) whom the student has identified as his/her emergency contacts person(s) to help determine the whereabouts of the resident.

If, upon investigation by Campus Safety and concurred by the Vice President of Student Success/Dean of Students, that the resident has been determined to be missing for at least 24 hours, the following will occur. A University representative will contact the resident's designated emergency contact and the Director of Campus Safety or his designee who will contact the Local Police Department and request a missing person report initiating a police investigation. Even if a student has not registered a contact person, the local law enforcement agency will be notified that the student is missing. Investigation will continue in collaboration with law enforcement officers as appropriate.

C. University Emotional Support Animal Policy & Procedures:

Concordia University is committed to compliance with state and federal laws as the laws relate to individuals with disabilities. The use of an Emotional-Support Animal (ESA) is determined in accordance with these applicable laws and regulations regarding whether such an animal is a reasonable accommodation for a disability. This determination will be made on a case-by-case basis. Concordia University enforces a no-animal policy in its residence halls and campus facilities. ESA's must be registered through the Academic Resource Center - Accessibility Services office. You must register an ESA with Accessibility Services within five (5) business days of beginning classwork, co-curricular involvement, or other school activity. This is an addendum to the student housing contract only. Abiding by this housing addendum policy protects Concordia University students and ensures the safety of the student and their emotional-support animal. For more information contact your campus Accessibility Services office:

CUW at - [www.cuw.edu \(https://www.cuw.edu/accessibility-services/\)](https://www.cuw.edu/accessibility-services/)

CUAA at - [www.cuaa.edu \(https://www.cuaa.edu/accessibility-services/\)](https://www.cuaa.edu/accessibility-services/)

University Service Dog Statement:

Concordia University recognizes some students with disabilities may require the use of a service animal. The University defines service animals as dogs that are individually/specifically trained to perform certain tasks for people with disabilities. The task that the dog has been trained to provide must be directly related to the person's disability in order for that dog to qualify as a service animal. Dogs whose sole function is to provide emotional assistance do not qualify as service animals under the Americans with Disabilities Act. For more information contact your campus Accessibility Services office.

D. Poster and Posting Policies

1. Student organizations, Faculty and Staff are allowed to post signs, posters, or fliers in designated areas in buildings and residence halls in compliance with established posting procedures. All information must first be entered onto the Campus Calendar and approved for posting by Student Success.

2. Regulations:

- a. Posters and fliers may not exceed 11 x 17 inches in size. Any sign bigger than this must receive special approval from Student Success.
- b. The name of the sponsoring group must appear on each item approved for display. It is preferred to have the name spelled out (acronyms and logos may be used if they are easily recognizable and easily identify the sponsor).
- c. Sponsoring groups shall remove all posters after the advertised event. Signs without a Student Success stamp, those left after the expiration date, or those posted in an unauthorized area will be removed.
- d. Signs may not be posted on walls (interior or exterior), trees or shrub s, trash cans, elevators, or any other area other than specific bulletin boards. Any signs posted in unapproved areas will be removed. Only one poster per event is allowed on each bulletin board.
- e. Any CU sponsored events that require lawn signs must be approved by the Campus Safety office. Such signs are restricted to use on the day of the event.
- f. Guidelines for Approval: It is difficult to set definitive standards for the approval of the content contained in posters. Therefore, CU sets forth in writing these guidelines in order to give students general notice of appropriate conduct. The regulations should be interpreted broadly and are not designed to define posting conduct in exhaustive terms. The following are examples of content (explicit or implied) which are inappropriate:
 - i. Any poster/posting which is not compatible with the Mission of the University and/or the doctrines of the Lutheran Church-Missouri Synod;

ii. Words or images which demean the University, any office/organization/entity of the University, or student organization of the University;

iii. Words or images which demean an individual/group by targeting an individual/group's race, gender, and/or religion;

iiii. Words or images which are sexually suggestive; or

v. Words or images of alcohol or drugs.

g. Students who identify themselves as a student of the University (explicitly or implied) or a member of a University organization on the internet (e.g., student organization, athletic team, choir) and/or electronic social networks (e.g., Facebook, YouTube) assume the responsibility for the content posted and are subject to sanctions contained in the Student Conduct Code for failure to abide by the posting guidelines directly above.

Article 4 - Procedures & Hearings

A. Reporting

1. Concordia University will investigate all official reports of alleged violations of University policy.

Note: For reporting violations of the sexual misconduct policy, follow this link (<https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/>).

2. Reporting an allegation of a violation of policy:

a. Anyone who believes a policy of the University has been violated should contact the office identified in the Resource List at the end of this document.

b. For more information on reporting requirements of the University, see the University's Clery and Responsible Employees policies.

B. Statement on Confidentiality

1. In some cases, the confidentiality of a reporting party may not be able to be kept. In cases where this is requested, the Investigator, CSSO, Dean or designee will take all steps to protect a victim.

C. Policy on Student Withdrawals with Pending Disciplinary Action

1. Concordia University may place a hold on a student's account and/or Student ID Card if that student has a complaint pending for violation of Code of Student Conduct or any CU policy. Should a student decide to leave and not participate in an investigation and/or hearing, the process will nonetheless proceed in the student's absence to resolution and that student will not be permitted to return to Concordia University unless all sanctions have been satisfied.

NOTE: The University reserves the right to place a Student Success hold on the student's account until investigations have been completed and/or the disciplinary sanctions have been satisfied.

D. Interim Suspension Policy

1. An interim suspension is a temporary suspension from Concordia University, issued by the Dean of Students or Chief Student Success

Officer. The purpose of the interim suspension is to ensure the safety and well-being of the Concordia community and to facilitate further investigation into an incident or situation. The length of an interim suspension is typically two weeks, during which the student will be restricted from all university-related activities and premises. At the end of the two-week period, the student will meet with the Dean of Students or Chief Student Success Officer to discuss the status of the suspension and determine the next steps. This may include extending the suspension, imposing additional sanctions, or taking alternative actions based on the investigation.

NOTE 1: Reasons Interim Suspension may be issued for, but is not limited to, the following reasons:

1. Arrest or charges related to a violation of state or federal law.
2. Threats to the safety and security of the Concordia community.
3. Disruption or threat to the operations of Concordia University.
4. Other circumstances deemed significant by the Dean of Students or Chief Student Success Officer.

NOTE 2: Interim Suspension conditions may apply:

1. Restriction from accessing Concordia University premises, including buildings and facilities.
2. Restriction from participating in any Concordia-related activities or events.
3. Any additional conditions as determined by the Dean of Students or Chief Student Success Officer.

E. Investigations by the Dean of Students' Office

1. Following receipt of notice or a complaint, the Dean or designee of the Student Conduct Office will promptly investigate the complaint. The individual(s) designated are hereinafter referred to as the "Investigator" (e.g., Campus Safety, Resident Hall Staff).
2. In some instances (e.g., housing violations and minor conduct violations), these investigations will be comprised of an interview with the reporting party and the person(s) alleged to have violated the policy (the "Responding Party"). In other instances, more in-depth investigation may be required.

F. Investigations by Title IX Office

Note: For more information, follow this link (<https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/>).

G. Resolution Options

NOTE: Should a student fail to appear for an Initial Administrative Resolution meeting, Formal Administrative Hearing, Formal Panel Hearing, Appeal Hearing, or Title IX Process Meeting, that student may be considered as having waived his/her right to be present for the hearing and a decision will be made in his/her absence.

1. Initial Administrative Resolution: The Responding Party accepts the findings of the Investigation and, if appropriate, sanctions, as explained by the Investigator. (Not applicable in Title IX cases)
2. Formal Administrative Hearing: In certain cases, the Dean of Students may desire a formal hearing that does not involve the full Formal Hearing Panel (due to timing, sensitivity, or seriousness of incident).

In these cases, a Formal Administrative Hearing will be convened with a single administrator, typically the Dean of Students. (Not applicable in Title IX cases)

3. Formal Panel Hearing: A formal hearing before the Formal Hearing Panel is to determine if a policy has been violated and sanctions, if appropriate. For more information on the procedures, see the "Formal Hearing Procedures." (Not applicable to Title IX cases)

H. Investigation Findings

1. Not Responsible (not a violation of policy): In these cases, the Investigator has determined that insufficient evidence exists for a finding of Responsible for the allegation(s). The case is closed and a record of the Not Responsible finding(s) is retained.
2. Responsible (a violation of policy): The Investigator determines that sufficient evidence exists for a finding of Responsible for the violation(s). In this case, the Responding Party may opt to resolve the case and acknowledge both the finding and sanctions.
3. Referral to Formal Hearing: When the Investigator determines that there is sufficient evidence for a finding of "Responsible" for any of the allegations, and the Responding Party does not acknowledge/accept the finding and/or sanctions – in whole or in part – then the case may be referred for a Formal Hearing.

I. Formal Hearing Procedures Prior to the Hearing

1. The Formal Panel Hearing (FPH) shall consist of three members. The FPH is a pool of students, faculty and staff selected by the CSSO or designee and trained to deliberate on cases that involve allegations of violations of University policies.
2. Notice of Allegations and Hearing

The Student Conduct Office will send a letter to the parties with the following information:

- a. A description of the alleged violation(s), a description of the applicable policies and a statement of the potential sanctions/responsive actions that could result;
- b. The time, date, and location of the hearing and a reminder that attendance is mandatory, superseding all other campus/work activities. If any party does not appear at the scheduled hearing, the hearing will be held in his/her absence. For compelling reasons, the Dean or designee may reschedule the hearing.

3. Prior to the Formal Hearing:

- a. The FPH members, the Responding Party and the Reporting Party, may be provided access to copies of all appropriate documentation. This will include, but is not limited to:
 - i. The investigation report.
 - ii. A list of any witnesses who will be available for the hearing, should their testimony be necessary.
 - iii. The names of the FPH members to allow for any Responding Party challenges for cause/bias to be made to the Dean or designee.
 - iiii. The Dean of Students and Chair (or designee) will consider all challenges and the parties will be notified as to the determination.

- v. Any other supporting documentation.

4. Role of the Advisor: The reporting party or responding party is entitled to only one advisor of his or her choosing to guide and accompany him/her throughout the campus investigation, adjudication, and/or resolution process. The advisor may not be another person named or involved in the conduct violation reported. The advisor may be a friend, mentor, family member, attorney or any other supporter a party chooses to advise him/her. Parties must notify the Title IX Coordinator (for sexual misconduct cases) or the Dean of Students (for all other misconduct cases) of their advisor of record before the first meeting or hearing. If requested, a student may (not must) be granted advisor status for both parents by the Title IX Coordinator (for sexual misconduct cases) or the Dean of Students (for all other misconduct cases).

Note: To view the complete advisor policy, consult the Portal under the Resources Tab in the Title IX Compliance and Sexual Harassment box and look for the "Advisors" link (<https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/support/advisor-questions.html>).

5. Proceedings are private. All persons present at any time during the hearing are expected to maintain the privacy of the proceedings, subject to University consequences for failure to do so. While the contents of the hearing are private, the parties have discretion to share their own experiences if they so choose, and should discuss doing so with their advisors.
6. In hearings involving more than one Responding Party or in which two Reporting Parties have accused the same individual of substantially similar conduct, the standard procedure will be to hear the complaints jointly; however, the Dean and/or Title IX Coordinator or Assistant Coordinator may permit the hearing pertinent to each respondent to be conducted separately. In joint hearings, separate determinations of responsibility will be made for each respondent.

7. In Preparation for the Hearing

- a. The proceedings may be audio recorded, with the exceptions of deliberations. Persons given access to the recording will be required to sign an agreement confirming that they will protect the privacy of the information contained in the recording.
- b. Formal rules of evidence will not apply. Any evidence that the panel believes is relevant and credible may be considered, including history and pattern of evidence and/or behavior. The Chair will address any evidentiary concerns prior to and/or during the hearing and may exclude irrelevant or immaterial evidence and may ask the panel to disregard evidence lacking in credibility. The Chair will determine all questions of procedure and evidence.
- c. Character witnesses are not permitted to testify in the findings stage of the hearing, nor are statements of character to be introduced in the findings phase. Two letters of character support may be submitted for the sanctioning phase of the hearing.
- d. "Impact statements," describing the effect that the incident has had on the Responding Party or the Reporting Party, will not be permitted in the findings phase of the hearing, but may be offered in person or in writing during the sanctioning phase of the hearing.

J. Hearing Procedures (Not applicable to Title IX cases)

1. Initial Administrative Resolution Meeting

a. The Conduct Officer will send a letter and/or email to the parties involved with the following information:

i. A description of the alleged violation(s), and a link to the Code of Student Conduct for further information; and

ii. The time, date and location of the hearing and a reminder that attendance is mandatory, superseding all other campus/work activities. (If any party does not appear at the scheduled hearing, the hearing will be held in his/her absence. For compelling reasons, the Conduct Officer may reschedule the hearing. Hearings for possible violations that occur near or after the end of an academic term will be held immediately after the end of the term or during the summer, as needed, to meet the resolution timeline followed by the University.)

b. Proceedings are private. All persons present at any time during the hearing are expected to maintain the privacy of the proceedings, subject to university consequences for failure to do so. While the contents of the hearing are private, the parties have discretion to share their own experiences if they so choose, and should discuss doing so with their advisor.

c. Students may ask questions throughout the Initial Administrative Resolution Meeting.

d. The Conduct Officer will greet the student and review the Respondent's Rights of the Code of Student Conduct.

e. The Conduct Officer will briefly review the general conduct system and procedures for the meeting.

f. The Conduct Officer will review the specific alleged violation(s) and the documentation to support the charge(s). The student is allowed to view the documentation and may ask questions at any time.

g. The Conduct Officer will ask the student to respond to the alleged violation(s) by addressing the facts of the case, and whether the facts are in dispute or not. Both parties may ask questions to seek clarification.

h. The Conduct Officer will deliberate his/her decision. Typically, the decision of a finding is made during the Initial Administrative Resolution Meeting, unless further information or consultation is warranted at the discretion of the Conduct Officer.

i. The Conduct Officer will inform the student of the finding(s) and, if appropriate, sanction(s) to the student, or official notification of their formal resolution option.

***NOTE 1** – the Outcome Appeal can only be requested during the IAH. Once the student has accepted responsibility for the conduct violation and agreed to the sanctions recommended by the Conduct Officer, s/he can no longer request an Outcome Appeal.

2. Formal Panel Hearing

a. The Chair will call the hearing to order, and will explain the procedures, including having all parties introduce themselves, and then offering a prayer.

b. The Chair will ask the Investigator to present his/her report. This will include:

i. A reading of the allegations/policies;

ii. A reading of the facts not in dispute; and

iii. A reading of the facts in dispute.

iiii. A reading of any prior records, only if they are relevant to the current case. (i.e. to establish a pattern of behavior)

c. The Investigator will ask the parties if they have any comments or questions on the reading of the disputed and non-disputed facts.

d. The Investigator will accept any questions from the FPH, including those to the parties that the FPH chooses to ask through the Investigator.

e. The FPH may then ask the parties any relevant questions.

f. The student will offer his/her testimony.

g. The parties may ask relevant questions of the Investigator or one another when appropriate.

h. The FPH and the parties may request the Investigator to call witnesses that are available.

i. The Investigator, as the individual who interviewed all witnesses, should be questioned prior to calling a witness in for live testimony.

ii. If a witness is called, the requesting party may ask him/her questions first, followed by the Investigator and the FPH.

i. The Chair will dismiss all parties and the FPH will deliberate on the findings.

i. The deliberations are to be private and not recorded. All notes from deliberation are to be destroyed after the hearing.

ii. Should the members of the FPH have a procedural or other question for the Chair or the Investigator, they may ask the question to the Chair. The Investigator should communicate the nature of the question to the Responding Party and, when appropriate, the Reporting Party.

NOTE: In a sanctions-only hearing, after the reading of the allegations, the Responding Party will acknowledge responsibility for the violations. The hearing will then proceed to the sanctioning phase.

j. Once the FPH has deliberated, they will reconvene and the Chair will read the findings into the record. If the Responding Party has been found in violation of any of the allegations, the hearing will proceed to the Sanctioning Phase. If the findings are Not Responsible on all allegations, then the Chair will dismiss all parties.

k. The Sanctioning Phase of the Formal Panel Hearing

i. The Chair (or the Investigator) will disclose the full prior record of the Respondent.

ii. The Chair will inform the FPH with the range of sanctions that would allow for institutional consistency.

iii. The Chair will ask the Responding Party to read his/her impact statement to the Panel.

iiii. The Chair will ask the Responding Party to read up to two letters of character support to the Panel.

v. The Chair will remind all parties that the sanctions determined by the FPH are recommendations to be made to the Dean of Students.

vi. The Chair will dismiss all parties for deliberation.

i. The results of the Hearing will be sent to the Responding Party within three (3) business days of the conclusion of the hearing, barring exigent circumstances.

K. Formal Hearing Findings

1. In a formal hearing, the FPH has the option of finding the Responding Party Responsible or Not Responsible. An FIO is not permitted as an outcome.
2. In a Sanctions Only hearing, the FPH will not be permitted to alter the findings as admitted by the Responding Party.

L. Sanctions Only Hearing Procedures

1. The Chair will call the Hearing to order, explain the procedures, conduct introductions, and offer a prayer.
2. The Chair (or Investigator on the case) will present the findings for the violation(s), read the applicable range of sanctions, and disclose the full prior record of the Responding Party.
3. The Responding Party will acknowledge responsibility and read his/her impact statement.
4. The Panel may ask questions of the Responding Party.
5. In cases where there is a victim, the Chair will ask the victim for his/her impact statement. Alternatively, the statement may be submitted in writing to the FPH. The Chair will determine if he/she or the Investigator will read the letter.
6. Two letters of character support for the Responding Party may be read into the record.
7. The Chair will dismiss all parties from the room to deliberate, with the exception of the members of the Panel.
8. The Panel will determine its recommendations for sanctions (modified or affirmed) and forward the recommendations to the Dean.
9. The results of the Hearing will be sent to the Responding Party within three (3) business days of the conclusion of the Hearing, barring exigent circumstances.

M. Sanctions for Individual Students

1. The following University-wide disciplinary sanctions may be imposed upon students found Responsible for a violation of the Code of Student Conduct. All sanctions may be imposed either singularly or in combination.
2. The purposes of imposing sanctions are twofold: 1) to protect the University community from behavior which is detrimental to the community and/or the educational mission of the University; and 2) to assist students in identifying acceptable parameters and consequences of future behavior. The sanction(s) imposed is/are intended to correspond with the severity or frequency of violations, as well as the student's willingness to recommit himself/herself to behaviors that fall within the Code of Student Conduct of the

University and are consistent with the mission and values of the University. Other factors that may affect the sanctions are:

- a. The nature, severity of, and circumstances surrounding the violation;
- b. An individual's disciplinary history;
- c. Previous complaints or allegations involving similar conduct;
- d. The need for sanctions/responsive actions to bring an end to the actions that were in violation of the Code;
- e. The need for sanctions/responsive actions to prevent the future recurrence of the actions that were in violation of the Code; and
- f. The need to remedy the effects of the actions that were in violation of the Code on the victim and the community.

3. Sanction Options:

- a. Expulsion: Dismissal from the University without the ability to apply for re-admittance.

NOTE: Any student expelled for disciplinary reasons must vacate the campus within the period of time noted in the notice of expulsion (typically immediately). The student may not return to campus or University property without prior written permission by the CSSO or designee. Failure to comply with this request will constitute criminal trespass.

- b. Suspension: Denial of enrollment, attendance, and other privileges at the University for a specified period of time. Students will be subject to complete a period of disciplinary probation upon their return to the University.

NOTE 1: Any student suspended for disciplinary reasons must vacate the campus within the period of time noted in the notice of suspension (typically immediately). The student may not return to campus or University property during the term of the suspension without prior written permission by the CSSO or designee. Failure to comply with this request will constitute criminal trespass.

NOTE 2: Students who are readmitted following University or Housing suspension may be immediately subject to suspension should they violate policies upon return, per the discretion of the CSSO or designee.

- c. University Probation: A period of review and observation during which a student is under an official notice that subsequent violations of University rules, regulations, or policies are likely to result in a more severe sanction including suspension or expulsion from the University. While on conduct probation, a student may be considered to be "not in good standing" and may face specific limitations on his or her behavior and/or University privileges (see Conditions/Restrictions below).

- d. Conditions/Restrictions: Limitations upon a student's behavior and/or University privileges for a period of time, or an active obligation to complete a specified activity. This sanction may include, but is not limited to restricted access to the campus or parts of campus, denial of the right to represent the University in any way, denial of extra-curricular activities include denial of

housing or parking privileges, required attendance at a workshop, or participation in public service.

e. Written Warning: An official reprimand that makes the misconduct a matter of record in University files. Any further misconduct could result in further disciplinary action.

f. Fee/Restitution: An order may be issued to make restitution or to pay a fee when a student has engaged in conduct including but not limited to the damage or destruction of property, the theft or misappropriation of property, fraudulent behavior, violations of the alcohol and/or drug policies, or violations of the fire safety policies. Such property may belong to an individual, group, or the University. Restitution may be in the form of payment, community service, or other special activities designated by the hearing authority. Additional fees may be assessed as a punitive measure for any conduct violation.

g. Withholding Diploma: The University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities if the student has a complaint pending, or as a sanction if the student is found responsible for an alleged violation.

h. Revocation of Degree: The University reserves the right to revoke a degree awarded from the University for fraud, misrepresentation, or other violation of University policies, procedures or directives in obtaining the degree, or for other serious violations committed prior to the awarding of the degree.

i. Other sanctions: The University reserves the right to impose other sanctions as necessary to remain consistent with the mission and vision of the University. These may include, but are not limited to mandated psychological assessment, research projects, drug/alcohol classes or testing, online educational classes, proof of employment or attendance at classes, and/or apology letter, etc.

4. Residence Life Specific Sanctions:

a. Permanent Housing Removal: Immediate removal from University housing with no ability to return.

NOTE: Any student permanently removed from University housing for disciplinary reasons must vacate the hall within the period of time noted in the notice of removal (typically immediately). The student may not return to any residence hall without prior written permission by the CSSO or designee. Failure to comply with this request will constitute criminal trespass. Additionally, anyone removed from housing for disciplinary reasons remains subject to the termination clause of the housing contract, including payment of any fees or penalties.

b. Temporary Housing Removal: Immediate removal from university housing for a set period of time with an ability to reapply to return to university housing.

NOTE: Any student removed from university housing for disciplinary reasons must vacate the hall within the period of time noted in the notice of removal (typically immediately). The student may not return to any residence hall without prior written permission by the CSSO or designee. Failure to comply with this request will constitute criminal trespass. Additionally, anyone removed from housing for disciplinary

reasons remains subject to the termination clause of the housing contract, including payment of any fees or penalties.

c. Housing Relocation: Immediate removal from a specific hall, room, or floor within University housing, and reassignment to another hall, room, or floor.

NOTE 1: Any student removed from any specific hall within University housing for disciplinary reasons must vacate that hall within the period of time noted in the notice of relocation (typically immediately). The student may not return to the residence hall from which they were removed without prior written permission by the CSSO or designee. Failure to comply with this request may constitute criminal trespass and will result in more severe disciplinary action.

NOTE 2: The CSSO or designee reserves the right to charge the student for the housing relocation.

N. Sanctions for Student Organizations

Student organizations are part of Concordia University and are required to follow the doctrine of the Lutheran Church-Missouri Synod.

The following disciplinary sanctions may be imposed upon student organizations or their membership when they have been found Responsible for violating the Code of Student Conduct. All sanctions may be imposed either individually or in combination. Disciplinary sanctions are imposed for the purpose of holding student organizations and their membership accountable for their actions and the actions of their guest(s), whether on campus or at any organization-sponsored function.

1. Permanent Revocation of Organizational Charter: "Permanent revocation" of the organization's registration charter means revocation without the ability to apply for new registration. Any organization whose registration is permanently revoked must cease all organizational activities upon receipt of the notice of permanent revocation. Any member of an organization whose registration has been permanently revoked shall relinquish any appointed or elected office held with that organization's governing body. Balances of all organizational funds granted by the University and/or the Student Government Association are to be surrendered to the CSSO or designee. Office or housing space assigned by the University shall be vacated within five (5) business days (an organization under emergency suspension may be required to vacate space more quickly) from the date the notice of suspension is issued. Space vacated due to revocation may be reassigned to other eligible University organizations.
2. Suspension: Suspension means denial of rights and privileges of a registered organization for a specified period of time. Any organization whose registration is suspended or revoked must cease all organizational activities upon receipt of the notice of revocation or suspension. Any member of a suspended organization may not hold an appointed or elected office with that organization's governing body for the duration of the organization's period of suspension. Balances of all organizational funds granted by the University and/or the Student Government Association are to be surrendered to the CSSO or designee. Office or housing space assigned by the University shall be vacated within five (5) business days (an organization under emergency suspension may be required to vacate space more quickly) from the date the notice of suspension is issued. Space vacated due to suspension may be reassigned to other eligible University organizations. Leave to reapply for registration as a

student organization may be granted with or without qualifications. Office or housing space assigned prior to suspension will not automatically be reassigned. The organization may reapply for a space assignment, subject to availability. Suspended organizations will automatically be placed on probationary status for a minimum of one academic year following their renewed registration.

3. Probation: A period of review and observation during which a student organization is under official notice that subsequent violations of University rules, regulations, or policies could result in a more severe sanction including suspension. During the probationary period, a student organization is deemed "not in good standing" with the University and may be subject to one or any combination of the following conditions and/or restrictions:

- a. Denial of the right to represent the University;
- b. Denial of the right to maintain an office or other assigned space on University property
- c. Denial of the privileges of:
 - i. Receiving or retaining funding;
 - ii. Participating in intramurals;
 - iii. Sponsoring or co-sponsoring any social event or other activity;
 - iiii. Sponsoring any speaker or guest on campus; and
 - v. Participating in any social event.

4. Conditions/Restrictions: Limitations upon a student organization's privileges for a period of time or an active obligation to complete a specified activity or activities. This sanction may include, for example, denial of housing or social privileges, etc.

5. Written Warning: An official written reprimand making the misconduct a matter of record in University files for a specified period of time. Any further misconduct may result in further disciplinary action.

6. Restitution/Fines: An organization may be ordered to make restitution or to pay a fine when the organization has engaged in conduct including but not limited to the damage or destruction of property, the theft or misappropriation of property, fraudulent or disruptive behavior, violations of the alcohol and/or drug policies, or violations of the fire safety policies. Such property may belong to an individual, group, or the University. Restitution may be in the form of financial payment, public service, or other special activities designated by the hearing authority. Additional fines may be assessed as a punitive measure.

O. Sanctioning Guidelines

A point system, university fee, educational sanction, and probation period are employed for the level of offenses identified in this Code. Under normal circumstances the University will follow the schedule listed below. However, the University does reserve the right to impose harsher discipline for those offenses judged as involving extraordinary circumstances. As outlined in this code, the student may appeal sanctions which exceed the parameters below. The following sanctions may be imposed upon any student found to have violated this Code. Fees, at the discretion of the Conduct Administrator, can be substituted with Community Restitution (assigned work hours). The number of work

hours shall be calculated by dividing the fee by the minimum student worker hourly wage and rounded up to the nearest ½ hour.

Alcohol Policy Violations

Violation	Fee	Points	Probation, Suspension, or Expulsion	Education or Remediation
Violation PBT = 0	\$0 to \$15	0-1		AoD Assessment and/or Education when appropriate
1st Violation PBT = 0 or > 0	\$100	5		AoD Assessment and Education
2nd Violation PBT = 0 or > 0	\$200	7	Probation = 7 months	AoD Assessment, Education, and Notice to Parents
3rd Violation PBT = 0 or > 0	Residence students who incur a third violation within 18 calendar months are subject to Resident Hall Suspension. Commuter students who incur a third violation within 18 calendar months are subject to Conditions/Restrictions that limit time on the campus. Violations beyond the 3rd alcohol violation make a student eligible to be suspended from the University or other appropriate sanctions. This meeting will be held with the Dean of Students.			

NOTE 1: If alcohol is found in a resident's room or common area, and PBT = 0, all residents and guests will be subject to the student code of conduct.

NOTE 2: If an on campus drinking citation is issued by the police, the hearing officer reserves the right to enforce or waive the fine above.

NOTE 3: The fine above may be waived with proof of payment to the Municipality in which an off-campus drinking citation was issued. If a student is found Responsible for hosting an off-campus event in which underage persons received citations, CU will treat hosts of the event who violate the alcohol policy as a second violation. CU will enforce the above fine for hosts regardless of Municipal consequences.

NOTE 4: A combination of one alcohol violation and one drug violation on a student's record may also result in the equivalent sanction to a third alcohol violation.

Drug Policy Violations

NOTE 1: Because drugs can manifest itself in a range of severity, the University has established 2 levels of severity (see below). The sanctioning administrator reserves the right to evaluate the gravity of the student's behavior (Severity Level 1 or 2) and impose any of the sanctions listed below to remediate the violation, as deemed appropriate.

Violation	Fee	Points	Probation, Suspension, or Expulsion	Education or Remediation
Possession or Use Violation Severity Level 1	\$50-200	7-12	Probation = 9 months With possible Housing Suspension	AoD Assessment; Notice to parents; AoD Counseling
Possession or Use Violation Severity Level 2		none	One full semester suspension from the University with possible Expulsion	AoD Counseling to return; Notice to parents
Sale or Distribution		none	1 year Suspension or Expulsion	AoD Counseling to return; Notice to parents

NOTE 1: A combination of one alcohol violation and one drug violation on a students’ record may also result in the equivalent sanction to a third alcohol violation.

Violence Policy Violations – Code Policy #’s 33, 34, 35, 44, 51

Violation	Fee	Points	Probation, Suspension, or Expulsion	Education or Remediation
Severity Level 1	\$50 to \$100	2-5	Up to 5 months’ Probation	Online education program as appropriate; counseling as appropriate; mediation as appropriate; apology to victim; letter of reprimand

Severity Level 2	\$100 to \$200	6-9	6-12 months’ Probation	Housing relocation for residents; restricted campus access for commuters; counseling as appropriate; apology to victim; letter of reprimand; loss of privilege’s; student worker position revoked; additional restrictions/ conditions as appropriate
Severity Level 3	None		University Suspension or Expulsion	Apology to the victim; loss of privileges; student worker position revoked; documentation of a completed program through a licensed agency with agency’s recommendation for return

All Other Policy Violations (see specific policy number)

Violation	Fee	Points	Probation, Suspension, or Expulsion	Education or Remediation
Level A	\$0-\$15	0-1		
Level B	\$35-\$50	2-4	2 months’ Probation as appropriate for repeated offenses	
Level C	\$70-\$85	5-9	5 months’ Probation	Online education program as appropriate; counseling and/or mediation as appropriate

Level D	\$100 - \$200	9-12	6-12 months' Probation	Online education program as appropriate; counseling and/or mediation as appropriate
Level E			Residence Hall Suspension or Expulsion; University Suspension or Expulsion	Conditions may be imposed as a condition to be readmitted

Break Period Violations - Students found responsible for violating the student conduct code on campus during periods of hall closures (Christmas and Spring Break) will have all student conduct sanctions and points doubled.

Summer Housing: Living on campus in the summer is a privilege. Therefore, CUWAA maintains a zero-tolerance practice regarding violations of the code of student conduct and students may be asked to leave summer housing without a conduct case hearing if student violates the code of conduct.

Probation Violation- Students who are on Probation and violate the Student Conduct Code and are not suspended or removed from University Housing are subject to doubling of fines, points, and sanctions.

Points: The accumulations of student conduct points have the effect(s) as described below.

Yearly Conduct Points - Student conduct points awarded for violations occurring after room selection of the current year carry over to the next academic year until the next room selection.

Resident Students - Current resident students who accumulate more than 19 student conduct points in the current year are not eligible to participate in the following year's room selection process.

Note: All accumulated points affect a student's housing priority.

All Students - Students who accumulate a yearly student conduct point total of more than 24 points are subject to immediate resident hall suspension or expulsion or University suspension or expulsion.

P. Appeals

1. General Outline

a. There are two types of appeals that a student can request during the Initial Administrative Hearing (IAH).

b. The first appeal is called the **Outcome Appeal**, which a student can request if the student refuses to take responsibility for the conduct violation or disagrees with the sanctions recommended by the Conduct Officer.

***NOTE** – the Outcome Appeal can only be requested during the IAH. Once the student has accepted responsibility for the conduct violation and agreed to the sanctions recommended by the Conduct Officer, s/he can no longer request an Outcome Appeal.

c. After a student has requested an Outcome Appeal, s/he will be given the Outcome Appeal Form by the Conduct Officer overseeing the case. The student will complete the Outcome Appeal Form within three (3) business days of the conclusion of the IAH, barring exigent circumstances, and then submit the form to the Dean of Students who will review the form.

d. Once the Dean of Students has reviewed the form and noted whether the student requested either a Formal Administrative Hearing or Formal Panel Hearing (see Frequently Asked Questions for definitions), the Dean of Students will determine the time and meeting of the hearing.

e. The decisions made in both the Formal Administrative Hearing and Formal Panel Hearing are final.

f. The second appeal is called a **Procedural/Omission Appeal**, which can be requested in the following cases:

i. If a student believes that a procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g., substantiated bias, material deviation from established procedures, etc.)

ii. To consider new evidence, unavailable during the original hearing or investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.

iii. The sanctions fall outside the range of sanctions the University has designated for the offense. As the Dean of Students or the Dean of Students and Title IX Coordinator reviews all sanctions, this ground for appeal is only appropriate when this review has not taken place.

g. The Procedural/Omission Appeal must be submitted to the Vice President of Student Success by completing the form "Request for Appeal," which can be found on the Portal under the Resource Tab.

h. The Procedural/Omission Appeal must be submitted within three (3) business days after the IAH.

Frequently Asked Questions

1. What are the Formal Administrative Hearing and Formal Panel Hearing?

The Formal Administrative Hearing is a hearing including the Dean of Students (and/or) appointed representative and the student requesting the appeal. The student appealing will have this opportunity to discuss the conduct charges and/or sanctions with the Dean of Students/appointed representative. Decisions made by the Dean of Students and/appointed representative in this meeting are final.

The Formal Panel Hearing is a hearing that includes the student appealing and a panel made up of one faculty member, one student and one staff member. The student will have the opportunity to discuss the conduct charges and/or sanctions with the panel and the panel will then inform the Dean of Students on the decision that the panel has reached and this decision is final.

2. Does a Formal Administrative Hearing/Formal Panel Hearing take the Conduct Officer's decision into account?

The presumptive stance of the Dean of Students/the Panel is that the original hearing body was correct in its initial finding. The burden is on the appellant to convincingly communicate otherwise.

In the case of a Procedural/Omission Appeal, the appellant must show that either policy was not followed or that new information changes the decision that was made.

Appeals are not intended to be full re-hearings of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing, and pertinent documentation regarding the grounds for appeal. No interviewing of or testimony by the parties is appropriate.

3. Will sanctions be paused until the appeal is complete?

All sanctions instituted by the original hearing body are to be implemented, barring extreme exigent circumstances. Final exams, graduation-related events, and/or proximity to the end of a term are not considered exigent circumstances.

4. Who can request a Procedural/Omission Appeal?

Any party to a complaint (Reporting Party or Responding Party) may submit a Request for Appeal (RFA) form to the Vice President of Student Success or designee who will review the appeal (Hereinafter the "RFA Reviewer"). Any party to a complaint may only file one appeal per incident, exigent circumstances notwithstanding.

5. What is the General Outline of the Procedural/Omission Appeal?

a. Request for Appeal must be submitted in writing to the RFA Reviewer within three (3) business days of notification of the outcome of the Formal Hearing. All outcomes are assumed received by all parties three business (3) days after sent via e-mail.

b. Any Request for Appeal not filed in a timely fashion will be denied. No exceptions to this timeline are permissible without the express permission of the RFA Reviewer.

c. The RFA Reviewer, who was not involved in the investigation, will review all Requests for Appeal to insure the request has standing.

d. The RFA Reviewer, reviewing the Request, may consider credibility, plausibility, and weight in his/her assessment of the Request.

e. Any Request for Appeal will be shared with all parties (Reporting Party, Responding Party, Investigator and Formal Hearing Panel Chair) who may respond to the Request in a "Response Memorandum."

f. All Response Memorandums must be submitted to the RFA Reviewer for consideration within three (3) days of the notification of the Request for Appeal.

g. All Response Memorandums will be shared with all parties.

h. The RFA Reviewer, after considering all Requests and Response Memorandums, will make and communicate one of the following determinations within three (3) business days of receiving the final response Memorandum:

1) The findings of the original hearing panel are affirmed, therefore, the Request for Appeal is denied. This decision is final and there is no appeal to this decision permitted by any party.

2) The Request for Appeal is denied in part and being forwarded in part for consideration.

3) The Request for Appeal is being considered.

i. Forwarded Requests for appeals will be considered and decisions will be communicated to all parties in writing within five (5) business days of receipt from the RFA Reviewer.

j. The decisions are limited to the following:

1) Affirming the decision of the original hearing body.

2) In cases where it is determined that the procedural error did significantly impact the finding or sanction, it will either:

i) Remand the case back to be reheard by a new Formal Hearing Panel/Hearing Officer.

This is typically done in cases where the procedural error is so profound as to render the original panel too biased or influenced. Or,

ii) Remand the case back to the original hearing body with instruction to repair the procedural error.

k. In cases where it is determined that the new evidence, unavailable during the original hearing or investigation, is now available and could substantially impact the original finding or sanction it will either:

1) Remand the case back to the original hearing body with instruction to consider the new evidence.

2) In these cases, the original hearing body will convene solely to consider the new evidence. Whether all parties are required to be in attendance is at the discretion of the Chair/Original Hearing Officer.

3) Remand the case back to be reheard in its entirety by a new Formal Hearing Panel/Hearing Officer. This is typically done in cases where the new evidence is accompanied by a procedural error so profound as to render the original panel too biased or influenced.

4) In rare cases, the decision may be to alter the finding or sanction based on the new evidence. This will only be done in cases where reconvening the Panel would put an undue burden on the parties (e.g., the Panel is not available).

5) In cases where a new panel is convened or the original hearing panel is reconvened, the appellate process may still be available to the parties, but only on the outcomes and proceedings of the most recent hearing, and subject to the same grounds and restrictions. There are no appeals procedures applicable to a decision affirming the original findings.

Flowcharts

Resource Lists

Alcohol Laws:

Wisconsin state law can be found at:

<http://docs.legis.wisconsin.gov/statutes/statutes/125/1/07> (<http://docs.legis.wisconsin.gov/statutes/statutes/125/1/07/>)

Michigan state laws can be found at:

<http://legislature.mi.gov/doc.aspx?mcl-Article-IV-40>

Drug Laws:**Wisconsin laws can be found at:**

<http://docs.legis.wi.gov/statutes/statutes/961/IV/41>
(<http://docs.legis.wi.gov/statutes/statutes/961/IV/41/>)

Michigan laws can be found at:

<http://legislature.mi.gov/doc.aspx?mcl-333-7401>
<http://legislature.mi.gov/doc.aspx?mcl-333-7402>
(<http://legislature.mi.gov/doc.aspx?mcl-333-7403>)
<http://legislature.mi.gov/doc.aspx?mcl-333-7403>
(<http://legislature.mi.gov/doc.aspx?mcl-333-7404>)
<http://legislature.mi.gov/doc.aspx?mcl-333-7404>
(<http://legislature.mi.gov/doc.aspx?mcl-333-7410>)
<http://legislature.mi.gov/doc.aspx?mcl-333-7410>
(<http://legislature.mi.gov/doc.aspx?mcl-333-7411>)
<http://legislature.mi.gov/doc.aspx?mcl-333-7411>

Emergency Contact Information: To enter or update the emergency go to the portal (<http://my.cuw.edu> or <http://my.cuaa.edu>). Once logged in to the portal, click on the Student Services tab. At the top of that tab in the center column there is a large "Concordia University Safety Net" logo. **"Add my Emergency Contact Information" is the middle link available.**

Hazing Laws:

Wisconsin hazing law can be found at: <http://docs.legis.wi.gov/statutes/statutes/948/51> (<http://docs.legis.wi.gov/statutes/statutes/948/51/>)

Michigan hazing laws can be found at: <http://legislature.mi.gov/doc.aspx?mcl-750-411t>

Office Resources**Accessibility Office:****Mequon Campus:**

Contact Person: Director of Academic Resource Center & Accessibility Services

Room: Rinker 206

Phone: (262)243-4299

Email: arc@cuw.edu

Ann Arbor Campus:

Contact Person: Director of Academic Resource Center & Accessibility Services at CUW

North Campus Location: North Building Room 125

Phone: (262)243-4299

Email: arc@cuaa.edu

Posting Approval:**Mequon Campus:****Location:**

Student Success

AL107

Academics

LU 128

Student Activities

AL108D

Marketing

Luther

Advising and Career Services

S 101

Residence Life
can approve)

AL 107 (Res. Halls only & RD's

Ann Arbor Campus:**Location:**

Student Service Center

SSC 101

Student Events

SSC 135

Career Engagement Studio

SSC 135

Residence Life

SSC 106

Reporting (Violation of Policy and/or Crime)

Contact Information for Mequon Campuses:

Email: campus.safety@cuw.edu

Office: Rinker Room 023

Off Campus Phone: (262) 243-4344

On Campus Phone Extension: 4344

Tip Form (<https://www.cuw.edu/academics/services/campus-safety/anonymous-tip-form.html>)

Contact Information for Ann Arbor Campus:

Email: security@cuaa.edu

Office: Student Services Building Room 114 and North Building Room 120

Off Campus Phone: (734) 358-1340

On Campus Phone Extension: 7502

Tip Form (<https://www.cuaa.edu/life/campus-safety/anonymous-tips.html>)

Full Time Faculty

A

Adameak, Laura

- Interim Director of Counseling
MS, BS, Concordia University
At Concordia since 2023

Adams-Qualls, Lisa

Assistant Professor of Social Work
Ph D, Capella University; BS, Tennessee State University; Other, University of Kentucky
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Alles, Brad A.

Associate Professor of Education-Secondary/K-12
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EDD, Concordia University Wisconsin; MA, Concordia University Chicago;
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At Concordia since 2016

Ames, Diane

Professor of Nursing-Grad
Dean
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CUW
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President
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Assistant Vice President - of Academics for Teaching and Learning
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Chlebos, Daniel

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Ph D, University of Wisconsin-Madison; BA, Oberlin College

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Coordinator - Accelerated BSN Program
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At Concordia since 2011

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Assistant Professor of Speech & Language Pathology
Department Chair - Department of Speech Language Pathology
Ph D, The University of Wisconsin-Madison; MA, The University of Texas at Austin; BS, Northwestern University
At Concordia since 2017

Ehlers, Greg

Associate Professor of Health & Human Performance
Department Chair - Health & Human Performance
EDD, MS, Northern Illinois University; BS, San Jose State University (California State University System)
At Concordia since 2010

Engja, Jennifer

Assistant Professor of Occupational Therapy
Coordinator - Academic Fieldwork Coordinator
OTD, Chatham University; MOT, Dominican University of California; BS, University of Michigan
At Concordia since 2021

Escandell, Sthephany

Assistant Professor of Psychology
Ph D, University of Wisconsin - Milwaukee; BS, University of Wisconsin - Green Bay
At Concordia since 2024

Evans, Dennis

Associate Professor of Mathematics
Department Chair - Mathematics
Ph D, MA, University of Illinois at Champaign-Urbana; BA, BS, University of Missouri - Columbia
At Concordia since 2004

F

Fehrenbacher, Lynne

Professor of Pharmacy-Practice
Pharm D, BS, University of Wisconsin Madison
At Concordia since 2011

Fields, John

Assistant Professor of Quantitative Business
Ph D, Marquette University; MS, Syracuse University; BS, Texas A&M University
At Concordia since 2020

Fisher, Joseph B

Associate Professor of Life and Earth Sciences
Ph D, Medical College of Wisconsin; BS, Saint Norbert College
At Concordia since 2017

Fleischman, Megan Elizabeth

Assistant Professor of Pharmacy-Practice
Pharm D, University of Wisconsin School of Pharmacy

At Concordia since 2022

Fortune, Heather

Assistant Professor of Rehabilitation Science
DPT, University of Wisconsin-La Crosse; MA, Northpark Theological Seminary; BA, Luther College
At Concordia since 2020

Frazier, Tiffany Marie

Assistant Professor of Physician Assistant
Program Director - CUW Master of Physician Assistant Studies Program
Other, Marquette University ; Other, University of Lynchburg
At Concordia since 2016

G

Gerke, Dale

Professor of Physical Therapy
Department Chair - Physical Therapy
MPT, Concordia University Wisconsin; BA, Wisconsin Lutheran College; Other, Texas Tech University Health Sciences Center
At Concordia since 2009

German, Brian

Associate Professor of Theology
Department Chair - Theology
Ph D, Wycliffe College (Toronto School of Theology); M Div, Concordia Theological Seminary; BA, Concordia University Wisconsin
At Concordia since 2014

Goetz-Sutinen, Emily

Assistant Professor of Physical Therapy
Director - Physical Therapy Orthopedic Residency
DPT, Concordia University - Wisconsin; BS, St. Norbert College
At Concordia since 2022

Goncalves, Sarah

Visiting Faculty of Physical Therapy
DPT, Medical University of South Carolina; Ph D, University of Michigan - Flint; BS, Central Michigan University
At Concordia since 2025

Gotzler, April

Assistant Professor of Health & Human Performance
Ph D, Tiffin University; MA, California State University-Chico; BS, University of Wisconsin-Madison
At Concordia since 2015

Graff LaDisa, Anne

Professor of Pharmacy-Practice
Pharm D, Drake University; Other, Barnes-Jewish Hospital
At Concordia since 2012

Gries, Kevin Joseph

Assistant Professor of Physical Therapy
Ph D, Ball State University; MS, University of Wisconsin-La Crosse; BS, Concordia University of Wisconsin
At Concordia since 2022

Griffin, W. Clarke

Professor of Business
Associate Dean - Academic Affairs - School of Business
EDD, Concordia University-Portland; MBA, McKendree University ; BS, Art Institute of Pittsburgh ; Other, The Culinary Institute of America

At Concordia since 2020

Grimm, Jessica

Assistant Professor of Rehabilitation Science
DPT, Concordia University; BS, University of Wisconsin, Green Bay
At Concordia since 2017

H

Haglund, Claire Adeline

Assistant Professor of Social Work
Ph D, Institute for Clinical Social Work ; MS, Wayne State University ; BS, Eastern Michigan University
At Concordia since 2022

Halper, Christopher

BA, Concordia University Wisconsin

Harris, Kenneth E.

Department Chair - Justice and Public Policy
Ph D, Marian University; MBA, BA, Concordia University Wisconsin; BS, Illinois State University; Other, Cornell University
At Concordia since 2002

Harris, Sandra J.

Associate Professor of Education
Director - SOE Graduate Education
EDD, MA, Other, Eastern Michigan University
At Concordia since 2016

Harrison, Lois

Associate Professor of Rehabilitation Science
DPT, MS, Rosalind Franklin University of Medicine and Science; BS, University of Wisconsin - Madison
At Concordia since 2006

Hendrix, Stephen

Assistant Professor of Social Science
Ph D, MS, University of Oklahoma; M Div, Nazarene Theological Seminary; BA, MidAmerica Nazarene University
At Concordia since 2018

Hensel, Linda

Professor of Education-Special
Department Chair - Special Education
Ph D, MA, Cardinal Stritch University; BS, University of Wisconsin
At Concordia since 2006

Hill, Robert

Assistant Professor of History
Ph D, University of Michigan; MA, University of Alabama; BA, University of Southern Mississippi
At Concordia since 2014

Horgan, John C.

Assistant Professor of History
Ph D, St. John's University; MA, BA, Marquette University
At Concordia since 1991

Hurtienne, Laura E

Assistant Professor of Business
Director - DBA Program
EDD, Concordia University Portland; MS, Concordia University Wisconsin; BA, University of Wisconsin Parkside

At Concordia since 2021

Hurtienne, Matthew

Professor of Business
Ph D, Colorado State University; MS, Norwich University; BS, Southern Illinois University; Other, Cornell University; Other, Online Learning Consortium
At Concordia since 2017

I

Irabor, Kehinde

Assistant Professor of Mathematics
Ph D, MS, Marquette University; BS, Alverno College
At Concordia since 2020

Ivanets, Oleg

Assistant Professor of Quantitative Business
Department Chair - Quantitative Business
Ph D, University of Hawaii at Manoa; MS, Shevchenko National University of Kyiv
At Concordia since 2021

J

Jahns, Sandra

Assistant Professor of Communication
EDD, CUW; MBA, University of Wisconsin, Whitewater
At Concordia since 2012

Jastram, Nathan

Professor of Theology
Ph D, Harvard University; M Div, Concordia Theological Seminary; BA, University of South Dakota
At Concordia since 1999

Jobe, Brenda Marie

Assistant Professor of Nursing-Undergrad
DNP, Marquette University; MS, Other, State University New York: Upstate Medical University; BS, South Dakota State University
At Concordia since 2006

Johnson, Brooke

Assistant Professor of Education-Graduate
Associate Vice President - Academics for Academic Operations
EDD, Concordia University Chicago; MA, Rockford University; BS, Northern Illinois University
At Concordia since 2022

Johnson, Julie Rebekah

Assistant Professor of Physician Assistant
MPAS, Wayne State University; BS, Eastern Michigan University; Other, Washtenaw Community College
At Concordia since 2025

Jorvig, Erik

Professor of Pharmaceutical & Admin Sci
Dean - School of Pharmacy
Ph D, University of Minnesota; MS, BS, South Dakota School of Mines and Technology
At Concordia since 2021

Juergensen, Ed.D, James D.

Associate Professor of Education-Secondary/K-12
Director of Faith Integration for Athletics

EDD, Cardinal Stritch University
At Concordia since 2011

K

Kaae, Laura

Assistant Professor of Education-Graduate
Director - Graduate Counseling
At Concordia since 2024

Kamw, Farah Shleemon

Assistant Professor of Computer Science
Ph D, Kent State University; MS, University of Zakho; BS, University of Baghdad
At Concordia since 2020

Kannass, Kathleen Noel

Professor of Education-Graduate
Program Director - LICl
Ph D, The University of Iowa; BS, Carroll University

Kasten, Kirsten J

Assistant Professor of Education
Director - Licensure and Assessment
Ph D, Concordia University-Chicago; MA, Wisconsin Lutheran College; BS, Martin Luther College
At Concordia since 2024

Kehoe, Reggie

Assistant Professor of Rehabilitation Science
OTD, University of Toledo; BA, Adrian College
At Concordia since 2022

Keiper, Val

Professor of Education-Elementary
Program Director - Family Life, Graduate
Ph D, University of Missouri; MA, University of Wisconsin Milwaukee; BA, Concordia College
At Concordia since 1981

Kellogg, Brandon

Visiting Faculty of Computer Science
At Concordia since 2024

Kenney, Theresa Anne

Professor of Visual and Performing Arts
Department Chair - Visual & Performing Arts
Ph D, MFA, University of Wisconsin - Milwaukee; Other, IATSE INTERNATIONAL TRAINING TRUST; Other, Milwaukee Public Television; Other, Milwaukee Institute of Art & Design; Other, LinkedIn Learning; Other, LinkedIn Learning
At Concordia since 1998

Kieffer, Melissa

Assistant Professor of Physical Therapy
DPT, BS, Daemen College; Ph D, Youngstown State University
At Concordia since 2023

Klatt, Kari Leigh

Coordinator - BSW Field
MS, University of Wisconsin - Milwaukee; BA, University of Wisconsin - Madison; Other, Concordia University - St. Paul
At Concordia since 2024

Knowles, Jennifer

Assistant Professor of Doctor of Business Administration
Ph D, Colorado State University; MS, Eastern Michigan University; BS, University of Michigan
At Concordia since 2021

Kolander, Kurt D

Associate Professor of Life and Earth Sciences
Ph D, Medical College of Wisconsin; BS, Wisconsin Lutheran College
At Concordia since 2018

Kostrzewa, Audrey Banner

Associate Professor of Pharmacy-Practice
Other, Froedtert Hospital; Other, The University of Iowa
At Concordia since 2013

Krell, Jill

Associate Professor of Nursing-Undergrad
DNP, MS, BS, Concordia University WI
At Concordia since 2010

Kuerschner, Dawn R

Associate Professor of Nursing-Undergrad
Department Chair - Interim - Undergraduate Nursing CUAA
Ph D, Capella University; BSN, Elmhurst College; Other, Rush University
At Concordia since 2017

Kukor, Stacey Lynn

Clinical Assistant Professor of Occupational Therapy
Coordinator - Academic Fieldwork Coordinator
OTD, Mount Mary University; MOT, BA, Concordia University Wisconsin
At Concordia since 2013

Kumpaty, Subha

Professor of Engineering
Department Chair - Engineering
D Min, Tyndale Theological Seminary; Ph D, University of Mississippi; MS, National Institute of Technology Warangal, Kakatiya University; BS, National Institute of Technology Trichy, University of Madras
At Concordia since 2023

L

LaFave, Joshua Christopher

Assistant Professor of Theology
Director - Pre-Seminary Studies CUW
D Min, Duke University; M Div, Other, Concordia Seminary; BA, Concordia University, Ann Arbor
At Concordia since 2024

Laubach, Elizabeth

Assistant Professor of Pharmaceutical & Admin Sci
Pharm D, Concordia University Wisconsin; BS, Cornell University
At Concordia since 2021

Laverick, Erin

Professor of Education-Elementary
Associate Vice President - Academic and Student Success
Ph D, Bowling Green State University; MA, Illinois State University; BA, University Wisconsin-Green Bay
At Concordia since 2018

Lawler McDonough, Marnie

Assistant Professor of Communication
Ph D, University of Wisconsin - Milwaukee; MA, Fairleigh Dickinson University; BA, University of Scranton

At Concordia since 2022

Lee, Matthew Bishop

Assistant Professor of Physician Assistant
MD, Medical College of Georgia; BA, Baylor University
At Concordia since 2023

Lemley, Kathy Jo

Professor of Physical Therapy
Ph D, Marquette University; MS, University of Wisconsin - Milwaukee; BS,
University of Wisconsin
At Concordia since 2007

Liao, Yiming

Assistant Professor of Computer Science
At Concordia since 2021

Liesener, Katherine

Associate Professor of Health & Human Performance
Program Director - Athletic Training Program (Mequon)
Ph D, University of Wisconsin - Milwaukee; MS, University of Akron; BS,
University of Wisconsin - La Crosse
At Concordia since 2004

Lindgren, Amy M

Associate Professor of Education-Early Childhood
Director of Experiential Education - Office of Field Experience Coordinator

Ph D, Concordia University Chicago; MS, BA, Concordia University
Wisconsin

At Concordia since 2011

Litman, Michael

Professor of Computer Science
Department Chair - Computer Science
Ph D, Nova Southeastern University; MS, BS, Western Illinois University
At Concordia since 2006

Locklair, Gary H

Professor of Computer Science
Ph D, Nova Southeastern University; MS, University of Idaho; BS,
California State University Sacramento; Other, Concordia University
Wisconsin
At Concordia since 1986

Locklair, Oliver Joshua

Associate Professor of Computer Science
Ph D, Capella University; MS, BS, Concordia University Wisconsin
At Concordia since 2015

Lokken, James

Associate Professor of Pharmacy-Practice
Pharm D, CUW School of Pharmacy; MS, South Dakota State University;
MS, Concordia University of Wisconsin; BS, University of Wisconsin Stout
At Concordia since 2016

Long, Sheena

Assistant Professor of Physical Therapy
Director of Clinical Education
DPT, MS, Shenandoah University; BA, University of San Francisco
At Concordia since 2022

Loppnow, Jessica J

Associate Professor of Life and Earth Sciences

Ph D, University of Wisconsin - Milwaukee; BS, University of Wisconsin -
Eau Claire

At Concordia since 2013

Lovern, Sarah

Professor of Life and Earth Sciences
Ph D, University of Wisconsin-Milwaukee; BS, Truman State University;
Other, Oregon Institute of Marine Biology; Other, Augustana College
At Concordia since 2008

Ludtke, Stephanie

Assistant Professor of Physician Assistant
At Concordia since 2025

Lueders Bolwerk, Carol

Professor of Nursing-Undergrad
Program Director - Parish Nurse and Congregational Ministry
Ph D, University of WI: Milwaukee; BS, University of WI-Eau Claire; Other,
Marquette University
At Concordia since 1987

Lund, Cindy M.

Associate Professor of Speech & Language Pathology
Ph D, Northern Illinois University; MS, University of Wisconsin -
Milwaukee (UWM); BS, Viterbo University
At Concordia since 2015

M

Mac Kelly, Matthew

Associate Professor of Justice & Public Policy
EDD, Regent University; JD, Marquette University Law School; BS, North
Dakota State University
At Concordia since 2010

Macafee, Timothy

Associate Professor of Communication
Department Chair - Communication
Ph D, University of Wisconsin-Madison; MA, BA, University of Wisconsin-
Milwaukee
At Concordia since 2014

Macari, Mario

Assistant Professor of Art
At Concordia since 2024

Martin, Anne E

Assistant Professor of Occupational Therapy
OTD, Creighton University; MOT, BA, St. Ambrose University
At Concordia since 2021

McCormick, Matthew Paul

Visiting Faculty of Computer Science
Ph D, Capitol Technology University
At Concordia since 2023

McGraw, Joseph Edward

Professor of Pharmaceutical & Admin Sci
Ph D, BS, Other, University of Illinois; Other, University of Illinois
At Concordia since 2010

McKinnis, Michael S

Associate Professor of Occupational Therapy
Ph D, Cardinal Stritch University; MA, Concordia University Wisconsin;
BS, Auburn University

At Concordia since 2013

Melick, Amber

Assistant Professor of Health & Human Performance
MS, California State University, Fullerton; BS, California State University, Fresno; Other, Temple University
At Concordia since 2016

Menchaca, Louis A

Professor of Music
Department Chair - Music
Ph D, MA, The Ohio State University; BA, St. Mary's University of San Antonio
At Concordia since 1992

Menuge, Angus

Professor of Philosophy
Department Chair - Philosophy
Ph D, MA, University of Wisconsin-Madison; BA, University of Warwick; Other, International Academy of Apologetics, Evangelism and Human Rights
At Concordia since 1992

Migan, Neal Edmund

Professor of English
Ph D, Purdue University; MA, BA, Michigan State University
At Concordia since 2005

Mobley, Susan

Professor of History
Ph D, MA, University of Wisconsin-Madison; BA, University of Oklahoma
At Concordia since 1998

Mobley, Van Avery

Professor of History
Ph D, MA, University of Wisconsin-Madison; BA, Vanderbilt University; Other, Indiana University; Other, United States Military Academy
At Concordia since 2000

Moldenhauer, Aaron

Associate Professor of Theology
Vice President - Mission, Identity, and Church Relations
Ph D, MA, Northwestern University; M Div, Other, Concordia Theological Seminary; BA, Martin Luther College
At Concordia since 2018

Montreal, Steven R

Professor of Social Science
Ph D, University Wisconsin - Milwaukee; MA, Mankato State University; BA, University of Wisconsin - Green Bay
At Concordia since 1995

Morgen, Hazel Regina

Assistant Professor of Pharmacy-Practice
Pharm D, Butler University
At Concordia since 2019

Mueller, Robert

Associate Professor of Pharmacy-Practice
Pharm D, BA, University of Minnesota; Other, Froedtert Hospital
At Concordia since 2013

Muth, Nicole

Professor of Education-Elementary
Department Chair - Elementary Education

Ph D, Northcentral University; MA, University of Texas at Dallas; BA, Concordia University Wisconsin
At Concordia since 2006

N

Neal, Timothy

Assistant Professor of Health & Human Performance
Program Director - Master of Athletic Training Program (Ann Arbor)
MS, Syracuse University; BS, Other, Ohio University
At Concordia since 2016

Nelson, Reid

Professor of Health & Human Performance
Ph D, University of Minnesota; MS, Illinois State University
At Concordia since 2002

Nelson, Steven

Professor of English
Ph D, MA, BBA, University of Wisconsin Milwaukee
At Concordia since 2009

Newhouse, Mark

Nickerson, Georgia

Professor of English
Ph D, MA, West Virginia University; BS, Frostburg State University
At Concordia since 2012

Nicpon, Jennifer

Assistant Professor of Nursing-Grad
At Concordia since 2022

Niederjohn, Matthew (Scott)

Professor of Business
Dean - Batterman School of Business and Haab School of Business
Ph D, University of Wisconsin - Milwaukee; MBA, BS, Marquette University

At Concordia since 2021

O

Oduro, Stephanie

Assistant Professor of Occupational Therapy
OTD, Washington University in St. Louis; BA, Augustana College
At Concordia since 2021

Osann, Kendra

Assistant Professor of Physician Assistant
MS, BS, Central Michigan University
At Concordia since 2025

Ostrowski, Nichole Marie

Assistant Professor of Social Work
Director - BSW Program Director
BA, University of Wisconsin-Oshkosh; Other, University of Wisconsin-Milwaukee
At Concordia since 2019

P

Paape, Adam

Professor of Education-Secondary/K-12
Assistant Dean
EDD, George Fox University; MS, BA, Concordia University Wisconsin

At Concordia since 2010

Paly, Elizabeth Louise

Associate Professor of Physical Therapy
DPT, Concordia University; BS, Marquette University
At Concordia since 2013

Parve, Julie

Associate Professor of Nursing-Grad
Director - Graduate Nursing
DNP, MS, CUW-Mequon; BSN, Marian University
At Concordia since 2013

Paterson, Mark

Assistant Professor of Life and Earth Sciences
Ph D, Medical College of Wisconsin; BS, Wisconsin Lutheran College;
Other, Lutheran Church - Missouri Synod
At Concordia since 2019

Paul, Emily

Assistant Professor of Occupational Therapy
OTD, Chatham University; MOT, Baker College of Graduate Studies; BS,
Kennesaw State University
At Concordia since 2023

Pauly, Heather M.

Assistant Professor of Speech & Language Pathology
Ph D, Cardinal Stritch University ; MA, Northwestern University
At Concordia since 2020

Pease, Betsy

Associate Professor of History
Department Chair - History
Ph D, Indiana University-Bloomington; MA, University of Chicago; BA,
University of Wisconsin-Madison
At Concordia since 2014

Peppard, Sarah R

Professor of Pharmacy-Practice
Pharm D, University of Wisconsin
At Concordia since 2011

Perrine, William M.

Professor of Music
Ph D, Indiana University; BA, Transylvania University ; Other, University of
Nebraska-Lincoln
At Concordia since 2012

Pickart, Michael Anthony

Professor of Pharmaceutical & Admin Sci
Director - Recruitment for School of Pharmacy
Ph D, MS, BS, University of Wisconsin
At Concordia since 2012

Pickett, Rachel

Professor of Psychology
Department Chair - Psychology
Ph D, MA, Southern Illinois University - Carbondale; BA, Clarke College
At Concordia since 2009

Pieper, Sarah L.

Assistant Professor of Physician Assistant
At Concordia since 2019

Pietsch, Thomas

Pingel, James

Professor of Education-Graduate
Dean - School of Education
Ph D, Cardinal Stritch University; MA, Marquette University; MS, BA,
Concordia University Wisconsin
At Concordia since 2014

Polzin, Elizabeth A.

Associate Professor of Education-Graduate
Vice President - Student Success
EDD, MA, Other, Lindenwood University; BS, Hannibal-LaGrange
University
At Concordia since 2016

R

Ray, Sarah

Professor of Pharmacy-Practice
Director - PGY1 Pharmacy Practice and Academic Leadership Residency
Program
Pharm D, Creighton University; Other, Aurora Health Care; Other, BPS
At Concordia since 2012

Reasor, Jonathan Darryl

Associate Professor of Life and Earth Sciences
Ph D, Meharry Medical School ; BS, University of Alabama at Birmingham

At Concordia since 2016

Refenes, James Lee

Assistant Professor of Life and Earth Sciences
Ph D, MS, Eastern Michigan University; BA, Concordia River Forest
At Concordia since 2004

Regis Bailey, Erin

Assistant Professor of Speech & Language Pathology
Clinical Education Coordinator - Speech Language Pathology Program
MS, BS, University of Wisconsin-Milwaukee; Other, Northwestern
University; Other, Emory University and Coursera
At Concordia since 2019

Reid, Terry-Elinor Renee

Associate Professor of Pharmaceutical & Admin Sci
Director - Master of Science in Natural Products Science (MSNPS)
Ph D, BS, Howard University
At Concordia since 2018

Reimer, Lisa

Assistant Professor of Imaging
Department Chair - Imaging Department - CUWAA
MS, University of St. Francis ; BS, Marian University ; Other, Aurora St
Luke's Medical Center - School of Diagnostic Medical Sonography; Other,
Theda Clark Medical Center - School of Radiologic Technology
At Concordia since 2016

Reina, Michelle

Assistant Vice President - International Affairs
At Concordia since 2024

Reisman, Holly

Assistant Professor of Psychology
Ph D, MA, Loyola University Chicago; BS, Valparaiso University

At Concordia since 2021

Renner, Sarah

Assistant Professor of Occupational Therapy
Ph D, MOT, BS, Western Michigan University
At Concordia since 2023

Rennicke, Dean

Assistant Dean - External Relations - School of Business

Rinka, Joseph R. G.

Professor of Pharmacy-Practice
Pharm D, University of Wisconsin
At Concordia since 2010

Russell, Dale Everette

Assistant Professor of Physician Assistant
Program Director - Interim - Physician Assistant Studies at CUAA
DM, Lynchburg University; MS, University Of Nebraska, Lincoln Medical;
BS, Madonna University; Other, Lansing Community College
At Concordia since 2023

S

Saleska, Thomas John

Professor of Life and Earth Sciences
Ph D, University of Wisconsin Milwaukee; MA, University of Houston; BA,
Concordia River Forest; Other, St. John's Lutheran Junior College
At Concordia since 1993

Samuel, Linda

Professor of Occupational Therapy
Dean - School of Health Professions
Ph D, Marquette University; MS, BS, University of Wisconsin - Milwaukee
At Concordia since 1995

Sandidge, Taylor

Assistant Professor of Philosophy
Ph D, MA, University of Illinois Chicago; BA, Carthage College
At Concordia since 2024

Sauer, Julianne

Assistant Professor of Physician Assistant
At Concordia since 2025

Schave, Kimberly

Assistant Professor of Financial Studies
Director - MS in Accountancy
Ph D, Eastern University; MA, Concordia Theological Seminary; BBA,
University of Cincinnati; Other, Washington University
At Concordia since 2022

Scheppa, Timothy Scott

Clinical Assistant Professor of Financial Studies
MS, University of Wisconsin - Milwaukee; BS, University of Wisconsin -
Madison
At Concordia since 1999

Schmidt, Jessica

Assistant Professor of Occupational Therapy
OTD, Rocky Mountain University School of Health Professions; MOT,
University of Wisconsin Milwaukee
At Concordia since 2020

Schmitz, Mark H

Professor of Life and Earth Sciences
Ph D, University of Wisconsin; Other, LCMS
At Concordia since 2017

Schmitz, Mikaely T

Assistant Professor of Speech & Language Pathology
EDD, Edgewood College; MA, Western Governors University; MS, BS,
Marquette University; Other, University of Wisconsin Milwaukee
At Concordia since 2017

Scholz, Thomas Robert

Associate Professor of Financial Studies
Ph D, University of Southern Mississippi; MBA, University of Chicago;
BBA, University of Wisconsin-Madison
At Concordia since 2016

Scott, Ann Pederson

Clinical Assistant Professor of Physician Assistant
Director of Clinical Education - PA Program
MS, Pace University; BS, University of Wisconsin-Madison
At Concordia since 2019

Scudella, Christine

Assistant Professor of Education-Graduate
Director - Graduate Education Administration
Ph D, Cardinal Stritch University; MA, Marian University; BA, UW - La
Crosse
At Concordia since 2017

Sem, Daniel

Research Professor of Pharmaceutical & Admin Sci
JD, MBA, Marquette University; Ph D, UW-Madison; BS, UW-Milwaukee
At Concordia since 2011

Sesing, Kim E.

Assistant Professor of Speech & Language Pathology
AuD, University of Florida; MS, University of Wisconsin; BS, University of
Wisconsin - Stevens Point; Other, Bureau of Maternal and Child Health
At Concordia since 2017

Shawhan, Jeffrey

Associate Professor of Visual and Performing Arts
MFA, UW-Milwaukee
At Concordia since 1997

Shepard, Halee

Assistant Professor of Physical Therapy
Director of Clinical Education - Physical Therapy
DPT, BS, St. Ambrose University; EDD, University of the Cumberland;
MBA, Herzing University
At Concordia since 2021

Shuman-Donnelly, Kristin M

Associate Professor of Physician Assistant
EDD, MPE, Idaho State University; BS, Eastern Michigan University
At Concordia since 2017

Sigmund, Kemery J

Associate Professor of Health & Human Performance
Ph D, University of Wisconsin-Milwaukee; MS, Illinois State University ;
BA, Hope College
At Concordia since 2014

Simmons, Anita M

Instructor of Nursing-Undergrad

BSN, Anderson University; Other, Lourdes University
At Concordia since 2016

Sipone, Vittoria

Assistant Professor of Psychology
Ph D, Other, University of Wisconsin Milwaukee; MBA, Concordia University Wisconsin; BA, Accademia Nazionale d'Arte Drammatica "Silvio D'Amico"; BS, Università degli Studi "La Sapienza"
At Concordia since 2022

Slater, Sandy

Professor of Pharmaceutical & Admin Sci
Ph D, University of Illinois at Chicago; MS, DePaul University; BA, Butler University
At Concordia since 2018

Sliger, Emily

Assistant Professor of Physician Assistant
Assistant Director - Clinical Education
DPT, Loma Linda University
At Concordia since 2024

Smith, Jeff

Assistant Professor of Occupational Therapy
DOT, University of South Dakota; MOT, BS, Saginaw Valley State University
At Concordia since 2022

Soenksen, Jason Russell

Professor of Theology
Ph D, Hebrew Union College
At Concordia since 2005

Speck, Bretta Lynn Vrieze

Assistant Professor of Life and Earth Sciences
Ph D, University of Wisconsin-Milwaukee; BS, Bethel College
At Concordia since 2022

Speck, Justin

Associate Professor of Life and Earth Sciences
Ph D, University of Wisconsin Milwaukee; BS, Bethel University
At Concordia since 2018

Spedoske, Timothy

- Medical Director
MD, Michigan State University
At Concordia since 2022

Sproat, Joel Craig

Assistant Professor of Music
MM, Indiana University; DMA, University of Oklahoma; BA, Concordia University Wisconsin
At Concordia since 2022

Stark, Christopher Charles

Associate Professor of Psychology
Ph D, MA, Southwestern Baptist Theological Seminary; MS, Texas A&M University; BS, Purdue University
At Concordia since 2014

Steele, Susannah L

Assistant Professor of Physical Therapy
Director - Interim - Physical Therapy

DPT, Boston University; Ph D, University of South Dakota; MS, Grand Valley State University; BS, Michigan State University
At Concordia since 2022

Stinson, Stacy A.

Assistant Professor of Financial Studies
Ph D, Grand Canyon University; MBA, University of Wisconsin - Madison; BBA, University of WI - Milwaukee
At Concordia since 2017

Stoehr, Nancy

Associate Professor of Pharmaceutical & Admin Sci
Director - Admissions for School of Pharmacy
Pharm D, University of WI - Madison; MS, Concordia University Wisconsin
At Concordia since 2012

Stolzman, Stacy Christine

Associate Professor of Rehabilitation Science
Department Chair - Rehabilitation Science
Ph D, MS, BA, Other, Marquette University
At Concordia since 2016

Stremski, Ernest

Professor of Physician Assistant
MD, Medical College of Wisconsin; MBA, Cardinal Stritch University; BS, UW LaCrosse
At Concordia since 2010

T

Taylor, Kurt Scott

Associate Professor of Theology
Program Director - Church Ministries
D Min, Ashland University/University of Windsor; M Div, Other, Concordia Seminary; BA, Concordia College
At Concordia since 2018

Taylor, Steven Paul

Assistant Professor of Education-Graduate
Chief of Staff
EDD, Concordia University Portland ; MS, BA, Concordia University Wisconsin
At Concordia since 2020

Theesfeld, Melissa L.

Professor of Pharmacy-Practice
Assistant Dean - Clinical Affairs
Pharm D, BS, University of Wisconsin; Other, Froedtert Hospital
At Concordia since 2010

Theusch, Sean

Visiting Faculty of Computer Science
Ph D, University of the Cumberlands; MS, Concordia University; BA, Lakeland University
At Concordia since 2023

Thompson, Dylan J.

Associate Professor of Physical Sciences
Ph D, Purdue University; BS, Hillsdale College; Other, CUE.NET
At Concordia since 2014

Thorpe, Jennifer

Associate Professor of Health & Human Performance
Clinical Education Coordinator

Ph D, University of Wisconsin-Milwaukee; MS, University of Illinois; BS, University of Wisconsin - Milwaukee
At Concordia since 2006

Tomesch, Harald George

Professor of Theology
ThD, Concordia Seminary; BA, Concordia University Wisconsin; Other, Brock University; Other, University of Toronto
At Concordia since 2010

U

Uden, Michael

Professor of Education-Elementary
Vice President - of Enrollment, Chief Strategy Officer
Ph D, University of Wisconsin; MS, BA, Concordia University Wisconsin
At Concordia since 1998

Underberg, Daniel Lee

Assistant Professor of Sport and Hospitality Business
Department Chair - Department of Sport and Hospitality Business
MS, Cardinal Stritch University; BS, University of Wisconsin-Madison
At Concordia since 2016

V

Van Hart, Rochelle Mary

Associate Professor of Life and Earth Sciences
Ph D, University of Wisconsin-Milwaukee; MS, University of Wisconsin-Madison; BS, Mount Mary University
At Concordia since 2010

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Professor of Physical Sciences
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Ph D, University of Wisconsin-Milwaukee; BS, University of Wisconsin-Stevens Point
At Concordia since 2010

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Professor of Speech & Language Pathology
At Concordia since 2019

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Associate Professor of Nursing-Grad
Ph D, Marquette University
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Assistant Professor of Occupational Therapy
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Professor of Health & Human Performance
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MS, Concordia University Wisconsin; BSN, Concordia University WI; Other, CUW
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W

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Assistant Director - LICI
Ph D, Saint Louis University; BS, University Of Illinois-Urbana; Other, University Of Dublin; Other, Trinity College
At Concordia since 2015

Walz, Jeffrey

Professor of Political Science
Department Chair - Political Science
Ph D, MA, University of Nebraska-Lincoln; BA, Valparaiso University
At Concordia since 1997

Ware Carlton, Rachel

Professor of Music
Dean - School of Arts and Sciences
MM, DMA, University of Minnesota; BA, Luther College
At Concordia since 2024

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Associate Professor of Occupational Therapy
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Ph D, Northcentral University; MOT, Concordia University Wisconsin; BA, Wisconsin Lutheran College
At Concordia since 2013

Witt, Steven

Professor of Education-Graduate
Program Director - Graduate Education Literacy
Ph D, Curtin University; MA, University of Texas; MS, Concordia University of Austin; BS, Dr. Martin Luther College
At Concordia since 2008

Witte, Cynthia Ellen

Professor of Nursing-Undergrad
Other, Concordia University Wisconsin; Other, Rush University - College of Nursing
At Concordia since 1999

Wojczulis, Donald

Assistant Professor of Sport and Hospitality Business
MS, Concordia University of Wisconsin; MS, Cardinal Stritch University; BS, University of Wisconsin-LaCrosse

At Concordia since 2022

Wolf, Mark J. P.

Professor of Communication

Ph D, MA, BA, University of Southern California

At Concordia since 1995

Woodall-Schaufler, Lori A

Professor of Visual and Performing Arts

MFA, California Institute of the Arts; BA, University of Wisconsin-Madison

At Concordia since 2014

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Associate Professor of Pharmacy-Practice

Pharm D, Palm Beach Atlantic University; Other, Samford University;

Other, Samford University/Jefferson County Department of Health

At Concordia since 2017

Y

Yakimow, Scott Edward

Professor of Theology

Ph D, MA, University of Virginia; M Div, Concordia Seminary; MA, Luther

Seminary; BS, Other, Valparaiso University; Other, Arabic Language

Institute in Fez

At Concordia since 2017

Yancey, Pia Denise

Assistant Professor of Human Resources and Healthcare Administration

Ph D, Concordia University of Wisconsin; MBA, Other, Keller Graduate

School ; BS, University of Wisconsin Platteville

At Concordia since 2024

Young, Katherine

Clinical Assistant Professor of Physician Assistant

Director of Clinical Education - Physician Assistant Studies - CUAA

MPAS, University of Florida; BS, Calvin College

At Concordia since 2023

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Accounting (ACCT)

ACCT 2000. Accounting & Finance for Business Professionals. (3 Credits)

This course provides an overview of accounting and finance topics necessary for entry level business professionals. This course is not intended for those students who wish to pursue advanced courses in accounting and finance. Topics include: financial statements and basic analysis; introduction to time value of money, loans and deposits; introduction to the financial system.

ACCT 2100. Financial Accounting. (3 Credits)

In this introductory course, students learn the process of identifying, measuring, recording, and communicating the economic events of a business using Generally Accepted Accounting Principles (GAAP). Students learn how to prepare basic financial statements and understand how companies use accounting data to make business decisions. Areas of emphasis include, the accounting cycle, cash, receivables, long-lived assets, liabilities, and equity. Other topics include, ratio analysis, the regulatory environment, internal controls, and ethics. Note: Sophomore standing, except for Accounting and Actuarial Science majors, is required.

ACCT 2200. Managerial Accounting. (3 Credits)

This course covers financial statement analysis, procedures for planning and controlling organizations, including measuring managerial performance and developing budgets, and the use of accounting information for decision-making by management. Note: Sophomore standing, except for Accounting and Actuarial Science majors, is required.

Prerequisites: (ACCT 203, 203, 2100 or 2100).

ACCT 2700. Fraud Management. (3 Credits)

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

ACCT 3100. Intermediate Accounting I. (3 Credits)

This course builds on the accounting foundation established in Financial Accounting. This 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) in the U.S. and compares and contrasts them to international accounting standards. Research via the Financial Accounting Standards Board (FASB) codification research system is introduced.

Prerequisites: (ACCT 203, 203, 2100 or 2100).

ACCT 3110. Intermediate Accounting II. (3 Credits)

This course extends the student's in-depth study of the conceptual and technical issues surrounding the recording and reporting standards set forth by Generally Accepted Accounting Principles (GAAP) and international accounting standards. Research using the FASB codification research system is emphasized. Topics include long-term debt; equity, earnings per share; leases; pensions; income taxes; revenue recognition; investments; accounting changes; and the statement of cash flows.

Prerequisites: (ACCT 310, 310, 3100 or 3100).

ACCT 3200. Accounting Information Systems. (3 Credits)

Accounting Information Systems examines the underlying concepts fundamental to an accounting information system. This course combines a general business background focusing on management information systems and accounting to prepare students for specialized careers in accounting, auditing, consulting, business analysis, and management. The course provides students with the knowledge and skills needed to utilize accounting information systems that integrate information technology and software in the transactions control procedures and financial reporting cycles. An in-depth understanding of the theory and current application of accounting information systems is reviewed within the context of documenting business processes, evaluating the internal control structure, significance of security protocols, and analyzing business decisions to add value to an organization.

ACCT 3250. Cost Accounting. (3 Credits)

This course emphasizes cost management with a strategic focus. Topics include cost behaviors, differential analysis, job costing, process costing, activity-based costing, budgeting, variance analysis, strategic performance measurement; and pricing.

Prerequisites: (ACCT 223, 223, 2200 or 2200).

ACCT 3300. Advanced Accounting I. (3 Credits)

This course is the study of advanced financial accounting issues such as derivative securities, foreign currency, interim financial reporting, revenue recognition, partnership accounting and specialized accounting of not-for-profit organizations and of government and non-profit entities.

Prerequisites: (ACCT 311, 311, 3110 or 3100).

ACCT 3500. Income Tax I. (3 Credits)

This course summarizes the history of federal income taxation and covers the taxation of personal income. Emphasis is focused on the determination of gross income, adjusted gross income, deductions, credits, and consequences of property transactions. Tax policies and procedures of the Internal Revenue Code and interpretations of the Internal Revenue Service are analyzed. Note: Sophomore standing, except for Accounting and Actuarial Science majors, is required.

ACCT 3510. Income Tax II. (3 Credits)

This course is designed to provide a framework for understanding the federal income tax laws applicable to regular C Corporations and their shareholders, partnerships and S Corporations. In addition, the course introduces the concepts of Multistate taxation and International taxation. Note: Sophomore standing, except for Accounting majors, is required.

ACCT 4200. Auditing. (3 Credits)

This course presents the theory; concepts and techniques utilized by independent auditors; covers professional ethics and legal relationships; evaluating and reporting on internal control; planning and implementation of the audit process; and formulating substantive testing procedures. Also presents the assertions used by management in the preparation of financial statements.

Prerequisites: (ACCT 311, 311, 3110 or 3110).

ACCT 4300. Governmental/NFP Accounting. (3 Credits)

This course emphasizes the different characteristics of governmental and not-for-profit organizations. Topics include accounting for state and local government entities and the role of the Governmental Accounting Standards Board (GASB), the accountability for public funds, and the accounting and financial reporting in the non-for-profit sector. Not available to students who have completed ACCT 4300.

ACCT 4400. Business Combinations, Governmental, and NFP. (3 Credits)

This course builds on the broad spectrum of accounting knowledge gained in Intermediate Accounting, by exploring more advanced accounting issues related to intercorporate investments with emphasis on mergers and acquisitions. The student will gain an understanding of the various motivations why businesses invest in or purchase other businesses. This course will enable the students to apply U.S. Generally Accepted Accounting Principles ("U.S. GAAP") for equity accounting, purchase accounting, intercompany transactions, variable interest entities and consolidation of majority owned subsidiaries.

Prerequisites: (ACCT 311, 311, 3110 or 3110).

Art (ART)

ART 1000. Basic Art Experience. (3 Credits)

Basic Art Experience explores the essence and the milieu of the visual arts, engaging students in profound explorations of art's definition, creation, the role of the artist, and the aesthetic journey of the artwork. Through interactive classroom dialogues, we will dissect the dynamics between art, criticism, interpretation, and art's historical evolution. This course offers a vibrant blend of viewing and discussing eminent artworks, immersive gallery and museum tours, and hands-on introductory studio experiences, fostering a comprehensive understanding and appreciation of art.

ART 1010. Arts & Craft Fundamentals. (3 Credits)

"Arts and Crafts Fundamentals" presents an academically enriching exploration of the world, perceived as a masterpiece of divine creation. This course delves into the fascinating interplay between natural design and human interpretation, particularly in the structuring of pictorial spaces. Engaging in dynamic visual exercises, both in monochrome and vibrant color, students will embark on a journey towards a profound appreciation of design in our world. Simultaneously, they will refine their skills in artful image manipulation, blending inspiration with innovation. Pathway: CRAR

ART 1020. Digital Imaging Fundamentals. (3 Credits)

Digital Imaging Fundamentals offers an engaging and comprehensive introduction to the art of photography and digital image manipulation using Adobe Lightroom and Photoshop. The curriculum encompasses a range of topics: from landscape and portrait photography to close-up shots, mastering lighting techniques, and the nuanced use of color and monochrome. This course not only imparts technical skills but also inspires students to unleash their creativity and capture the world's beauty through their lenses. Please note, participants must have access to a digital or phone camera.

Pathway: CRAR

ART 1030. Darkroom Fundamentals. (3 Credits)

"Darkroom Fundamentals" delves into the captivating realm of traditional photography and darkroom techniques. This course passionately explores the nuances of film photography, including subject framing, lighting manipulation, and the art of developing photographs in a darkroom. Embracing both technical skills and creative vision, students will learn to artistically capture the essence of their surroundings. A film camera is necessary for this course.

Pathway: CRAR

ART 1040. Drawing Fundamentals. (3 Credits)

Dive into the world of representational drawing in our Drawing Fundamentals course, where your journey to master realistic art forms will unlock the creative potential of your mind. Embrace the challenge of shaping subjective art through your own perspective, employing a variety of line techniques, value, and innovative mark-making methods. This course promises a transformative experience, guiding you to unearth your unique artistic voice and infuse meaningful content into your creations.

Pathway: CRAR

ART 1050. Ceramic Fundamentals. (3 Credits)

Explore the dynamic world of ceramics in 'Ceramic Fundamentals,' where you'll master the art of hand-building techniques including pinch, coil, and slab construction. Dive into an array of surface treatments and decorative methods, enriching your artistic expression. Gain in-depth knowledge of clay body formulation, along with the intricacies of glaze composition and application. Experience the diversity of firing processes, from the traditional charm of primitive pit fires to the precision of electric kiln oxidation and the unique raku technique.

Pathway: CRAR

ART 1060. Glass Fundamentals. (3 Credits)

Embark on a fascinating journey into the world of glass artistry with Glass Fundamentals. This course is designed for the beginning aspiring glass artists, offering a comprehensive introduction to the essential techniques of cutting, fusing, and sculpting glass. Dive into the captivating process of transforming glass into stunning artistic creations, and start shaping your artistic vision with this engaging and foundational course.

Pathway: CRAR

ART 1070. Jewelry Fundamentals. (3 Credits)

Jewelry Fundamentals is an engaging course that looks into metal fabrication as a dynamic medium of expression. It explores the intricate relationship between form and content, placing a spotlight on art metals and their interplay with various media. This course emphasizes a deep appreciation for the historical significance of these materials, while also focusing on the exploration of formal properties, technical intricacies, and avenues for personal artistic expression. Join us for an exciting journey into the world of jewelry making, where history meets creativity!

Pathway: CRAR

ART 1200. Human Expression and the Arts. (3 Credits)

This course encompasses literature, performing arts, and visual arts and offers a multifaceted exploration of human expression throughout the ages. This course delves into how diverse literary works, performances, and visual art forms reflect and shape individual experiences, cultural heritage, and societal norms. A distinctive feature of this course is its Lutheran perspective, which integrates how Christianity and ethics interact with these artistic mediums. This approach enriches the understanding of art as a vessel for conveying human emotions, cultural identities, historical contexts, and theology.

ART 1500. 2-Dimensional Design. (3 Credits)

Explore the realm of '2-Dimensional Design', a course intricately woven around the concept of the world as a masterpiece of divine creation. Delve into the intriguing interplay of human design perceptions as mirrored in nature, applied to the structuring of pictorial spaces. Engage in a series of visual exercises spanning both monochrome and vibrant colors. This journey will not only heighten your awareness of the inherent design in our world but also refine your prowess in image manipulation. Join us for an enlightening adventure in design!

Pathway: CRAR

ART 1510. Observational Drawing. (3 Credits)

Observational Drawing presents a dynamic and meticulously structured curriculum in drawing, serving as a cornerstone for students majoring in art, art education, graphic design, illustration, and interior design. The course emphasizes technical mastery, precise perception, and effective visual communication. Engaging deeply with both perceptual and conceptual themes, students will experiment with a diverse range of black and white media. Please note, a studio fee is applicable.

Pathway: CRAR

ART 1520. Creative Workshop: 2D Art. (3 Credits)

Creative Workshop: 2D Art presents a dynamic opportunity for students to engage with a diverse array of two-dimensional mediums, encompassing Printmaking, Watercolor, and Bookmaking.

ART 1530. Creative Workshop: 3D Art. (3 Credits)

"Creative Workshop: 3D Art" presents an invigorating opportunity for students to engage with an array of three-dimensional mediums, encompassing the intricate art of Loomweaving, the translucent beauty of glasswork, and the dynamic world of sculpture.

ART 1540. Interior Space Production. (3 Credits)

Interior Space Production: Dive into the dynamic world of architectural model creation, where your journey begins with transforming working drawings and designs into captivating three-dimensional models. This course offers a hands-on experience, enabling you to master the art of both physical and digital model making. Enhance your craftsmanship with a variety of hand and power tools as you meticulously construct physical architectural models. Parallel to this, develop proficiency in cutting-edge software tools for digital design, preparing you for the multifaceted challenges of the interior space production industry. Join us in this exciting endeavor and shape your future in design!

ART 1550. Color Theory Application. (3 Credits)

Research the vibrant world of color in 'Color Theory Application'! Building on the foundation established in ART 1510, this course dives into an array of artistic media, enhancing your drawing skills. Engage in challenging perceptual and conceptual exercises using gouache, colored pencils, pastels, conte, and more, as you journey through the dynamic realm of color application in art.

ART 2000. Art History I. (3 Credits)

Explore the captivating journey of artistic evolution in Art History I. This course spans from prehistory to the early Renaissance, unveiling the major stylistic periods within Western Civilization. Dive into the intricate web of events, personalities, philosophies, and beliefs that influenced each artistic era, providing a foundation for interpretation and evaluation. Gain the skills to analyze and appreciate art's diverse facets, igniting your passion for the world's artistic heritage. Join us in this exciting academic expedition to unlock the secrets of human creativity and expression.

Pathway: CRAR

ART 2010. Art History II. (3 Credits)

Art History II: Exploring the Evolution of Western Art offers a captivating exploration of major stylistic periods in Western art history, spanning from the early Italian Renaissance to the present day. Emphasizing events, influential forces, personalities, philosophical movements, and beliefs, this course provides a solid foundation for interpretation and evaluation of art. Engage in stimulating discussions, gain critical thinking skills, and immerse yourself in the world of creativity. Join us on this exciting academic journey, unlock the secrets of art, and let your passion flourish in a welcoming learning environment

Pathway: CRAR

ART 2200. Art History Comprehensive. (3 Credits)

This course offers a comprehensive exploration of the major stylistic periods in the history of art from prehistory through to the modern era, all from the vantage point of our place within Western Civilization. It emphasizes the pivotal events, influential forces, key personalities, philosophies, and beliefs that have shaped each successive style, weaving a narrative that integrates Christian perspectives. This approach generates a cohesive framework for the interpretation and evaluation of art, encouraging students to understand and appreciate the Divine interplay between faith and creativity throughout the ages.

ART 2500. Digital Imaging Production. (3 Credits)

This captivating course explores advanced digital imaging techniques including photography, videography, strategic lighting, composition, and storytelling. Students will learn video editing for social media, vlogging, and YouTube to become a master in the essential tools and techniques for still imagery, A-roll and B-roll, sound design, and editing to craft compelling narratives. Students will discover strategies to optimize content for modern platforms while exploring contemporary trends that shape digital media. This course will inspire students to produce professional-quality images for photography and video that captivate audiences and elevate their storytelling abilities to help market their skills for a successful career.

Pathway: CRAR

ART 2510. Ceramics: Throwing on the Wheel. (3 Credits)

Welcome to Ceramics: Throwing on the Wheel! This course offers a deep dive into the world of ceramics, focusing primarily on the art of wheel-throwing to create functional vessels and sculptural pieces. You'll explore various surface treatments, advanced clay body formulation, and the secrets of glaze composition and application. From Reduction gas firing to electric kiln oxidation and raku, you'll master diverse firing techniques. By course end, you'll have the skills and creativity to craft exceptional ceramics that blend tradition with innovation. Join us in this exciting journey of artistic discovery!

ART 2520. History of Design. (3 Credits)

Explore the dynamic origins of design and its profound influence on contemporary life through the lens of Western culture in our 'History of Design' course. Uncover the pivotal events, influential figures, and philosophical foundations that have shaped the world of design. This engaging journey equips you with fundamental concepts to critically analyze and interpret historical design movements, bridging the past and present. Join us in unraveling the captivating tapestry of design's history and its enduring impact on our world.

Pathway: CRAR

ART 2530. History of Photography. (3 Credits)

This captivating course explores the evolution of photography in a journey through history. From its revolutionary beginnings to contemporary trends, you'll delve into the development of photographic processes and their dynamic applications. Discover influential figures and cutting-edge techniques, gain insights into the socio-cultural context, and engage in thought-provoking discussions and assignments that foster critical thinking and creative expression. Join us in this exciting academic journey through time and imagery, and ignite your passion for photography while staying current with the latest trends in this dynamic field. Enroll today and embark on an unforgettable visual odyssey!

Pathway: CRAR

ART 2540. Mixed Media Drawing. (3 Credits)

Embark on an exciting journey into the world of illustration in this enriching academic offering. Mixed Media Drawing is designed to provide students with a robust and engaging learning experience, blending academic rigor with creative exploration. Delve into diverse drawing media, sharpen technical proficiency, achieve perceptual accuracy, and master visual communication skills. Explore traditional and non-traditional media, while engaging in drawing experiences to deepen your understanding of perceptual and conceptual issues. Join us and unlock your creative potential while mastering the art of drawing in a dynamic and inspiring academic environment.

Pathway: CRAR

ART 2550. Typography I. (3 Credits)

Typography I offers an immersive exploration of the dynamic relationship between text and image, coupled with an in-depth study of design principles and the profound impact of typography. This captivating course blends traditional manual techniques with contemporary software applications, empowering students to craft visually compelling layouts that leave a lasting impression. Through the analysis of real-world publications and a series of hands-on graphic design projects, participants gain practical skills and a portfolio of work. Typography I is your gateway to mastering the art of typography and enhancing your creative prowess, making it an invaluable asset in various professional fields. Join us for a transformative 15-week journey into the world of typography and design excellence.

Pathway: CRAR

ART 2560. Painting. (3 Credits)

Welcome to the dynamic realm of artistic expression in our Introduction to Oil Painting Techniques of the masters course. Dive into concept development, canvas preparation, color theory, and paint application, unleashing your creative potential. Learn to present and critically analyze your work while enjoying the option to explore oil-based media with instructor approval. This immersive journey promises to elevate your artistic skills and ignite your passion for painting. Join us and let your creativity flourish on canvas as you unlock the boundless potential of your artistic talents.

Pathway: CRAR

ART 3000. Digital Imaging: Social Media. (3 Credits)

Explore the vibrant world of Digital Imaging for Social Media in this comprehensive course. Delve into networking strategies, craft visually stunning social media photographs, and create a professional portfolio. Learn to build an online presence with a personal website, attract clients, and shape a public profile. Develop a cohesive body of work spanning commercial, documentary, or fine art photography. Gain the skills to thrive in the digital realm and embark on a rewarding photography career. Join us to unlock the potential of Digital Imaging for Social Media!

ART 3010. Digital Imaging: Engineering. (3 Credits)

Discover the art and science of visual storytelling in the digital realm with our Digital Imaging: Engineering course. Dive into the world of image processing and manipulation, learning essential skills for computer vision, photography, and multimedia production. Our expert faculty will guide you through cutting-edge image processing techniques, empowering you to create stunning visuals and tackle real-world engineering challenges. Whether you're interested in computer vision, photography, or multimedia design, this course equips you to excel in the evolving digital landscape. Join a vibrant community of learners and unleash your creative potential in the world of digital imaging. Your journey starts here!

ART 3020. Digital Imaging: Artificial Intelligence. (3 Credits)

Explore the cutting-edge fusion of art and technology in our Digital Imaging: Artificial Intelligence course. Dive into the world of AI and discover its impact on digital imagery, from enhancing photos to creating innovative visual art. Learn from industry experts, engage in hands-on projects, and delve into the ethical implications of AI in the arts. Whether you're a budding digital artist or a visual storytelling enthusiast, this course will empower you to unlock your creative potential and stay at the forefront of the digital imaging revolution. Join us and turn your visions into stunning realities!

ART 3030. Digital Imaging: Movement. (3 Credits)

Explore the captivating world of visual storytelling in our course, Digital Imaging: Movement. Expert instructors will guide you through mastering techniques to convey motion creatively, from freeze frames to long-exposure marvels. Whether you're an aspiring photographer, visual artist, or simply love capturing the beauty of movement, this course is open to all skill levels. Join us and unleash your creative potential, mastering the art of capturing movement through digital imaging. Enroll today to embark on a transformative journey in photography!

ART 3040. Digital Imaging: Product Photography. (3 Credits)

Elevate your photography skills with our Digital Imaging: Product Photography course! Dive into the world of product photography, where you'll gain hands-on experience, master professional equipment, and learn the art of creative composition and post-processing. Build a compelling portfolio and gain industry insights as you embark on a 12-week journey toward becoming a skilled product photographer. Whether you're an aspiring photographer or a business owner looking to create captivating visuals, this course will unlock your potential. Join us today and capture the essence of products like never before!

ART 3500. Figure Drawing. (3 Credits)

Unlock the art of capturing the human form in our Figure Drawing course. Explore historical precedents, delve into human anatomy, and experiment with various artistic media to elevate your figure representation skills. Gain insights from art history, master anatomical intricacies, and unleash your creativity while developing the ability to compose compelling narratives through the positioning of figures. This one-semester course offers an engaging and personalized in-person learning experience, suitable for both aspiring and experienced artists. Join us and embark on an exciting artistic journey, enrolling today to bring the human form to life on canvas.

Pathway: CRAR

ART 3510. Advanced Studio Work. (1-3 Credits)

Explore your artistic passions in Advanced Studio Work—an opportunity for motivated, self-directed art enthusiasts. This course empowers you to delve deeply into your chosen area of interest, guided by experienced instructors who provide personalized support. Elevate your skills, nurture your creativity, and embark on a thrilling journey of self-expression in this exceptional course designed to unleash your artistic potential.

Pathway: CRAR

ART 3607. Special Topics in Photography. (3 Credits)

This course offers the photography student the opportunity to explore a variety of subjects and approaches. The subjects of this Special Topics course will rotate between such emphases as Fashion, Documentary Essay, Performance (sports, entertainment), Visual Books, Experimental Media, and the Human Form.

ART 3800. Art Study Abroad. (3 Credits)

Explore the world through creative expression in this transformative course. Dive into fundamental studio activities, including painting and drawing, while delving into the rich tapestry of art history and culture. Discover the evolution of artistic expression across different cultures and time periods, immerse yourself in vibrant local communities, and create artworks inspired by your international experiences. Connect with fellow students from diverse backgrounds, broaden your worldview, and embark on a once-in-a-lifetime adventure to enrich your artistic talents and deepen your understanding of global cultures.

Pathway: CRAR

ART 4500. Digital Character Design. (3 Credits)

Jump into the exciting realm of Digital Character Design in this engaging course tailored for students of all academic backgrounds, including those who have completed introductory studio courses like ART1010 or ART1040. Explore diverse artistic mediums as you tackle expressive, contextual, technical, and formal challenges, igniting your creative passion and pushing your artistic boundaries. With experienced guidance, unlock the world of digital character design and bring your characters to life in this dynamic studio environment. Join us for an exhilarating journey of self-expression and creative growth!

ART 4600. Internship. (1-6 Credits)

Internship Experience for Independent Art Students: Immerse yourself in the world of art with our internship course. Designed for motivated art enthusiasts, this opportunity allows you to gain real-world experience while earning university credit. Tailor your internship to your specific artistic interests, and enjoy flexible scheduling that accommodates your needs. Each credit hour earned represents 15 hours of dedicated internship work, giving you the chance to enhance your skills while advancing your academic journey. Empower yourself to make arrangements for credit, and take a creative leap forward in this exciting course that merges your passion with practical experience.

ART 4800. Senior Portfolio/Exhibition. (1,3 Credits)

Discover the pinnacle of your academic journey in Senior Portfolio/Exhibition! In this capstone course, designed exclusively for seniors majoring in Art, Graphic Design, Illustration, Interior Architecture and Design, Photography, Art Education and Art, you'll embark on an exhilarating adventure. Craft a captivating professional portfolio, showcasing your skills through compelling documentary evidence, and curate an impressive exhibition displayed at the CU Art Gallery and online. Elevate your artistic career and embark on this thrilling final chapter of your undergraduate experience!

Pathway: CRAR

Art Education (AE)

AE 2500. Elementary Art Education: Theory and Practice. (3 Credits)

Elementary Art Education: Theory and Practice offers an engaging and comprehensive introduction to innovative teaching methodologies tailored for the elementary art classroom. In this course, students will delve into both classic and avant-garde instructional strategies, explore effective classroom management techniques, and learn about the intricacies of designing art facilities. Additionally, the course provides insightful guidance on budgeting, ensuring safety, and addressing curricular topics in the realm of visual arts. Prerequisites for enrollment include successful completion of a minimum of one 100-level studio course or approval from the instructor.

AE 3500. Secondary Art Education: Theory and Practice. (3 Credits)

Secondary Methods in Art Education offers a dynamic exploration of teaching art in secondary schools, anchored in a deep understanding of preadolescent and adolescent developmental stages. This engaging course covers key areas such as the significance of art activities in secondary education, nuanced insights into preadolescent and adolescent growth, crafting and executing curricula that resonate with these developmental stages, insightful evaluation methodologies, and robust classroom tactics. Prepare to be immersed in an academic journey that blends theoretical knowledge with practical application, fostering effective art education strategies.

AE 3510. Curriculum Design in Art Education. (3 Credits)

"Curriculum Design in Art Education" is an invigorating course crafted for students eager to delve into the architecture and crafting of effective art education curricula. This program offers an in-depth exploration of diverse existing curriculum guides, assessing their coherence, responsiveness to children's developmental stages, interdisciplinary approaches, and explicit classroom application. Participants will engage in the dynamic process of creating and executing comprehensive unit and lesson plans, preparing them for a future in transformative art education.

Athletic Training (AT)

AT 1575. Seminar in Athletic Training I. (1 Credit)

This course is designed to allow prospective athletic training students to explore topics relevant to the profession of athletic training. Outside speakers will be invited to present on various topics specific to athletic training. As part of the course, students will complete observational hours with athletic trainers at Concordia University.

AT 2572. Introduction to Athletic Training. (3 Credits)

This course is designed to give the student an understanding of the field of athletic training and to develop knowledge, skills, and values of the various components related to the athletic training profession. The lab component is designed to give the student the opportunity to practically apply various skills related to the athletic training profession.

AT 2575. Seminar in Athletic Training II. (1 Credit)

This course is designed to allow prospective athletic training students to continue an exploration into topics relevant to the profession of athletic training. Outside speakers will be invited to present on various topics specific to athletic training. As part of the course, students will complete observational hours with athletic trainers at Concordia University.

Biology (BIO)

BIO 1000. Principles of Biology. (4 Credits)

This course explores the fundamental concepts of biology in the fields of: research science, cytology, genetics, microbiology, human biology, botany, taxonomy, zoology, ecology and evolution through reading, online activities, lecture and laboratory experiences. Laboratory course.

BIO 1300. Essentials of Anatomy and Physiology. (4 Credits)

This is a course for non-biology majors. It surveys the major organ systems in the human body from both a structural and functional perspective. Laboratory course.

BIO 1401. General Biology I. (4 Credits)

This course is an introductory laboratory course which contains a heavy emphasis on the cell, its structures, and the processes which take place inside the smallest of living units. Laboratory course.

BIO 1402. General Biology II. (4 Credits)

This course is a continuation of BIO 1401 that focuses on the biological processes that occur at the system level in both plants and animals. Topics such as transportation, organism control, nutrient breakdown and utilization will be compared in different organisms. Laboratory course. Prerequisites: (BIO 141 or 1401).

BIO 1501. Functional Human Biology I. (4 Credits)

This course is an introduction to the cellular processes that occur in the human body with an emphasis on cellular composition/structure, biochemistry and genetics. It is designed for students in the biomedical sciences and pre-professional programs. Laboratory course.

BIO 1502. Functional Human Biology II. (4 Credits)

This course is a continuation of BIO 1501 with emphasis on the structure and function of selected human organ systems. Laboratory course. Prerequisites: (BIO 151 or 1501).

BIO 1600. Medical Microbiology. (4 Credits)

This course introduces students to the role that bacteria, viruses and eukaryotic microbes play in human health and disease. It is designed for students in the nursing program. Laboratory course. Prerequisites: (CHEM 105, 105, 1204 or 1204).

BIO 1801. Human Anatomy and Physiology I. (4 Credits)

This course begins with a study of the cell and cellular processes and tissues. It continues with investigation of the integumentary, skeletal, muscular, and nervous systems. Students must consult with their academic advisor or the Academic Advising office before enrolling in this course. Laboratory course.

BIO 1802. Human Anatomy and Physiology II. (4 Credits)

This course is a continuation of BIO 1801 and provides students with an in-depth study of the endocrine, circulatory, respiratory, digestive, excretory, and reproductive systems. Laboratory Course. Prerequisites: (BIO 191 or 1801).

BIO 2400. Botany. (4 Credits)

This course is an in depth study of the plant kingdom with emphasis on the study of plants in their natural habitat. Laboratory course.

BIO 2500. Zoology. (4 Credits)

This course is a survey of the animal kingdom and study of the biology of animals in their natural environment. Laboratory course.

BIO 2600. Biology of Microorganisms. (4 Credits)

This course focuses on the biology and genetics of organisms too small to be seen by the human eye. Students will be introduced to the roles that bacteria, viruses, and eukaryotic microbes play in the environment and human disease. Laboratory course. Prerequisites: (BIO 142, 152, 1402 or 1502) and (CHEM 100, 105, 141, 1003, 1204 or 1414).

BIO 2800. Pathophysiology. (3 Credits)

This course introduces the student to the study of the etiology, pathogenesis and clinical manifestations of common disease processes. Basic principles into the mechanism of cellular and tissue injury is followed by presentations of common diseases in the various organ systems. Prerequisites: (BIO 142, 152, 192, 1402, 1502 or 1802).

BIO 3200. Cell Biology. (4 Credits)

This course provides a more detailed study of the relationships between cellular structure and function. Emphasis will be placed on proteins and enzymatic reactions, plasma and cellular membranes, cytoskeleton and cell motility, cellular interactions with the environment, and cell division. Laboratory course. Prerequisites: (BIO 142, 152, 1402 or 1502) and (CHEM 100, 105, 141, 1003, 1204 or 1414).

BIO 3400. Genetics. (4 Credits)

This course is a study of Mendelian, molecular, and population genetics. Laboratory course. MATH 2050 is recommended prior to taking this course. Prerequisites: (BIO 142, 152, 1402 or 1502).

BIO 3500. Immunology. (3 Credits)

This course introduces the upper level biology student to the principles of the adaptive and innate immune systems and how these systems protect against and cause disease. Emphasis is placed on how the cells of the immune system recognize and eliminate foreign invaders from the human body. Laboratory course. BIO 3200 Cell Biology is strongly recommended.

Prerequisites: (BIO 142, 152, 1402 or 1502) and (CHEM 100, 105, 141, 1003, 1204 or 1414).

BIO 3730. Global Health and Disease. (3 Credits)

This course provides students in biology, sciences, and pre-health care professions an overview of global health, international public health infrastructure, and endemic diseases found in various areas of the world. This course includes an international travel component for students to learn about the health care system and culture of another country and provide students with a variety of global health perspectives and service opportunities. Note: Completion of course pre-req(s) or approval of the instructor is required for registration.

Prerequisites: (BIO 142, 152, 192, CHEM 142, BIO 1402, 1502, 1802 or CHEM 1424).

BIO 3760. Ecology of the Tropics. (3 Credits)

This course is a field study of tropical habitats and organisms as well as their interactions with humans. Requires class travel to the Caribbean or Central America. Students will experience the influence of Spanish, French, Dutch, British, African, and US cultures on this diverse region. This is a travel course that satisfies the core culture requirement. Travel costs will be in addition to tuition.

BIO 3761. Ecology of the Tropics Lab. (1 Credit)

This course is an optional lab course that explores tropical organisms and ecosystems which complements BIO 3760 Ecology of the Tropics. BIO 3760 and BIO 3761 together fulfill the core lab science requirement.

BIO 3800. Histology. (3 Credits)

This course is a study of tissues present in the human body. Basic tissue types are analyzed and special emphasis is placed on how these tissues interact as components of organs.

Prerequisites: (BIO 146, 152, 192, 1300, 1502 or 1802).

BIO 3990. Biology Internship. (1-6 Credits)

This course provides credit for majors in the biological sciences who obtain laboratory or field experience outside of the typical academic environment. The experience must be approved in advance by the Chair of Life and Earth Sciences. Note: Students may enroll in this course multiple times, up to a maximum of 6 total credits.

BIO 4100. Ecology. (4 Credits)

This course is a study of the interactions between the organism and its environment. Ecology surveys the biotic and abiotic environments, ecosystem types, population ecology, community structure, and succession. Laboratory course.

Prerequisites: (BIO 142 or 1402) and (BIO 240, 244, 2400 or 2500).

BIO 4200. Molecular Biology. (4 Credits)

This course explores the molecular mechanisms underlying an array of biological processes including gene expression, DNA mutation and repair, genetic engineering, development, cancer, and stem cell regulation. There is a strong emphasis on current techniques used in biological research. The lab utilizes molecular biology techniques, including gene editing, in an original semester-long research project culminating in a poster presentation. Laboratory course.

Prerequisites: (BIO 142, 152, 1402 or 1502) and (BIO 260, 321, 348, 2600, 3200, 3400, CHEM 425 or 3214).

BIO 4300. Pharmacology. (3 Credits)

This course focuses on the principles of drug action. These principles will then be invoked in the discussion of various therapeutic interventions for diseases associated with selected organ systems. Treatments of pathogenic diseases and cancer will be discussed as well as the use of natural products.

Prerequisites: (BIO 142, 152, 192, 1402, 1502 or 1802) and (CHEM 242 or 2424).

BIO 4800. Human Physiology. (4 Credits)

This course focuses on medical physiology with emphasis on cellular and organ system physiology. Functions of circulation, respiration, heat regulation, water balance, neuromuscular mechanisms, neural and endocrine integration will be included.

Prerequisites: (BIO 152, 192, 1502 or 1802).

BIO 4900. Biology Senior Seminar. (1 Credit)

This course looks at current issues in biology by evaluating the biological literature. A general topic area is selected each semester for student presentations. Students must have Senior Status and 20 credits of Biology prior to taking this course.

BIO 4990. Undergraduate Research. (1-4 Credits)

This course provides students with the opportunity to work with members of the faculty conducting research in the biological sciences. Students must submit appropriate form to the Department Chair for approval. Note: Students may enroll in this course multiple times, up to a maximum of 4 total credits.

Business (BUS)

BUS 1200. Business Essentials. (3 Credits)

This course provides an overview and application of technology and soft-skills necessary within a business context. The course explores the use of various information technology formats for communication, data management and problem solving in the organizations. Students will apply these technological skills within their preparation of vocation and career-related skills needed in today's business climate. Students conduct extensive laboratory activities culminating in a final project that evaluates proficiency in skills needed for professional success and etiquette.

BUS 1220. Introduction to Business Information. (3 Credits)

This course presents an overview of the management information system. This course examines total organizational effort required in the management function. Topics of special interest include communication and systems theory, accounting cycles and applications systems, costs of data processing software and hardware, systems control and systems design.

BUS 1400. Quantitative Business Essentials. (3 Credits)

This course provides an overview and application of technology and soft-skills necessary within a business context. The course explores the use of various information technology formats for communication, data management and problem solving in the organizations. The course introduces data analysis concepts using spreadsheets. Students will apply these technological skills within their preparation of vocation and career-related skills needed in today's business climate. Students conduct extensive laboratory activities culminating in a final project that evaluates proficiency in skills needed for professional success and etiquette.

BUS 2200. Business Law I. (3 Credits)

This course offers an introduction to the American Legal System and several specific legal topics including, but not limited to, criminal law, torts, employment law and discrimination, agency, contracts and sales. Note: This is a course required for students majoring in the business discipline. Grades lower than a C- will not satisfy the requirements of the Business Core.

BUS 2400. Introduction to LEAN. (3 Credits)

This course introduces a series of concepts and practices directed toward improving customer value and reducing waste. Lean means creating more value to the customer with fewer resources. The course will focus on how to systematically expose unneeded processes, materials, and effort to make operations processes more effective and customer focused.

BUS 2420. Introduction to Six Sigma. (3 Credits)

This course introduces a method that organizes an operational improvement project into five components: define, measure, analyze, implement and control (DMAIC). Similar to a scientific research project, students will learn the Six Sigma process and how to use measures and statistics to make the right decisions to improve the effectiveness of organizational operations.

Prerequisites: (BUS 315, 315, 3450 or 3450).

BUS 2440. Project Management. (3 Credits)

Project management is the practice of initiating, planning, executing, controlling, and closing the work of a team to achieve specific goals and meet specific success criteria within certain constraints (time, quality, budget). The role and competencies of Project Managers is constantly evolving. Most recent discussions look at the Project Manager to be well versed in leadership as well as technical skills, such as statistics, etc. This course is a survey of project management and its use in solving business problems and its contribution to the strategic goals of the organization. Emphasis is placed on the scope, time frames, risk, cost, and quality aspects of project management. Project management case studies will supplement class lectures and students will use project management related tools (financial and statistical analysis, Gantt charts, Pareto analysis, and project management software) to facilitate project planning, analysis and feasibility assessment.

BUS 2600. Employment and Labor Relations. (3 Credits)

This course studies the management and administration issues related to group and individual performances and their effective contributions to the organizational objectives. Strategies for successful self-management, team building, and delegation will be emphasized.

BUS 2620. Staffing. (3 Credits)

This course introduces students to the principles and functions of staffing to enable the design and management of a successful staffing process, including legal compliance, internal and external recruitment, interviewing, and retention.

Prerequisites: (MGMT 336, 336, 3600 or 3600).

BUS 2640. Workplace Health and Safety. (3 Credits)

This course will provide students with the basic knowledge and principles of the field of occupational safety and health. This course is designed to provide students with an understanding and appreciation for the fundamental safety technology and management needs of the safety director.

Prerequisites: (MGMT 336 or 3600).

BUS 2660. Organizational Management Principles. (3 Credits)

This course engages students in the art and science of management within an organization. The four functions of management, organizing, leading, planning and controlling, are considered in light of individual group and organizational dynamics.

BUS 3200. Business Law II. (3 Credits)

This course examines several areas of business law including negotiable instruments, property, and business organizations. Fundamental principles of ethics and their application to common business situations are also examined during the course.

BUS 3220. Nonprofit Fundraising and Grant Writing. (3 Credits)

Course Description: Nonprofit Fundraising and Grant Writing offers students an introductory overview of fundraising strategies useful in the nonprofit sector. Weekly projects that allow for the practical application of the concepts being studied.

BUS 3240. Philosophy of Values & Ethics. (3 Credits)

This course provides the student the opportunity to explore philosophical approaches to ethics in the business organizational context. Personal and corporate ethical dilemmas are examined in reading, classroom, and online discussion, and reflective papers from the perspective of a variety of stakeholders. Students examine their own approach to ethical decisions and recognize the impact of Christian principles in their own behavior and attitudes.

BUS 3260. Journal Editing & Publishing. (1-3 Credits)

This course provides students an opportunity to explore specialized topics as research projects, seminars or lecture series in areas of business such as economics, sustainability, management, entrepreneurship, finance, accounting, human resources, marketing, and other subjects. Student will write, edit and publish research papers.

BUS 3420. Management Information Systems. (3 Credits)

This course presents an overview of management information systems. This course examines total organizational effort required in the management function. Topics of special interest include communication and systems theory, accounting cycles and applications systems, costs of data processing software and hardware, systems control and systems design.

Prerequisites: (MGMT 130, 130, 1200, 1200, BUS 130 or 130) and (BUS 161, 161, 1200, 1200, 162, 162, 1400 or 1400).

BUS 3450. Business Statistics. (3 Credits)

This course will provide students with a working knowledge of statistics, which will help them make proper business decisions under uncertain conditions. Areas to be covered include descriptive statistics, probability, inferential statistics, discrete and continuous probability distributions, and regression analysis.

BUS 3600. Family Business Management. (3 Credits)

This course exposes students to the ethical issues in business management and equips them to be effective servant leaders in business.

BUS 3620. Family Business Strategic Plan. (3 Credits)

This course will focus on the fundamental strategic planning opportunities and challenges facing family business owner management. Topics include: the strategy-making process; stakeholders - the vision and mission, governance and business ethics; external analysis; building competitive advantage; business level strategy and competitive positioning; strategy in the global environment; corporate level strategy and long-term profitability; strategic change - implementing strategies to build and develop the company; and implementing strategies through organizational design.

BUS 3640. Supply Chain Management. (3 Credits)

This is an introductory course in supply chain management. This will allow students to understand the components of supply chain management and its role within and across other functions in an enterprise.

BUS 3660. Training and Employee Development. (3 Credits)

This course emphasizes proper training and development within an organization and the introduction to a systematic approach to training. It examines the development and implementation of training, including needs, job and task analysis, design and evaluation of training programs, transfer of training and employee development.

Prerequisites: (MGMT 336, 336, 3600 or 3600).

BUS 3680. Compensation and Benefits. (3 Credits)

This course examines the development, administration, and evaluation of financial and non-financial compensation and benefits reward. Topics will include relevant theoretical and legal perspectives, compensation structure, compensation systems and benefit plans/ systems.

Prerequisites: (MGMT 336, 336, 3600 or 3600).

BUS 3950. Special Topics in Business. (3 Credits)

This course provides a discussion, lecture, and/or research forum (including individual research) for special business subjects not addressed by the regular curriculum. May be taken for 1-3 credits.

Prerequisites: (MGMT 130, 130, 1200 or 1200).

BUS 3999. Business Internship. (1-12 Credits)

This course provides credit for a pre-approved on-the-job work experience in the student's major field of study. The course further prepares the student for employment by teaching interviewing, networking and budgeting strategies; the role benefits play in companies; as well as professional etiquette and other life skills.

BUS 4200. Employment Law. (3 Credits)

This course combines the essential elements of managing individual and group performance towards organizational success with a comprehensive exploration of employment law and ethical considerations in the workplace.

BUS 4400. Health, Life, and Business Social Insurance. (3 Credits)

This course is an investigation of annuities, types of health and life insurance coverage's, employee benefits, and unemployment, disability, and old#age insurance.

BUS 4420. Business Policy and Ethics. (3 Credits)

This course provides management to guide resource deployment to maintain competitive advantages in meeting the corporate mission. The course provides a demonstration of the integration of the functional areas of business administration and a realistic approach to business problems. Prerequisites: senior status or permission of the professor.

BUS 4600. Integrative Project: HR Management. (3 Credits)

In this course elements of professional human resource practice are examined and summarized. Students integrate concepts of planning and evaluating strategic human resource initiatives with legal, social, management, and ethical approaches. This is an advanced course which can only be taken by students who have completed all other HR major requirements. Cannot be transferred in from another school.

Business Analytics (BUAN)

BUAN 4850. Business Data Analytics Programming with Visualization. (3 Credits)

In this course, students will apply the Business Analytics framework (OSEMIn) for the Obtaining, Scrubbing, Exploring, Modeling and Interpreting data to answer business questions using relevant software and techniques. This analysis will also include using statistical inference concepts and the visualization of data to defend the interpretations and conclusions through oral presentations and/or written reports. Students will learn to apply a Christian worldview to understand the value of analytics in business and the ethical use of data.

Prerequisites: (BUS 355, 355, BUAN 500, 500, BUS 3420, 3420, BUAN 5000 or 5000).

BUAN 4900. Analytics and the Digital Economy. (3 Credits)

In this course, students will use configurable software applications to transform data into meaningful information to answer business related questions. Results will be communicated orally and/or in writing using compelling visualizations to communicate to a non-technical audience and defend recommendations using data driven decision making. Students will learn to apply a Christian perspective and consider bias/fairness issues when applying business analytics to real-world applications in the Digital Economy.

Prerequisites: (BUS 355, 355, 3420 or 3420) or (MBA 520 or BUS 6300) and (MBA 534 or BUS).

BUAN 4950. Data Analytics: Integrative Project. (3 Credits)

This course is designed to provide students with a comprehensive view of the leading concepts and transformative role of analytics in business from a Christian worldview. This will be accomplished through a real-world project which incorporates all of the learning objectives from the program. The final project must provide insights to the organization or institution that is being studied and success will be measured through a written and oral defense of the project conclusions and recommendations.

Prerequisites: (BUAN 405, 405, 4850 or 4850).

Business Communication (BCOM)

BCOM 2400. Business Writing. (3 Credits)

This course will explore and practice various types of business writing techniques, both internal and external to the corporation, to all levels, including the delivery of good and bad news, persuasion, company publications, advertising, and public relations. A segment will also focus on preparing a detailed research report, as well as a resume. Assignments stress tact, clarity, and conciseness.

BCOM 3000. Group Dynamics. (3 Credits)

This course introduces students to key communication skills and issues that occur within small, task-oriented groups. Topics such as group formation, group development, roles, power, listening skills, conflict, decision making, problem solving, and leadership are presented via a variety of thought provoking exercises. The course concludes with a major small-group project that leads into a class presentation and a reflection paper.

BCOM 3200. Intermediate Public Relations. (3 Credits)

This course presents public relations research and action concepts to students with basic public relations and journalistic training. Students will develop their expertise in the areas of ethics, strategic planning, public relations plan development, proactive news media relations, custom communications for organizational publics, the basic of market research, demographically appropriate uses of social media, and the basics of single project and departmental budgeting.

BCOM 3800. Organizational Communication. (3 Credits)

This course is a study of how communication can detract from or improve productivity, profitability, morale, product quality, and efficiency in public and private organizations. Emphasis is placed on the role of communication in different approaches to leadership decision-making, conflict management, worker effectiveness, and employee motivation.

BCOM 3850. Interviewing Principles. (3 Credits)

This course is the study of strategies and techniques used in journalistic, employment, counseling, and persuasive interviews, with emphasis placed on employment interviews. Topics to be covered include do's and don'ts in interviews, interviewing strategies, legal aspects of interviewing, and communication skills.

BCOM 3900. Conflict Management. (3 Credits)

This course focuses on causes, types, and functions of conflict in family and work environments; the course reviews alternative tactics usable in conflict situations. This course will also examine prevention of conflict and alternatives to resolving conflict. Methods of dealing with tough individuals and situations are practiced and critiqued.

Prerequisites: (COMM 201, 201, 2100 or 2100).

BCOM 4000. Advanced Public Relations. (3 Credits)

This course applies and develops strategic writing skills in using advocacy, persuasion, empathy, audience analysis, team building, and cultural awareness in producing documents for use in corporate or nonprofit communications, online and newspaper journalism, marketing, investor relations, fund raising, internal communication, community relations, media relations, and crisis communication.

Prerequisites: (BCOM 323, 323, 3200 or 3200).

Chemistry (CHEM)

CHEM 1003. Introductory Chemistry. (3 Credits)

This course is a non-laboratory course that introduces the student to the principles and concepts of chemistry. It also gives students practice with the mathematical techniques used in the sciences.

CHEM 1204. Elements of General and Biological Chemistry. (4 Credits)

This course introduces the student to elements of general, organic, and biological chemistry and is recommended for students seeking a career in nursing. Note: Advisor placement, satisfactory performance on the chemistry placement exam, or completion of CHEM 1003 or MATH 1280 with a C- or better is required.

Prerequisites: (CHEM 100, 100, MATH 128, 128, CHEM 1003, 1003, MATH 1280, 1280 or minimum score of 0000 in 'CHEM 1003').

CHEM 1414. General Chemistry I. (4 Credits)

This course introduces the student to general concepts of chemistry including atomic and molecular structure, reaction stoichiometry, thermodynamics, periodic trends, gas laws, and intermolecular forces.

Note: Advisor placement, satisfactory performance on the chemistry placement exam, or completion of CHEM 1003 or CHEM 1204 with a C- or better is required.

Prerequisites: (CHEM 100, 105, 1003, 1204, minimum score of 140 in 'CHEM Placement Exam', minimum score of 0000 in 'CHEM 1003' or minimum score of 24 in 'ACT Composite').

CHEM 1424. General Chemistry II. (4 Credits)

This course is a continuation of Chemistry 1414 including thermodynamics, equilibrium, acid-base theory, reaction kinetics, and electrochemistry.

Prerequisites: (CHEM 141, 141, 1414 or 1414).

CHEM 2204. Analytical Chemistry. (4 Credits)

This course introduces the student to the application of chemical principles for the purpose of chemical analysis as well as the many associated skills such as sampling, sample preparation, treatment of data, etc. necessary to obtain valid information on the chemical composition of matter.

Prerequisites: (CHEM 1424 or 142).

CHEM 2304. Descriptive Inorganic Chemistry. (4 Credits)

This course introduces the student to the descriptive chemistry of the elements, with a focus on selected elements from within the representative or main groups. Topics to be covered include periodic trends, reactivity patterns, and structure as well as "real world" applications and some chemical history as it applies to the topics presented.

Prerequisites: (CHEM 142 or 1424).

CHEM 2414. Organic Chemistry I. (4 Credits)

This course introduces the student to organic synthesis and reaction mechanisms, focusing specifically on the chemistry of alkanes, alkenes, alkynes and alcohols. Substitution and elimination concepts are covered along with acid-base chemistry and stereochemistry.

Prerequisites: (CHEM 142 or 1424).

CHEM 2424. Organic Chemistry II. (4 Credits)

This course is a continuation of Chemistry 241, covering instrumental analysis of organic compounds, chemistry of aromatic systems, carbonyl chemistry, and the chemistry of amines. Laboratory consists of several multi-week projects including multi-step synthesis and unknown identifications.

Prerequisites: (CHEM 241 or 2414).

CHEM 3214. Biochemistry. (4 Credits)

This course introduces the student to the ways in which atoms and molecules function to produce life processes. Topics include aqueous interactions and bioenergetics; structure and function of nucleic acids, proteins, carbohydrates, and lipids; enzyme function and kinetics; and an overview of major metabolic pathways. Students will become familiar with and proficient using molecular visualization, data fitting, and kinetic simulation software. Note: A C- or better in CHEM 2104, 2424, or consent of the instructor is required for enrollment.

Prerequisites: (CHEM 215, 242 or 2424).

CHEM 3404. Physical Chemistry: Thermodynamics. (4 Credits)

This course introduces the student to the study of the states of matter, equilibrium, thermodynamics, the properties of solutions, the rates of chemical and physical processes, and the concepts and equations of statistical thermodynamics.

Prerequisites: (CHEM 142 or 1424) and (MATH 201, 201, 2010 or 2010).

CHEM 3504. Physical Chemistry: Quantum and Spectroscopy. (4 Credits)

This course is a study of quantum theory, electronic structure of atoms and molecules, group theory, computational chemistry and spectroscopy. Prerequisites: (CHEM 142 or 1424) and (MATH 202 or 2020).

CHEM 3990. Chemistry Internship. (1-4 Credits)

This course provides credit for chemistry majors who obtain laboratory or field experience outside of the typical academic environment. The experience must be approved in advance by the Department Chair. Note: 16 credit hours of chemistry and consent of the instructor is required for enrollment. Students may enroll in this course multiple times, up to a max of 4 credits.

CHEM 4224. Advanced Biochemistry. (4 Credits)

This course deepens the student's appreciation of life processes and the chemical concepts that underlie them. Topics include metabolic pathways involving carbohydrates, lipids, proteins, and nucleic acids; photosynthesis; the flow of information in biological systems; and content that will be student chosen. Software programs will be utilized, including those introduced in CHEM 3214.

Prerequisites: (CHEM 425 or 3214).

CHEM 4334. Advanced Organic Chemistry. (4 Credits)

This course is an advanced survey of modern organic chemistry focusing on synthesis using the retrosynthetic approach. Selected topics include classical organic syntheses in addition to pharmaceutical drug applications and process development synthesis.

Prerequisites: (CHEM 242 or 2424).

CHEM 4424. Advanced Inorganic Chemistry. (4 Credits)

This course provides advanced treatment of the chemistry of transition metal compounds and organometallic compounds, including discussions of symmetry and group theory, bonding theory, structure of solids, kinetics and mechanisms for reactions, Lewis acid/base chemistry, and others.

Prerequisites: (CHEM 235 or 2304) and (CHEM 342 or 3504).

CHEM 4524. Instrumental Analysis. (4 Credits)

This course is an in-depth study of the use of instruments in chemical analysis. Topics include the basic theory and techniques of instrumental methods of analysis, with emphasis on spectrophotometry, NMR, and gas and liquid chromatography. Note: A C- or better in CHEM 225 or consent of the instructor is required for enrollment.

Prerequisites: (CHEM 225, 2204, 242 or 2424).

CHEM 4911. Chemistry Senior Seminar I. (1 Credit)

This course involves review and presentation of freshman and sophomore level chemistry topics with a strong focus on a senior-level understanding of the topics and the development of scientific presentation skills. Note: Students must have completed 20 credits in CHEM coursework prior to enrollment. (May be concurrently enrolled in 4 of the 20 credits.)

CHEM 4921. Chemistry Senior Seminar II. (1 Credit)

This course helps students learn the important skill of understanding literature articles from high-level journals well enough to present the findings in an articulate fashion.

Prerequisites: (CHEM 491 or 4911).

CHEM 4990. Undergraduate Research. (1-4 Credits)

This course provides the student the opportunity to work on a research topic under the direction of a member of the chemistry faculty. The experience must be approved in advance by the Department Chair. Note: Students must have completed 8 credits of chemistry and have the consent of the instructor prior to enrollment.

Comm Sciences & Disorders (CSD)

CSD 1000. Introduction to Communication Sciences and Disorders. (3 Credits)

This course provides an overview of speech, language, swallowing, and hearing disorders across the lifespan, introduces the vocations of speech-language pathology and audiology, and examines contexts and settings for professional practice across cultures.

CSD 2100. Anatomy, Physiology, and Neurology of Communication & Swallowing. (3 Credits)

This course provides understanding of the anatomical and physiological components involved in speech, hearing, and swallowing. It will cover the basic elements of anatomy, neuroanatomy, and neurophysiology. This course will cover in depth the anatomy and physiology of respiration, phonation, articulation, resonance, mastication, deglutition, and hearing.

CSD 2200. Phonetics. (3 Credits)

This course provides an introduction to clinical phonetics. Students receive training and guided practice in transcription skills using the International Phonetic Alphabet (IPA) for characterizing production of speech sounds and speech errors, phonetic transcription of normal and disordered speech, and phonetic variation associated with dialects of English.

CSD 2500. Foundations of Cognition and Language. (3 Credits)

This course provides general coverage of cognitive and linguistic elements and mechanisms, relationships between cognitive and linguistic abilities, and cultural influences upon language and cognition across the lifespan.

CSD 2600. Kinesiology & Motor Learning. (3 Credits)

This is a foundational course that examines and analyzes human motion. Basic principles of kinematics, kinetics, levers, biomechanics and movements are covered. Muscle mechanics and neural control of muscles and joints are introduced. An overview of motor learning principles and theories leading to a better understanding of the neurophysiological and behavioral approaches to motor skill acquisition are introduced. Elements of kinesiology and motor learning as related to clinical evaluation of speech and swallowing are presented.

CSD 2700. Multicultural Populations. (3 Credits)

This course is a study of diverse populations, including cultural and linguistic differences and disorders in speech, language, and hearing, as well as cross-cultural issues in assessment and intervention.

CSD 3100. Speech and Language Development. (3 Credits)

This course focuses on speech and language development across life stages and cultures. This course covers theories of language acquisition and stages of development in the prenatal, postnatal, and newborn periods moving through the lifespan to include the toddler, preschool, school-age and adult years. In addition, this course will focus on the definition of the specific components of speech and language (phonology, syntax-morphology, semantics, and pragmatics), with emphasis on procedures for description and analysis commonly used in communication sciences.

CSD 3200. Hearing Science. (3 Credits)

This course is an introduction to hearing science and acoustics. Also covered will be anatomy/physiology of the auditory system and the human response to sound. Information will be presented in the form of lecture, discussions, graphic presentations, and hands on demonstrations.

CSD 3400. Research Seminar. (1-3 Credits)

This course is an investigation of research methods employed in communication sciences and disorders. Emphasis is placed on human subjects procedures and protections and the design of an empirically based investigation. Interested students may apply and be admitted through a selection process based on faculty recommendation.

CSD 3500. Audiology. (3 Credits)

This course is an introduction to audiology methods, pathologies of hearing, differential evaluation, physiological procedures, pediatric evaluation, hearing conservation, and rehabilitation. There is an emphasis on clinical application and hands on experience with audiology equipment.

CSD 3600. Speech and Language Disorders in Children. (3 Credits)

This course presents the characteristics of speech and language disorders in children from birth through adolescence as well as assessment and intervention strategies appropriate for that population.

CSD 3700. Speech Science. (3 Credits)

This course includes the study of the physiological, acoustic, and perceptual aspects of speech. Emphasis placed upon respiration, phonation, resonance, articulation, prosody, and acoustic phonetics.

CSD 3800. Research Practicum. (1-3 Credits)

This course is a closely mentored empirically based research experience in the context of some aspect of Communication Sciences and/or Disorders. Emphasis is placed on guided independent efforts to prepare, execute, and share research activities and results. Note: Instructor consent is required for participation in this course.

CSD 4100. Aural Rehabilitation. (3 Credits)

This course introduces principles of aural (re)habilitation. Perceptual, cognitive, communicative, educational, occupational, social, and emotional aspects of life related to hearing loss will be studied. Methods of management which optimize the use of residual hearing with amplification or other assistive devices are considered for patients across the lifespan. Further techniques for hearing loss intervention, including auditory training, counseling, and speech reading, will be presented.

CSD 4200. Clinical Methods & Observation. (3 Credits)

This course will provide students information about clinical practices in communication disorders, and the policies and regulations that govern them. Students will learn the principles of ethical practice, diagnosis and evaluation, management of communication disorders, and family-centered practice. Guidelines for evidence-based practice, use of assistive technology, and communication sampling will also be provided. Examples of ways in which clinicians can participate in research in the course of their practice will be presented.

CSD 4300. Service Delivery & Ethics. (3 Credits)

This course focuses on issues related to the profession of speech-language pathology, service delivery, ethics, and credentialing. An emphasis is placed on the American Speech-Language-Hearing Association Scope of Practice, Codes of Ethics, Scope of Practice and Preferred Practice Patterns. The importance of effective strategies within the context of the Christian perspective will be incorporated in regards to professional activity, including advocacy for the professions and the clients one serves are addressed.

CSD 4400. Neurological Bases of Communication. (3 Credits)

This course is the study of neurological development and function related to speech, language, and hearing. Emphasis is placed on the neuroanatomy and neurophysiology involved in communication.

CSD 4500. Clinical Practicum. (1-3 Credits)

This course is designed to provide an introduction to clinical skills and an opportunity to learn about related clinical practice. Students will participate in supervised clinical practicum experiences including assessment and remediation of a variety of communication disorders, where available. Undergraduate students will be assigned client(s) as well as a clinical instructor. A classroom portion/didactic will meet one hour per week to discuss topics such as record keeping, data collection, specific therapy techniques, clinical technologies, research findings, etc. Furthermore, these meetings are designed to enhance professional growth in the field of speech-language pathology.

CSD 4600. School Methods. (3 Credits)

This course is an overview of communication disorders and therapy methods in school-age children and the educational impact. Focus on practical application through understanding of IDEA, RTI, classroom interventions, and student accommodations and procedures and materials used in the public schools by speech language pathologists/Audiologists. Effective strategies within the context of the Christian perspective for managing ethical dilemmas in the school setting will also be addressed.

CSD 4700. Speech and Language Disorders in Adults. (3 Credits)

This course is a survey of speech and language disorders, seen in adulthood. Cause, identification, assessment, and treatment are addressed.

CSD 4800. Senior Seminar. (1 Credit)

This course is an integrative experience for seniors that ties together the key learning objectives identified by the department that are consistent with the mission of the University. These capstone projects are expected to demonstrate reflection, critical thinking, and effective communication including presentation, research, and technological skills as defined by the nature of the project.

Common Core Experience (CCE)

CCE 1010. Christian Citizen. (3 Credits)

This course serves as a Freshman Seminar and provides a common intellectual experience to all students by engaging students in important questions, discussions, and activities on responsible social action and civic engagement as a Christian citizen. The course defines citizenship broadly—wishing to be good neighbors as well as good citizens—while looking at citizenship from both a Christian and secular context. Based on readings and resources students will explore vocation and are encouraged to live out their vocations as student, citizen, neighbor, professional, and Christian in a thoughtful and constructive manner. As service is essential to citizenship, the course creates an opportunity for students to engage in moral discernment, active engagement and service at the local, national, and/or international level(s). This class is part of the Common Concordia Core required for all traditional students.

CCE 1020. Western Culture & Worldview. (3 Credits)

This course explores the underpinnings of Western Culture by focusing on crucial historical/cultural moments and the artifacts these civilizations produced. The Classical heritage and Christianity (at least as practiced in Europe and America) have both competed and cooperated for 2000 years, and the work in this class will highlight their interactions that define a Western Christian worldview in the present moment. Through a study of these developments, students will be able to situate themselves culturally and better engage worldviews and cultures other than their own.

CCE 1030. Western Thought & Worldview. (3 Credits)

This course is a Christ-centered reflection on the great conversation between the leading minds of Western philosophy. Mindful of Paul's admonition to avoid captivity to ideas contrary to Christ, and equipped with the tools of logic and worldview analysis, students engage the great ideas of ancient, medieval, modern, and contemporary philosophy. Along the way, students are trained to give clear definitions, to state worthwhile theses, and to defend them with cogent arguments. There is a particular emphasis on defending the merits of a biblical understanding of the world (apologetics), living a Christian life (ethics) and the relevance of philosophy (evaluating and applying worldviews) to our many vocations. This class is part of the Common Concordia Core required for all traditional students.

CCE 1040. Science & Humanity. (3 Credits)

This interdisciplinary course promotes scientific literacy by developing student understanding of how the natural sciences, social sciences, and technology are practiced, while at the same time providing the foundation for the required lab sciences and social sciences courses. By focusing on both the natural and social sciences, students will learn the types of questions asked by each, the ways knowledge is acquired in each, and how to evaluate the claims made by each. The increased impact of computer science (modelling, algorithms, big data) on science and society will also be covered. Ethical considerations of the uses of scientific knowledge form a key part of this course.

Communication (COMM)

COMM 1000. Introduction to Mass Communication. (3 Credits)

This course acquaints the student with the basic forms of mass communication and the media through which messages are conveyed. Current media trends and their origins will also be studied.

COMM 1010. Speech Communication. (3 Credits)

This course focuses on oral communication between the speaker and audience. The ability to speak with confidence is developed through a variety of speaking experiences. This course combines the theory of public speaking with practical experience in delivering informative, persuasive and inspirational speeches. Emphasis is placed on the ability to give and receive feedback of a critical nature.

COMM 1100. Public Speaking. (3 Credits)

This course considers the fundamentals of giving speeches that are informative, persuasive, inspirational, or entertaining. Students learn to manage speech tension, use vocal variety, improve delivery, and organize and support effective presentations with research and visual aids.

COMM 1200. Journalism. (3 Credits)

This course introduces students to the basics of reporting, writing, and editing in a journalistic style, and examines contemporary issues facing journalists and journalism.

COMM 1400. Audio and Video Production. (3 Credits)

This course introduces students to the world of film and video production. Students learn the process involved in preproduction, production, and postproduction throughout the development of digital video productions.

COMM 2000. Beacon Newspaper (CUW). (1 Credit)

This course affords students the opportunity to write, create content, edit, and publish the university newspaper.

COMM 2001. WCUW-Radio. (1 Credit)

This course considers the fundamentals of preparing and performing an on-the-air radio show, with a variety of skills including monologues, interviews, co-hosting, and introductions of other material. No prerequisites, although COMM 1300: Radio Production is strongly recommended.

COMM 2010. American Cinema. (3 Credits)

This course introduces basic issues related to the phenomenon of American cinema. It looks at American film history from the 1890's through the 1990's, but it does not explore this history in a purely chronological way. It is a cultural history which focuses on topics and issues more than on what happened when. It also explores how Hollywood films work technically, aesthetically, and culturally to reinforce and challenge America's national self-image.

COMM 2020. Intercultural Communication. (3 Credits)

This course provides students with an opportunity to develop communication skills necessary for a diverse workforce. In this course students come to understand intercultural communication by discussing language, stereotypes, behavior and patterns. Students develop the ability to apply cultural concepts to modern business situations and relate across cultures within that setting.

COMM 2100. Interpersonal Communication. (3 Credits)

This course studies why communication breaks down in interpersonal relationships, focusing on such topics as perception, self-concept, non-verbals, listening, gender, self-disclosure, power, and conflict. Assignments lead students to a greater awareness of their strengths and weaknesses as communicators.

COMM 2200. Advanced Public Speaking. (3 Credits)

This course teaches the use of research, strategy, audience analysis, and technology to attain professionalism in presentations. Students apply speaking skills in a variety of speeches selected by the instructor such as, "after dinner" humor presentation, an informative/persuasive PowerPoint lecture, a team debate judged by students, and an inspirational or devotional presentation. Prerequisites: (COMM 1100 or 105).

COMM 2300. Media Literacy. (3 Credits)

Media literacy is essential, as it allows individuals to deconstruct messages in order to gain control over them. In an age where claims of "fake news" are prevalent, it is increasingly important that audiences understand the messages being presented. In this course, students will engage with a variety of media - photographs, news articles, advertisements, websites, movies, tv shows - and develop an understanding of how this content can influence audiences. We will draw on persuasion and media theories, in order to evaluate the messages being presented in society. This course places equal emphasis on the foundation of solid scholarly writing and the pervasiveness of media messages. The course will feature regular writing assignments, in-class discussions, and a final project in which students analyze media messages using persuasion theories and discuss the importance of media literacy in evaluating persuasive messages.

COMM 2400. Sports Journalism. (3 Credits)

This course introduces students to the skills of a sports journalist, primarily the techniques and principles of interviewing, reporting, and writing sports. A hands-on approach is emphasized, with several opportunities for field experience. Prerequisites: (COMM 1200 or 265).

COMM 2500. Sports Broadcasting. (3 Credits)

This course introduces students to the skills of a sports broadcaster, primarily the techniques and principles of interviewing, reporting, and the on-air broadcasting of sports. A hands-on approach is emphasized, with several opportunities for experience.

Prerequisites: (COMM 1400 or 339).

COMM 3000. Special Topics in Mass Communication. (1 Credit)

Special Topics in Mass Communication engages students in an emergent topic of the Mass Communication industry, intending to spur interest in a specific sub-field of the discipline. Topics vary by semester.

COMM 3010. Servant Leadership. (3 Credits)

This course engages students in understanding and applying theory and skills grounded in the biblical concept of servanthood. Students are challenged to become effective leaders who value service, individual dignity, growth, and wholeness.

COMM 3100. Social Media. (3 Credits)

This course introduces students to theories about the ways in which social media influences society and provides students the opportunity to employ those theories via practical application.

COMM 3200. Mass Communication Campaigns. (3 Credits)

The course introduces students to the basic practices and principles for creating and implementing a comprehensive mass communication plan.

COMM 3300. Technical Writing and Speaking. (3 Credits)

This course focuses on the technical types of writing and speaking needed in professional positions, specifically presenting specialized information in an accessible way to a variety of audiences. Students will learn to write and design effective technical documents and present them orally.

COMM 3400. Gender and Communication. (3 Credits)

Students will study the differences - and similarities - between men and women as they communicate. Verbal and nonverbal elements are studied, along with why any differences might exist. Gender-specific issues in dating, education, family, religion, and the workplace will be discussed. A significant final project analyzing institutional artifacts specific to gender will be required.

COMM 3500. Film History. (3 Credits)

This course examines the development of motion pictures from its beginning to the present day. Films will be screened representing various movements, periods, and styles.

COMM 4000. Critical Analysis of Mass Communication. (3 Credits)

This course applies logical reasoning, critical thinking, and problem-solving approaches to the reading and writing processes with the intent to disseminate the information to internal and external audiences. Students will weigh, judge, and evaluate information from qualitative and quantitative perspectives.

COMM 4100. Cross-Cultural Communication. (3 Credits)

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

COMM 4200. Internship. (3-12 Credits)

This course involves supervised work at a commercial communication enterprise. Prerequisites are explained in the internship packet, which may be obtained from any communication professor.

COMM 4300. Sports Media Capstone. (3 Credits)

This is an advanced course in sports reporting, writing, blogging, broadcasting, and presenting. Students prepare publishable-quality pieces covering campus sports teams, athletes, and events. Students will master their research, interviewing, and reporting skills utilizing a variety of technologies during this hands-on capstone course.

COMM 4400. Mass Communication Capstone. (3 Credits)

This course allows students to complete a semester-long project related to mass communication to demonstrate their program learning outcomes.

COMM 4500. Multicultural Leadership. (3 Credits)

This capstone course will engage students with Multicultural Leadership Theory and help students understand leadership theory that is culturally nuanced, preparing them to be leaders as they begin their vocations as Concordians. This course will study different fields and how Multicultural Leadership skills will serve them as leaders to take on difficult, systemic challenges they will face in the workplace.

Computer Science (CSC)

CSC 1010. Foundations of Computer Science. (3 Credits)

Foundations of Computer Science provides a survey and overview of Computer science via its grand ideas. The concept of a computer system as a combination of hardware, software, and people is explored in detail. The computer system as a tool for personal and professional problem solving is emphasized. Foundational computer science issues along with current technology, terminology, ethical issues, application, and hands-on computer use are explored. Students select a topic of interest as a term project to augment class discussion and laboratory experiences. CSC 1010 serves as the foundation for all further CSC courses and is suitable for all students as an introduction to the fascinating world of computer science. CSC satisfies course requirements in mathematics (except for CS/IT majors).

CSC 1050. Computer Communication. (3 Credits)

Computer Communication introduces the basic concepts of the use of the computer in business, management, and in communication. Students will become aware of the main applications programs available, including writing memos using Word, crunching numbers with Excel, presentations with PowerPoint and using the internet to do research, send/receive email and explore other technology interests. This is an introductory course that guides students in appropriate communication techniques while using technology and computers with Office Suite programs.

CSC 1070. Theory and Fundamentals of Computer Science. (3 Credits)

This course allows the student to develop expertise in applying computer systems to a wide variety of personal and professional problems. Analysis of problems and synthesis of computerized solutions is emphasized. A unit approach allows the integration of current events, technology, concepts and practice. Selected topics include: web design; robotics; intermediate Word and Excel features; computer security; programming and scripting fundamentals; advanced issues in productivity software (e.g., data conversion, macros, objects, etc.); information management and presentation; PC design and build; and graphics.

CSC 1800. Systems Integration. (3 Credits)

This course explores classic and current articles in the fields of computer science, computer information sciences, and information technology. This course provides insights into effective reading and writing techniques in order to understand science and technology. In addition to specific activities focusing on reading and writing, students will select an interesting area of science or technology to investigate as a guided independent study. Useful information sources for science and technology will be explored, and students will be challenged to read widely and well as a foundation for life-long learning. The relationship between a Christian worldview and the development of science and technology is investigated.

CSC 2000. Coding I - Fundamentals. (3 Credits)

This course allows students to explore initial computer programming concepts with an emphasis on mapping current problem solving abilities to techniques that produce efficient computer systems. Topics covered include: history of programming languages, variables, conditionals, iteration, methods, and objects. These topics are covered within the context of good problem solving techniques, algorithm design, and user experience. The use of Python, an industry standard programming language, allows students to focus on the concepts of programming while minimizing the complexity of language details. Computer certifications (such as Mendix) are explored also.

CSC 2020. Computer Architecture. (3 Credits)

This course investigates the internal hardware function and structure of a computer in depth. The programmer's relationship to architecture and the computer scientist's relationship to organization are studied. Major topics include: peripherals (I/O and storage), the processor (CPU and memory), ALU (computer arithmetic), and the CU (computer instruction sets). Students will construct computer circuits from component chips and carry out programming assignments in assembly language. Prerequisites: (CSC 200 or 2000).

CSC 2050. Coding II - Algorithms. (3 Credits)

This course studies the foundational issues of computer programming in detail. The primary course emphasis is on computer control structures (selection, repetition, procedure) — how they are mathematically derived in theory and applied in the practice of problem solving. Algorithms will be transformed into modern high-level languages (such as C# and Java) by following professional programming techniques. Prerequisites: (CSC 200 or 2000).

CSC 2400. Machine Learning and Robotics. (3 Credits)

As sub-disciplines of artificial intelligence, machine learning and robotics hold much promise for the creation of practical and useful AI systems, but the correct understanding and application of these disciplines requires careful study of their theoretical underpinnings. This course examines the underlying theory behind current machine learning and robotic applications as well as their practical implementations. Students will work with state-of-the-art algorithms for supervised, unsupervised, and reinforcement learning. Students will also complete practical assignments related to robotic construction and navigation. Moral, ethical, and worldview issues related to these topics will be addressed from a Lutheran Christian perspective. Prerequisites: (CSC 415 or 3400).

CSC 2800. Animation I. (3 Credits)

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

Prerequisites: (CSC 150 or 1010) and (CSC 200 or 2000).

CSC 3010. Computational Dilemmas. (3 Credits)

provides the foundation for professional ethics in the fields of Computer Science and Information Technology. Students are familiarized with the doctrine of vocation and its implications for ethical attitudes, policies and behaviors. Students see their work as a means of service with social responsibilities that go far beyond the immediate legal and business-related requirements of their employer. Relevant moral criteria are presented and applied to contemporary case studies. Prerequisites: (CSC 250 or 2050).

CSC 3020. User Experience and Interactive Systems. (3 Credits)

concerns the fundamental issue of effective and usable human computer interaction. In addition to technical issues, people and process must be understood to create effective and usable tools. As CS and IT practitioners create and manage systems as effective problem-solving tools for others, they must develop a user-centered perspective within the organizational context. To that end this course will study related issues including cognitive principles, human-centered design, ergonomics, accessibility, emerging technologies and usable environments. CSC 3020 is part of the AI concentration in the CS curriculum. Prerequisites: (CSC 250 or 2050).

CSC 3030. Database Fundamentals. (3 Credits)

This course provides students with the background to plan, design, implement, maintain, and use database management systems. It addresses database structures, requirements, functions and evaluation of database management systems. The course focuses on the relational database model, standard SQL language, database structure normalization, conceptual data modeling, and the entity-relationship data model. Concepts of data integrity, security, privacy, and concurrence control are included.

CSC 3050. Operating Systems. (3 Credits)

This course examines the foundational concepts, functions, and structure of operating systems. The primary operating system responsibilities of supporting virtualization, concurrency, and persistence are studied in depth. Students will investigate key concepts via a number of interactive simulations. In addition, students will carry out a number of systems programming projects in order to gain hands-on experience. Prerequisites: (CSC 250 or 2050).

CSC 3070. Software Engineering. (3 Credits)

This course is the management of the entire software development process. This course affords the student the opportunity to explore the art and science of professional software development in great detail. The foundational aspects of the creative process, idea, implementation, and interaction are investigated in the context of software development. Principles of requirements, specifications, design, implementation, and maintenance are studied. The software development lifecycle is used as a management tool for the professional creation of effective systems. Support and management issues including design patterns, user and developer documentation, coding tools, and quality assurance are investigated. Actual programming projects are analyzed along with current research in the field. Several major software projects, both individual and team, are synthesized by students using an industry methodology. Knowledge of the programming environment utilized in CSC 2050 is required. CSC 3070 is part of the AI concentration in the CS curriculum. CSC 3070 may satisfy university requirements as a Writing Intensive course.

Prerequisites: (CSC 250 or 2050).

CSC 3200. Systems Programming. (3 Credits)

examines system-level software in depth with an emphasis on translation software and database systems. The interaction between systems-level software and the computer hardware is studied. The role of computer scientist in abstracting the hardware from the computer user is explored.

Prerequisites: (CSC 300 or 4400).

CSC 3210. Programming Language Theory. (3 Credits)

surveys major topics in the design, analysis, implementation and use of high-level languages. The four major programming paradigms are studied (procedural, functional, object, and declarative). Programming projects in each paradigm are implemented.

Prerequisites: (CSC 300 or 4400).

CSC 3400. Artificial Intelligence. (3 Credits)

Applied Artificial intelligence investigates the concepts of intelligence, both human and machine, and the nature of information, its origin, description, and transmission. This course focuses on building a theoretical foundation to support the incorporation of artificial intelligence into useful applications. Included are such topics as the ethics of artificial intelligence, machine learning, language processing, expert systems, and automated planning. The nature of human intelligence and the limits of machine intelligence will be treated from a scientific, philosophical, and computational perspective.

CSC 3600. Cybersecurity. (3 Credits)

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

Prerequisites: (CSC 250 or 2050).

CSC 3610. Networks & Security. (3 Credits)

This course is an in-depth view of data communication and networking ranging from the primitive historical approaches to the ever changing modern state of the field. It includes principles of network design, using a top-down approach and focusing on technologies used in the Internet. It will help students learn to design network-aware applications using sockets, threading, and concurrency. This course will help students understand how the Internet works, from the transport layer down to the physical layer. It will help students prepare for future positions in research and development by introducing them to the latest research in Internet technologies. This course will help students become better writers by emphasizing written work where possible. Finally, CSC 3610 will also help students apply networking technology in ways that can enrich their lives and assist in spreading the gospel.

Prerequisites: (CSC 250 or 2050).

CSC 3800. Animation II. (3 Credits)

In this course, students will continue work begun in CSC 2800 with a deeper exploration of 3D computer animation and introduction of a commercial 3D animation software product, Autodesk Maya. The class is viewed as a logical continuation of CSC 2800. This course explores the core technical and artistic aspects of 3D computer animation. Students will learn character modeling, character rigging, skinning, animation, and lighting using Autodesk Maya.

Prerequisites: (CSC 210 or 2800).

CSC 4060. Advanced Database and Web Development. (3 Credits)

Databases are the primary information repositories of 21st-century information technology. This course focuses on web technologies, information architecture, digital media, web design and development, vulnerabilities, and social software.

Prerequisites: (CSC 430 or 3030).

CSC 4200. Theoretical Computer Science. (3 Credits)

provides the student the opportunity to explore the Grand Ideas of computer science in a systematic way. Senior computer science students will be exposed to a variety of fundamental computer science concepts within a sound philosophical framework. Current events and small scale projects will augment and reinforce computer science concepts. The senior computer science assessment examination will be administered in this course. Topics include, Boolean Algebra and logic, Finite State Machines, grammars, correctness proofs, Turing Machines, analysis and discovery of algorithms, Finite Automata, coding and information theory, and aspects of creation. Students are challenged to explore the relationship between a Christian worldview and the fundamental concepts of computer science and technology.

CSC 4400. Coding III - Data Structures. (3 Credits)

As sub-disciplines of artificial intelligence, machine learning and robotics hold much promise for the creation of partial and useful AI systems, but the correct understanding and application of these disciplines requires careful study of their theoretical underpinnings. This course examines the underlying theory behind current machine learning and robotic applications as well as their practical implementations. Students will work with state-of-the-art algorithms for supervised, and reinforcement learning. Students will also complete practical assignments related to robotic construction and navigation. Moral, ethical, and worldview issues related to these topics will be addressed from the Lutheran Christian perspective.

Prerequisites: (CSC 250 or 2050).

CSC 4410. Adv Artificial Intelligence. (3 Credits)

This course builds upon the foundation developed by CSC 3400 by introducing students to a variety of cutting-edge artificial intelligence applications and systems. Included are such topics as probabilistic reasoning, planning and decision-making, natural language processing, robotic navigation, and deep learning. In addition, the ethical and moral implications of advanced artificial intelligence systems will be examined from both scientific and philosophical perspectives. The limitations of artificial intelligence will be examined via the framework of the Epistemological Assumption and a Christian worldview
Prerequisites: (CSC 415 or 3400).

CSC 4600. Penetration Testing. (3 Credits)

This course provides students with an introduction to the principles and techniques associated with the cybersecurity topics of penetration testing and ethical hacking. The course covers planning, reconnaissance, scanning, exploitation, and reporting from a "red team" offensive security posture. Students will learn how system vulnerabilities can be exploited and defended against in a variety of environments and operating systems. Students will develop an understanding of current cybersecurity issues and ways that human errors, system errors, and programming errors can lead to vulnerabilities in systems and organizations. The course will be divided between theoretical classroom learning and practical, hands-on lab and possible project work. Course topics include: Email security, application security. Incident response, computer forensics, fuzzing, malware, ransomware, mobile malware, honeypots, cryptography, and change management.
Prerequisites: (CSC 250 or 2050).

CSC 4800. Animation III. (3 Credits)

this course is an advanced level course designed to advance animation knowledge developed in CSC 2800 and CSC 3800. The emphasis in this course is on extending the Maya skills developed in CSC 3800 by examining and demonstrating advanced skills such as Fluids, Particles, nParticles, Fur, nHair, Bifrost, and mental rays. CSC 4800 will also introduce and utilize Maya extensions and toolsets such as RenderMan, which provides the ability to add photo-realism to your creations.
Prerequisites: (CSC 315 or 3800).

CSC 4900. Internship. (1-3 Credits)

consists of supervised work in a given area of computer science in an industrial or business setting. The topic of the internship is determined in conjunction with the responsible faculty, the on-site supervisor, and the student.

CSC 4950. Capstone Project. (3 Credits)

This course provides the student the opportunity to showcase computer science problem-solving skills by synthesizing an acceptable project. Students choose an acceptable problem and then fully implement the solution to that problem following professional programming practice. Students present their progress and project in both written reports and oral presentations.
Prerequisites: (CSC 250 or 2050).

Data Science and Applied Analytics (DSAA)

DSAA 2000. Introduction to Data Science and Analysis. (3 Credits)

This course introduces students to the field of data science and analysis and equips them with basic principles and tools. Students will learn key concepts, techniques, and tools to address various facets of the data science practice, including data collection and integration, data analysis, and predictive and descriptive modeling.

DSAA 3000. Data Mining and Predictive Analysis. (3 Credits)

This course allows students to study algorithms and computational paradigms to identify patterns in the data and perform predictions. The students will use data mining software.
Prerequisites: (DSAA 200 or 2000).

DSAA 3100. Visual Analytics. (3 Credits)

This course provides an overview of the foundational concepts and widely-used techniques in visual analytics. Students will learn about methods and tools that foster analytic reasoning by pairing visual capabilities with computational devices and algorithms.
Prerequisites: (DSAA 200 or 2000).

DSAA 4000. Senior Research Seminar. (3 Credits)

This course provides students with the opportunity to present a capstone research project. Students will survey the research methods of the field and apply tools of the field in order to interpret, analyze, and integrate data. Must be senior standing or have consent of instructor.

DSAA 4990. Internship. (3 Credits)

This course offers an opportunity for students to apply theories, ideas, principles, methods, and tools learned in the classroom to an off-site organization. Students will spend a minimum of 120 hours on site, furthering the development of their skills within the context of a workplace environment. Students will also write a paper that draws connections between the coursework and the on-site learning. Recommended pre-requisite of junior standing (60 previous credits).

Diagnostic Medical Sonography (DMS)

DMS 2000. Medical Law & Ethics. (3 Credits)

Medical Law Ethics presents legal and ethical guidelines and requirements for health care providers in the workplace. The course will discuss basic legal and ethical concepts for providing patient-centered care, promote the understanding of the impact of laws and ethics on clinical practice, explore desired professional and personal attributes for health care providers, examine job readiness, credentialing, and workplace dynamics, and promote cultural competency. It identifies the roles and functions of the interprofessional team and discusses risk management issues as they relate to health care clinical practice. Students will learn to identify and respond to issues of confidentiality, perform within legal and ethical boundaries, establish and maintain the medical record, and document appropriately.

DMS 3010. Superficial Sonography. (2 Credits)

This course emphasizes the role of a diagnostic medical sonographer as it pertains to superficial sonography. This course will investigate embryology, development, and anatomy of the breast, thyroid, scrotum, prostate, and penis. Further evaluation of physiology, pathology and sonographic appearance of normal and abnormal superficial sonographic anatomy will be discussed. Correlation with laboratory values, other modalities, and instructional scan labs (dependent on model availability) will be included.

DMS 3110. Sonographic Principles and Instrumentation I. (2 Credits)

This is the first in a series of courses in sonographic principles and instrumentations. The physics of ultrasound and its relation to instrumentation will be covered. Concepts of sound interaction with the human body are explored and the production of images discussed.

DMS 3120. Sonographic Principles and Instrumentation II. (2 Credits)

This course continues the discussion of sonographic principles and instrumentation and the relationship between them. It focuses on instrumentation and the production of ultrasound images. The interaction of sound and the human body is discussed.

Prerequisites: (DMS 311 or 3110).

DMS 3210. Vascular Sonography I. (3 Credits)

This course is intended to teach the student the anatomy, physiology and pathology of the cerebrovascular and visceral systems and to perform and analyze cerebrovascular and abdominal vascular exams.

DMS 3220. Vascular Sonography II. (2 Credits)

This course prepares the student to perform peripheral venous testing and ultrasound. It explores the anatomy, physiology and pathology of the peripheral venous system. Scan labs will be integrated into the curriculum to provide hands-on skills.

Prerequisites: (DMS 321 or 3210).

DMS 3230. Vascular Sonography III. (2 Credits)

This course prepares the student to perform peripheral arterial vascular ultrasound. It will include concepts of arterial hemodynamics as well as anatomy, physiology and pathology of the peripheral arterial vasculature. Scan labs will be integrated into the curriculum to provide hands-on skills.

Prerequisites: (DMS 322 or 3220).

DMS 3310. Abdominal Sonography I. (4 Credits)

This course focuses on normal gross anatomy, cross-sectional anatomy, and relational anatomy of the abdominal cavities, abdominal vessels, liver, biliary, and pancreatic systems. Physiology, pathology and pathophysiology are emphasized. Related laboratory values and other imaging modalities are discussed. Lectures are correlated with scanning lab demonstrations.

DMS 3320. Abdominal Sonography II. (3 Credits)

This course focuses on normal gross anatomy, cross-sectional anatomy, and relational anatomy of the urinary system, spleen and gastrointestinal system. Physiology, pathology and pathophysiology are emphasized. Related laboratory values and other imaging modalities are discussed. Lectures are correlated with scan labs.

Prerequisites: (DMS 331 or 3310).

DMS 3330. Abdominal Sonography III. (2 Credits)

This course focuses on normal gross anatomy, cross-sectional anatomy, and relational anatomy of the GI tract and abdominal wall. The use of contrast and performance of invasive procedures is covered. Physiology and pathology are emphasized. Related laboratory values and other imaging modalities are discussed. Lectures are correlated with scanning lab demonstrations.

Prerequisites: (DMS 332 or 3320).

DMS 3410. Ob & Gyn Sonography I. (3 Credits)

This course focuses on the non-gravid female pelvis and will enable the student to identify the normal organ anatomy of the female pelvis along with supporting structures and vasculature. The student will have a thorough understanding of the physiology of the various stages of the female reproductive system. Physiology, pathology and pathophysiology are emphasized. The student will be able to identify and differential gynecologic pathology. Scanning protocol will be discussed with correlating scan lab demonstrations.

DMS 3420. Ob & Gyn Sonography II. (3 Credits)

This course focuses on the gravid uterus, types of imaging in pregnancy and normal fetal development in all three trimesters. Biometrics in all three trimester will be covered. This course is the precursor to Ob/Gyn Sonography III, which focuses on fetal anomalies. Some course content between Ob/Gyn II and Ob/Gyn III will overlap. The role of the sonographer along with ethics and performance specifications will be explored.

Obstetric models, if available, are used during integrated scan labs to give the student proctored, hands-on scanning experience.

Prerequisites: (DMS 341 or 3410).

DMS 3510. Case Reports I. (1 Credit)

Case presentation and exam critique classes are held throughout the program. This course requires students to present cases from clinical rotations. Presentations will be judged on clinical history, correlative testing, differential diagnosis, image analysis and participation.

DMS 3520. Case Reports II. (1 Credit)

Case presentation and exam critique classes are held throughout the program. This course required students to present cases from clinical rotations. Presentations will be judged on clinical history, correlative testing, differential diagnosis, image analysis and participation.

Prerequisites: (DMS 351 or 3510).

DMS 3710. DMS Clinical Education I. (3 Credits)

Students will receive clinical instruction in sonographic procedures at their assigned clinical sites. Under the direct and indirect supervision of registered clinical staff, students will perform, assist, and observe sonographic examinations. In addition to clinical site rotations, clinical practicum includes scan lab instruction as indicated. Clinical competency will be assessed and documented to record student achievement of sonographic clinical skills.

DMS 3720. DMS Clinical Education II. (4 Credits)

Students will receive clinical instruction in sonographic procedures at their assigned clinical sites. Under the direct and indirect supervision of registered clinical staff, students will perform, assist, and observe sonographic examinations. In addition to clinical site rotations, clinical practicum includes scan lab instruction. Clinical competency will be assessed and documented to record student achievement of sonographic clinical skills.

Prerequisites: (DMS 371 or 3710).

DMS 3730. DMS Clinical Education III. (3 Credits)

Students will receive clinical instruction in sonographic procedures at their assigned clinical sites. Under the direct and indirect supervision of registered clinical staff, students will perform, assist, and observe sonographic examinations. In addition to clinical site rotations, clinical practicum includes scan lab instruction as indicated. Clinical competency will be assessed and documented to record student achievement of sonographic clinical skills.

Prerequisite: DMS 3720.

DMS 4030. Musculoskeletal Sonography. (2 Credits)

Students will be instructed on the anatomy, physiology, and pathology of the musculoskeletal system as it relates to sonography. Students will learn scanning techniques of the shoulder, elbow, knee, and ankle. Scan labs will be integrated in to the curriculum to provide hands on skills.

DMS 4140. Sonography Principles and Instrumentation Review. (1 Credit)

This course is intended to prepare the student to take the ARDMS SPI exam. Review and mock boards will be conducted. This course is only scheduled to run for five weeks during the semester.

DMS 4240. Pediatric Sonography. (2 Credits)

This course emphasizes the role of a diagnostic medical sonographer as it pertains to pediatric sonography. This course will investigate neonatal echoencephalography, spine and hip. It further explores sonography of the infant and neonatal abdomen, including kidneys, gastrointestinal and the diagnosis of jaundice. Imaging models will be used periodically, when available, for integrated scan lab instruction.

DMS 4430. Ob & Gyn Sonography III. (3 Credits)

This course focuses on the 2nd and 3rd trimester patient and sonographic exam with specific attention to abnormal conditions and congenital anomalies of the fetus. This course is designed to follow the Ob/Gyn II course and content is designed to overlap. The role of the sonographer along with ethics and performance specifications will be explored. Obstetric models, if available, are used during integrated scan labs to give the student proctored, hands-on scanning experience. Prerequisites: (DMS 342 or 3420).

DMS 4440. Ob & Gyn Sonography IV. (3 Credits)

This course emphasizes the role of a diagnostic medical sonographer as it pertains to women's reproductive health in both obstetrics and gynecology. This course will further investigate complex obstetrical and gynecologic anomalies, the balance of maternal and fetal needs, ethics specific to obstetrics, emerging technologies, labor delivery, post-partum, complementary and alternative medicine as well as registry exam review in Ob-Gyn. Imaging models will be used periodically, when available, for integrated scan lab instruction. Prerequisites: (DMS 443 or 4430).

DMS 4530. Case Reports III. (1 Credit)

Case presentation and exam critique classes are held throughout the program. This course requires students to present cases from clinical rotations. Presentations will be judged on clinical history, correlative testing, differential diagnosis, image analysis and participation.

DMS 4540. Case Reports IV. (1 Credit)

Case presentation and exam critique classes are held throughout the program. This course requires students to present cases from clinical rotations. Presentations will be judged on clinical history, correlative testing, differential diagnosis, image analysis and participation. Prerequisites: (DMS 453 or 4530).

DMS 4600. Professional Development in Sonography. (1 Credit)

This course will explore professionalism in general and as it relates to sonography. Topics include job exploration, interview and resume building designed to enhance skills for entry into the workforce.

DMS 4740. DMS Clinical Education IV. (6 Credits)

Students will receive clinical instruction in sonographic procedures at their assigned clinical sites. Under the direct and indirect supervision of registered clinical staff, students will perform, assist, and observe sonographic examinations. In addition to clinical site rotations, clinical practicum includes scan lab instruction as indicated. Clinical competency will be assessed and documented to record student achievement of sonographic clinical skills. Prerequisite: DMS 3730.

DMS 4750. DMS Clinical Education V. (7 Credits)

Students will receive clinical instruction in sonographic procedures at their assigned clinical sites. Under the direct and indirect supervision of registered clinical staff, students will perform, assist, and observe sonographic examinations. In addition to clinical site rotations, clinical practicum includes scan lab instruction as indicated. Clinical competency will be assessed and documented to record student achievement of sonographic clinical skills. Prerequisite: DMS 4740.

DMS 4800. Registry Review. (3 Credits)

Classroom involvement during the last semester of the program is dedicated to reviewing for the ARDMS exam. This course provides students with the opportunity to improve test-taking skills. Prerequisites: (DMS 323 or 3230) and (DMS 333 or 3330) and (DMS 443 or 4430).

Economics (ECON)

ECON 2000. Principles of Economics. (3 Credits)

This course is a survey of basic economic theory and its applications and is designed to cover principles of both microeconomics and macroeconomics. This one semester survey course is specifically designed to help students acquire an understanding of the basic economic decision-making tools required for sound economic decision making and further study in business and related fields. This course is not designed for the student wishing to pursue a major in economics.

ECON 2100. Microeconomics. (3 Credits)

This course provides a unifying theme of microeconomics, showing how micro-economics is the synthesis of theories, decision sciences, and the various fields of business administration studies. Special emphasis is placed on the interaction between the firm's business strategy and the market structure as the firm attempts to reach optimal performance in the face of economic constraints.

ECON 2200. Macroeconomics. (3 Credits)

This course presents principles and theories of macro-economics with emphasis on economic policies and their impact on the national welfare. Special attention is giving to the application of economic thinking methods to solving the macro-economic problems.

ECON 3070. History of Economic Thought. (3 Credits)

This course will trace the evolution of economic thinking from the Scholastics through the early twentieth century. Major groups and thinkers covered include Scholasticism, Mercantilism, Laissez-faire, Liberalism, Utilitarianism, Marxism, Neoclassicism, Keynesianism, Monetarism, and Austrian Economics. Upon successful completion of the course students should be able to distinguish between the main schools and thinkers in the history of economic thought and to understand the foundations of the approaches in the economics of the 19th, 20th and 21st centuries.

Prerequisites: (ECON 231, 231, 222, 222, 2100, 2100, 2200 or 2200).

ECON 3100. Macroeconomic Crises in History. (3 Credits)

This course analyzes the causes and consequences of macroeconomic crises in history and provides insight into whether or not these crises can be avoided or ameliorated by wise government economic policies. Particular crises analyzed include the South Sea Bubble, the Great Depression, and the current macroeconomic crisis, which is sometimes referred to as the "Great Recession".

ECON 3200. Intermediate Macro Economics. (3 Credits)

This course explores several theoretical models relating to the determinants of unemployment, inflation, economic growth, and economic stability in a primarily market based economy. Within this framework, the impact of fiscal and monetary policy is explored within the context of the current economic environment. This course is designed to utilize theoretical and mathematical tools that are more advanced than those applied in the introductory macroeconomics course.

Prerequisites: (ECON 222, 222, 2200 or 2200).

ECON 3250. Ecological Economics. (3 Credits)

This course addresses the distribution of wealth and the allocation of resources with a goal of efficiency, acknowledgement and rigorous assessment of the scale issue with a goal of optimality. This is what fundamentally distinguishes ecological economics from conventional or neoclassical economics. This business decision and natural science course gives full treatment to the efficiency standard, externalities, sustainability, socio-economic measurement, food, energy, water, poverty, pollution, depletion, population and migration in our economic world. The course ends with a scientific research project that aims to improve both ecological and financial performance, showing clearly that both can be accomplished concurrent.

Prerequisites: (ECON 222, 222, 2200 or 2200) and (ECON 231, 231, 2100 or 2100).

ECON 3300. Intermediate Micro Economics. (3 Credits)

This course provides a rigorous analysis of consumer preferences as related to the demand for goods and services, as well as the theory of the firm which relates market structure to the supply of goods and services and the efficient allocation of scarce resources. This course is designed to use theoretical and mathematical tools that are more advanced than those applied in the introductory microeconomics course.

Prerequisites: (ECON 231, 231, 2100 or 2100).

ECON 3350. An Econometric Survey. (3 Credits)

This course focuses on the development of analytical tools to support business decision making. Students use multiple regression methods for analyzing data in microeconomics, macroeconomics and related disciplines using the scientific research methodology. Extensions include bivariate linear regression, multivariate regression and nonlinear bivariate and multivariate regression modeling, design of econometric experiments and regression with time series data. The objective of the course is for the student to learn how to conduct - and how to critique - empirical studies in economics and related fields. The mathematical operations of econometrics are introduced only as needed and statistical software input/output is given full treatment.

Prerequisites: (ECON 222 or 2200) and (ECON 231 or 2100) and (MATH 205, 2050, BUS 315 or 3450).

ECON 3700. International Economics. (3 Credits)

This course deals mainly with the theory, policies, and benefits of international trade. Class discussions will address the mechanisms of foreign exchange markets and the balance of payments. Emphasis is placed on policy issues regarding how nations are affected by, and can best respond to, pressures on fluctuating currencies. Some problems raised by the international mobility of humans and physical resources are also under special consideration.

Prerequisites: (ECON 222 or 2200) and (ECON 231 or 2100).

ECON 4900. Special Topics in Economics. (3 Credits)

This course addresses current areas of interest in economics. Topics for the course may change with each offering and the course is scheduled based on student interest.

Education - CUAA (EDU)

EDU 1002. Teaching & Learning in Diverse Societies Elementary Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grades PK-3 or grades 3-6). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in student-centered learning, active engagement and the presence of bias and personal beliefs within the art of teaching.

EDU 1004. Teaching & Learning in Diverse Societies Secondary Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom appropriate to their program certification level (grades 5-9 or grades 7-12). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in student-centered learning, active engagement and the presence of bias and personal beliefs within the art of teaching.

EDU 1020. Human Growth and Development. (3 Credits)

Candidates will recognize and respond appropriately to the multiple influences on adolescent development, including but not limited to cultural, linguistic, religious, gendered, historic, economic, and social-emotional contexts throughout all aspects of teaching and learning. Candidates will further demonstrate knowledge of a variety of strategies, instructional approaches, behavioral assessments, and positive behavioral interventions within the general education learning environment to promote the full participation of all learners.

EDU 1022. Human Growth and Development Elementary Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grades PK-3 or grades 3-6). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in adolescent influences on development as well as behavior assessment and intervention.

EDU 1024. Human Growth and Development Secondary Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom appropriate to their program certification level (grades 5-9 or grades 7-12). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in adolescent influences on development as well as behavior assessment and intervention.

EDU 2002. Designing Instruction for Student Success Elementary Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grades PK-3 or grades 3-6). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in instructional planning, technology integration, pedagogy and classroom management.

EDU 2004. Designing Instruction for Student Success Secondary Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grades PK-3 or grades 3-6). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in instructional planning, technology integration, pedagogy and classroom management.

EDU 2022. Differentiation for All Learners Elementary Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grades PK-3 or grades 3-6). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in culturally responsive, trauma and resiliency informed instruction that honors the language, cultural and experiential needs of all students.

EDU 2024. Differentiation for All Learners Secondary Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom appropriate to their program certification level (grades 5-9 or grades 7-12). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in culturally responsive, trauma and resiliency informed instruction that honors the language, cultural and experiential needs of all students.

EDU 2110. Mathematics in Early Childhood. (2 Credits)

Candidates will explore current research, theories and practices regarding the early development of mathematical understanding and strategies for supporting lower elementary (grades PK-3) children's exploration and understanding of the world through inquiry-based, hands-on activities.

EDU 2140. Assessment of Young Children. (3 Credits)

Candidates will explore purposes and techniques of formal and informal assessment with lower elementary students (grades PK-3), including observation, analysis and reporting of results. The application of assessment data in planning developmentally appropriate activities for children will be discussed. In a clinical setting under the supervision of a mentor/classroom teacher (10 hours minimum), candidates will apply these principles of assessment.

EDU 2410. Math Strategies for Special Learning Needs. (3 Credits)

This course will provide candidates with expertise in the teaching of mathematics to children with learning disabilities. Candidates will develop expertise in the area of NCTM standards for preK-12 grade, RTI as it applies to students with learning disabilities, curriculum based measures and progress monitoring tools to develop appropriate programs, and strategies to modify and adapt mathematics curriculum to meet the needs of students with learning disabilities.

EDU 2420. Language and Literacy. (3 Credits)

This course will provide candidates with expertise in the teaching of language and literacy skills to students with learning disabilities. Candidates will demonstrate the skills in language and literacy assessments and development of instructional strategies designed to meet the individual needs of each student with learning disabilities. The candidates will also demonstrate the expertise in the area of response to intervention (RTI) and the role of the special education teacher in this process.

EDU 2430. Special Education Legislation and Legal Guidelines. (3 Credits)

This course will provide candidates with a deep understanding of the history of special education, current legal and ethical standards, and emerging issues which will provide them with a strong base to advocate for educational policy and appropriate resources to support high quality education and legal rights of individuals with exceptional learning needs.

EDU 2440. Meeting the Social, Emotional, & Behavior Needs of the Student. (3 Credits)

This course will provide candidates with proficiency in understanding and managing the diverse social/emotional and behavioral needs of students with learning disabilities. Candidates will apply a thorough understanding of research-based strategies to develop intervention plans using current data-based assessment and practices. Candidates will be able to apply knowledge to create positive learning environments for all students.

EDU 2450. Collaboration with Parents, Students, and Other Professionals. (3 Credits)

This course will provide candidates advanced understanding of the educational and societal needs of students with learning disabilities as well as skills to advocate for educational policy, services, programs, and resources to support high quality education. Candidates will apply deep understanding to promote ethical, legal, and evidence-based practices for collaboration and professional development with stakeholders.

EDU 2460. Determining Eligibility and Designing Educational Programs. (3 Credits)

This course will provide candidates with expertise in the assessment procedures required to identify a specific learning disability. Candidates will demonstrate skill in using assessment data to develop individualized educational plans which take into account a full continuum of program options and services. Candidates will demonstrate the ability to provide extensive information regarding the results of assessments and educational recommendations to all stakeholders.

EDU 2470. Instruction Across the Content Areas for Students with Learning Disabilities. (3 Credits)

This course will provide candidates with the knowledge and skill required to assist general educators with understanding the educational and emotional needs of students with disabilities along with the ability to implement accommodations, modifications and best practice instructional strategies in the general education setting.

EDU 2510. Teaching the Christian Faith. (2 Credits)

In this course, students prepare and evaluate objectives, strategies, and materials for teaching the Christian faith to Lutheran and non-Lutheran through lessons, the integration of the faith across the curriculum, and through worship experiences. This is a writing intensive course.

EDU 3002. Assessment and Evaluation for Educators Elementary Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grade 3-6 only). Under the supervision and direction of the mentor/classroom teacher, candidates will engage in assessment activities with students. Through classroom activities and other interactions with the mentor teacher, candidates will learn about various types of assessments (formative, summative, standardized, project-based, etc.) and how to use assessment data to monitor student progress and adapt instruction to meet students' needs.

EDU 3004. Assessment and Evaluation for Educators Secondary Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom appropriate to their program certification level (grades 5-9 or grades 7-12). Under the supervision and direction of the mentor/classroom teacher, candidates will engage in assessment activities with students. Through classroom activities and other interactions with the mentor teacher, candidates will learn about various types of assessments (formative, summative, standardized, project-based, etc.) and how to use assessment data to monitor student progress and adapt instruction to meet students' needs.

EDU 3050. Preparing for Student Teaching. (1 Credit)

Candidates will purposefully prepare for the semester of Student Teaching through understanding of ethical practices and development of classroom culture. Candidates will further reflect on Core Teaching Practices and specific grade band standards to ensure that they are prepared to advocate for all students and their learning.

EDU 3111. Elementary Literacy – Lower Elementary Clinical. (1 Credit)

This course will focus on applying the concepts of teaching literacy in lower elementary (grades PK-3) classrooms. In a clinical setting under the supervision of a mentor/classroom teacher, candidates will identify the needs of elementary students and will design and delivery literacy instruction. Candidates will use formative and summative assessments to evaluate lesson effectiveness and will reflect on and adapt pedagogy to continuously improve their instruction.

EDU 3112. Elementary Literacy - Upper Elementary Clinical. (1 Credit)

This course will focus on applying the concepts of teaching literacy in upper elementary (grades 3-6) classrooms. In a clinical setting under the supervision of a mentor/classroom teacher, candidates will identify the needs of elementary students and will design and delivery literacy instruction. Candidates will use formative and summative assessments to evaluate lesson effectiveness and will reflect on and adapt pedagogy to continuously improve their instruction.

EDU 3121. Literacy Challenges – Lower Elementary Clinical. (1 Credit)

This course will focus on identifying and addressing literacy challenges for readers and writers in lower elementary (grades PK-3) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will use specific assessments and assessment data to develop and implement effective instructional strategies that meet the needs of each learner, to monitor student progress in reading and writing, and to adapt and modify teaching strategies to meet unique student needs.

EDU 3122. Literacy Challenges - Upper Elementary Clinical. (1 Credit)

This course will focus on identifying and addressing literacy challenges for readers and writers in upper elementary (grades 3-6) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will use specific assessments and assessment data to develop and implement effective instructional strategies that meet the needs of each learner, to monitor student progress in reading and writing, and to adapt and modify teaching strategies to meet unique student needs.

EDU 3213. Literacy for Teaching Middle Levels Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (30 hours minimum) in a secondary classroom in grades 5-9. Under the supervision and direction of the mentor/classroom teacher, candidates will engage in literacy activities with students. Through classroom activities and other interactions with the mentor teacher, candidates will teach lessons focused on literacy and Core Teaching Practices specific to middle levels.

EDU 3224. Literacy for Teaching Upper Levels Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (30 hours minimum) in a secondary classroom in grades 7-12. Under the supervision and direction of the mentor/classroom teacher, candidates will engage in literacy activities with students. Through classroom activities and other interactions with the mentor teacher, candidates will teach lessons focused on literacy and Core Teaching Practices specific to upper levels.

EDU 3310. Health & PE for Elementary Teachers. (2 Credits)

This course will help you gain content knowledge necessary for the preparation and planning of instruction and integration of health and physical education concepts and principles across the curriculum.

EDU 3510. Office of the Christian Teacher. (2 Credits)

This course is a study of the role of the professional Educator in the Lutheran school system. Special emphasis will be given to the ministry of the Lutheran teacher, the call and placement process, staff relationships, and the role of the teacher in the total parish program.

EDU 4097. Secondary Methods. (4 Credits)

In this course, students gain an understanding of the content, methods, and materials for teaching in the secondary school setting.

EDU 4111. Language Arts & Social Studies – Lower Elementary Clinical. (1 Credit)

This course will focus on applying the skills for planning, teaching, and assessing in language arts and social studies in lower elementary (grades PK-3) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will plan and teach lessons in language arts and social studies, with an emphasis on integration of these content areas. Through personal reflection and feedback from the mentor teacher, candidates will improve and refine their pedagogy.

EDU 4112. Language Arts & Social Studies – Upper Elementary Clinical. (1 Credit)

This course will focus on applying the skills for planning, teaching, and assessing in language arts and social studies in upper elementary (grades 3-6) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will plan and teach lessons in language arts and social studies, with an emphasis on integration of these content areas. Through personal reflection and feedback from the mentor teacher, candidates will improve and refine their pedagogy.

EDU 4121. Math & Science– Lower Elementary Clinical. (1 Credit)

This course will focus on applying the skills for planning, teaching, and assessing in mathematics and science in lower elementary (grades PK-3) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will plan and teach lessons in mathematics/numeracy and science, with an emphasis on integration of these content areas. Through personal reflection and feedback from the mentor teacher, candidates will improve and refine their pedagogy.

EDU 4122. Math & Science - Upper Elementary Clinical. (1 Credit)

This course will focus on applying the skills for planning, teaching, and assessing in mathematics and science in upper elementary (grades 3-6) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will plan and teach lessons in mathematics and science, with an emphasis on integration of these content areas. Through personal reflection and feedback from the mentor teacher, candidates will improve and refine their pedagogy.

EDU 4191. Student Teaching for Lower Elementary. (12 Credits)

Under the supervision of a mentor teacher and university supervisor, the candidate will design and deliver instruction and assessments to students in a lower elementary classroom (grades PK-3). Through reflection on their instruction and feedback from the mentor, the candidate will develop and improve their practice. With support from the mentor teacher, the candidate will manage the classroom and all related activities.

Prerequisites: (EDU 395 or 3050).

EDU 4192. Student Teaching for Upper Elementary. (12 Credits)

Under the supervision of a mentor teacher and university supervisor, the candidate will design and deliver instruction and assessments to students in an upper elementary classroom (grades 3-6). Through self-reflection on instruction and feedback from the mentor, the candidate will develop and improve skills and practice. With support from the mentor teacher, the candidate will manage the classroom and all related activities.

Prerequisites: (EDU 395 or 3050).

EDU 4197. Student Teaching: Elem Ed. (12 Credits)

In this course, the teacher candidate will design, deliver and use reflective authentic assessments. The teacher candidate will use complex patterns of teaching performances across the curriculum that are well-aligned, well-differentiated, and have a positive effect on student learning.

EDU 4213. Methods for Teaching Middle Levels Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom in grades 5-9. Under the supervision and direction of the mentor/classroom teacher, candidates will engage in pedagogical activities with students specific to their content area. Through classroom activities and other interactions with the mentor teacher, candidates will use the Danielson Framework and Core Teaching Practices as a reference to teach self-created lessons integrating skills and addressing the needs of the middle level whole child.

EDU 4224. Methods for Teaching Upper Levels Clinical. (1 Credit)

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom in grades 7-12. Under the supervision and direction of the mentor/classroom teacher, candidates will engage in pedagogical activities with students specific to their content area. Through classroom activities and other interactions with the mentor teacher, candidates will use the Danielson Framework and Core Teaching Practices as a reference to teach self-created lessons integrating skills and addressing the needs of the upper level whole child.

EDU 4270. Teaching Science for Middle and Upper Levels. (3 Credits)

Candidates will develop their understanding of the content, methods, and strategies for teaching in an upper or middle level science classroom. Candidates will explore best practices in instructional planning and assessment, effective use of strategies to enhance teaching and learning in the science classroom.

EDU 4293. Student Teaching for Middle Levels. (12 Credits)

Under the supervision of a mentor teacher and university supervisor, the candidate will design and deliver instruction and assessments to students in a middle level classroom (grades 5-9). Through self-reflection on instruction and feedback from the mentor, the candidate will develop and improve skills and practice. With support from the mentor teacher, the candidate will manage the classroom and all related activities.

Prerequisites: (EDU 395 or 3050).

EDU 4294. Student Teaching for Upper Levels. (12 Credits)

Under the supervision of a mentor teacher and university supervisor, the candidate will design and deliver instruction and assessments to students in an upper level classroom (grades 7-12). Through self-reflection on instruction and feedback from the mentor, the candidate will develop and improve skills and practice. With support from the mentor teacher, the candidate will manage the classroom and all related activities.

Prerequisites: (EDU 395 or 3050).

EDU 4297. Student Teaching: Secondary Ed. (12 Credits)

In this course, the teacher candidate will design, deliver and use reflective authentic assessments. The teacher candidate will use complex patterns of teaching performances across the curriculum that are well-aligned, well-differentiated, and have a positive effect on student learning.

EDU 4310. Curriculum and Instruction: Health and PE. (2 Credits)

By investigating historic and current understandings of learning and schooling within a multicultural society, the future teacher will construct a foundation for reflective teaching and decision making that utilizes best practices in pedagogy, technology, and methodology. 2 credits.

EDU 4320. Teaching Physical Education Activities. (3 Credits)

This course will focus on how to teach different activities and strategies for the Physical Education classroom.

EDU 4350. Elementary Music Methods. (3 Credits)

In this course, students discover principles, methods, and materials for teaching music in the elementary classroom.

EDU 4352. Secondary Music Methods. (3 Credits)

In this course, students examine methods, materials and principles for organization of music courses and activities in secondary schools.

EDU 4399. Student Teaching for PE/Health or Music. (12 Credits)

Under the supervision of a mentor teacher and university supervisor, the candidate will design and deliver instruction and assessments to students in a PE/Health or Music (K-12) classroom. Through self-reflection on instruction and feedback from the mentor, the candidate will develop and improve skills and practice. With support from the mentor teacher, the candidate will manage the classroom and all related activities.

EDU 4499. Directed Student Teaching: Special Education with Seminar. (6 Credits)

In this course, candidates will complete 8 weeks for directed student teaching under the direction of a certified special education teacher along with student teaching seminar. During this student teaching experience, candidates will be evaluated by their cooperating teacher in 5 areas: demonstrating understanding of students with learning disabilities, assessing students with learning disabilities and developing individualized programs, teaching and modifying instruction and curricula for students with learning disabilities, working in the professional environment.

Education - CUW (ED)

ED 1000. Orientation Seminar. (0 Credits)

This course is a seminar for education majors who have not yet obtained Upper Division Status. This course orients students to the education program and the process of achieving Upper Division Status. Major components include an introduction to clinical experiences and program requirements. Students should register for ED 1000 their first semester in the education program and must pass this course. This course is pass/fail.

ED 1099. Foundations of Personal Finance. (0 Credits)

This course will provide participants with a clear understanding of personal budgeting and savings, loans and debt, and investing for one's future. The seminar utilizes the Foundations in Personal Finance: College Edition curriculum and resources developed by the Dave Ramsey team (Financial Peace University). This is a six-session seminar course in a pass/fail format.

ED 1102. Foundations of Education. (3 Credits)

This course is a critical examination of the forces that have shaped formal and informal education, especially as they affect American urban education. The course will review historical, philosophical, theological, social, scientific, and technological contributions that have influenced the American educational system. From this foundation, students will be encouraged to explore contemporary issues in American education as they consider their future roles in the teaching profession. This course will be taught with computer technology integrated throughout the course. This course serves as the first required professional course for teaching education students at Concordia University Wisconsin.

ED 1103. Human Relations for Teachers. (3 Credits)

This course is an interaction laboratory course designed to help candidates improve their interpersonal relationship skills and acquire competence in facilitating human relations activities in the classroom. Candidates will examine their attitudes and values toward and improve their techniques in working with learners, parents, colleagues, and community and minority groups. This course serves as an introduction of human relations' components to education majors.

ED 1104. Human Relations- Study Abroad. (3 Credits)

This course is an interaction laboratory course designed to help candidates improve their interpersonal relationship skills and acquire competence in facilitating human relations activities in the classroom. Candidates will examine their attitudes and values toward and improve their techniques in working with learners, parents, colleagues, and community and minority groups. This course serves as an introduction of human relations' components to education majors.

ED 1151. Conflict Resolution for Educators. (1 Credit)

This course is a course designed for online learning. The course addresses some common causes of conflict in a school environment and provides communication strategies useful for conflict resolution. The final unit examines a step-by-step plan for how to train students in the use of communication skills and peer mediation to assist other students engaged in conflict.

ED 1209. Educational Psychology - Adolescent. (3 Credits)

This course presents theories of development, learning, and motivation in the context of the early adolescent and adolescent students. This course includes a field experience component.

ED 1230. Nature of the Exceptional Child. (3 Credits)

This course is designed to introduce the education student to a study of the major characteristics of all disabilities and gifted students as defined by state and federal law in order to provide for their needs in the general education classroom. The course provides significant foundational theories and practices for understanding special education as a discipline, legal requirements for Special Education services including IEPs, and rights and responsibilities of parents, teachers, other professionals and schools related to children with exceptional needs. Students learn about characteristics of learners, assessments used to diagnose them, support services, and how to create instructional and behavioral strategies for exceptional learners in the general education classroom. This course includes a field experience component.

ED 1231. Best Practices in Engaging Children in Literacy. (3 Credits)

This course presents an overview of texts for children - early childhood through the early adolescent years - along with criteria for making appropriate literature selections. Attention is also given to authors and illustrators and the awards presented by various committees. Practical strategies for stimulating children's interest in books will also be discussed. Additionally, students will also explore social issues as related to literature and develop an understanding of critical literary theories.

ED 1275. Human Learning. (3 Credits)

This course explores theories of human development, learning, and motivation from a brain-based perspective. Students will be actively engaged in the learning process through a variety of assignments and activities including clinicals, presentations, reflections, and other experiences to enhance understanding and application of brain-based learning theory in the classroom. This course includes a field experience component.

ED 2000. UDS Seminar. (0 Credits)

This course is a seminar for education majors who have obtained or are working toward obtaining Upper Division Status (UDS). UDS seminar orients students to required content knowledge exams, pre-student teaching, and completing degree requirements. Students should register for ED 2000 during the semester in which they plan to complete Portfolio II and apply for UDS.

ED 2204. The Art & Science of Teaching Reading. (3 Credits)

This course examines the science, research, and methodology behind literacy instruction. Effective literacy instruction involves an acute understanding of the reading process, which includes oral language development, concepts of print, phonological awareness, phonics/decoding, vocabulary, word knowledge, fluency, and comprehension. Pre-service teachers will assume responsibility for understanding this complex process and delivering an effective instruction using varied instructional approaches, curricular materials, and assessment tools. The results of successful instruction are readers who possess not only basic reading skills but also the ability to read for multiple purposes, including other curricular areas. This course will also consider how to support the reading development of English Language Learners, students with disabilities, students from low socioeconomic status, and students from diverse backgrounds. The practicum component of this course enables students to put some of these strategies and skills into teaching practice.

ED 2208. Extracurricular Activities in the Fine Arts. (3 Credits)

Extracurricular activities in the fine arts sustain and ensure the necessary continuum of creative outlets for students. This course will provide skills necessary for use in any educational level up to the end of high school. ED 2208 will offer students experience and knowledge that will not only be useful in teaching, but also for work with scouting groups, the community, or volunteer projects. This course fulfills three credits in the speech/communications and language arts minors available in the elementary and secondary education majors.

ED 2221. Infant and Toddler Development. (3 Credits)

Students will gain learning experience with infants and toddlers through examining infant and toddler development as it applies to an early childhood education setting. Students will integrate strategies that analyze development of infants and toddlers from conception to three years, correlate prenatal conditions with development, summarize child development theories, analyze the role of heredity and the environment, and determine how to create and maintain a culturally and developmentally appropriate environment.

ED 2252. Best Practices in Engaging Adolescents in Literacy. (3 Credits)

This course provides an introduction to a variety of strategies for presenting adolescent literature in the classroom. The course includes an overview of genres along with an introduction to important early texts, as well as current adolescent/young adult texts appropriate for classroom use. Students will explore the issues of diversity, censorship, and privacy within relevant family and community situations. Attention is also given to authors in the field and also will identify criteria for selecting award-winning books.

ED 2293. The Urban Education Landscape. (3 Credits)

This course offers the student an extensive study of urban issues positively and negatively affecting urban education. Philosophies and specific strategies will be explored using a variety of resources and instructional tools.

ED 2294. Paradigms for Success in Urban Education. (3 Credits)

This course explores successful urban leaders in the areas of education and social services. Students will examine a variety of data-driven measures of success, such as student achievement, attendance, student engagement, student behavior, learning environment, and teacher engagement. In addition, students will survey the development of beginning urban schools to high-performing models of academic success and strong values. This course involves immersion experiences in a variety of urban schools.

ED 2295. Classroom Management. (3 Credits)

Classroom Management is essential for developing a class culture conducive to student learning. In this class, students will observe, practice, and evaluate a variety of classroom management theories and strategies used in urban schools. Student will learn best-practices for preventing, monitoring, and reacting to student behavior. This course involves immersion experiences in a variety of urban schools.

ED 2306. Teaching the Faith. (3 Credits)

This course helps the student develop knowledge of resources and skills necessary to teach religion in the elementary or secondary classroom. This course is required for Lutheran education majors. Students will explore theological, relational, social, and educational issues related to teaching the faith. While focusing upon topics and issues related to a Lutheran school setting, much of what is explored will be useful as one considers present and future vocations in parish, family or other educational settings. Note: Completion of Core theology courses is a requirement prior to taking this class.

ED 2327. Collaborating with Families and Professionals in a Diverse Society. (3 Credits)

This course is designed to provide students with a practical look at how teachers and families can empower, collaborate, and advocate for children with special needs. Students will see how lasting partnerships can be formed between members of diverse families and professionals in special and general education including administrators, teachers, assistants, special educators, and related service providers. The course includes family systems theory, the history and current status of policy, family rights, and the principles of partnership and their application by teachers and other professionals. Focus is on communication between home and school and strategies for developing culturally appropriate family-centered practices.

ED 2348. Developmentally Appropriate Practices for Early Childhood. (3 Credits)

This course will prepare pre-service teachers to implement developmentally, culturally, and linguistically appropriate teaching approaches that enhance young children's learning and development, with an emphasis on the nature and functions of play. Curriculum design, goal development, and assessment strategies will be examined. This course will include a clinical experience in which pre-service teachers will use a play assessment tool to document the types of play and determine next steps to support the development of a young child. Learners will also use a readiness checklist to observe fine and gross motor skills.

ED 2358. Emergent Writing: Birth to Grade 3. (2 Credits)

This course examines the development of children as writers from ages birth to grade 3. This course includes a study of children's language development, specifically the relationship between language and writing, stages of writing development, supporting the child as a writer through Writer's Workshops and Writing Conferences. The course explores the use of writing as a way to communicate to a variety of audiences for multiple, authentic purposes. A deep understanding of the process writing approach is developed through course work. The course will examine current research and instructional strategies.

ED 2432. Teaching Writing: Grades 4-12. (3 Credits)

This course is designed to introduce and immerse students both in the theory and practice of writing instruction. Through an in-depth study of best practices for children (grades 4-12) students will: 1) explore how to design an effective writing program; 2) identify the characteristics of different writing types as well as purposes for writing; 3) examine strategies for teaching and learning in writing; and 4) examine current research in writing instruction for upper elementary and adolescent writers. This course will offer suggestions on how to create authentic, real-world writing experiences for students, coupled with extensive teacher modeling and mentor texts.

ED 2464. Family - School Interactions. (3 Credits)

This course studies the relationship between young children, parents, and schools. Course focuses on family structures and social factors that influence the family. Emphasis will be placed upon how schools and families can support each other and how community resources can be used. To be taken after or concurrent with student teaching. Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 3359.

ED 2466. Health, Safety, and Fitness for the Young Child. (3 Credits)

This course presents the integration of health, wellness, safety, nutrition, and fitness for children within early childhood settings. Students will explore curriculum, resources, and instructional strategies to teach young children about health, safety, and fitness. Additionally, students will learn to prepare and maintain safe and healthy early childhood environments. Students will complete a service project that promotes wellness for young children.

ED 2484. Educational and Behavioral Management in Special Education. (3 Credits)

Topics addressed in this course include individual and group behavior management, behavioral change strategies, and classroom management for students with special needs. Principles of applied behavior analysis are discussed to promote appropriate academic and social behaviors and to decrease challenging behaviors in school settings. Creating positive learning environments that facilitate student learning and effective social interaction is emphasized. Special emphasis is placed on the student's ability to recognize, apply, and evaluate various strategies of management, and to develop Behavior Intervention Plans (BIPs).

ED 2820. How Adults Learn. (1 Credit)

This course introduces the psychology of learning and various theories of adult development. Students apply concepts to their own experiences of adult learning and development.

ED 3000. Student Teaching Seminar. (0 Credits)

This course is a seminar for education majors who are preparing for the student teaching experience. Major components include Portfolio III, requirements and information for the student teaching experience, and edTPA. Students should register for ED 3000 in the semester prior to their planned student teaching experience.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3248. Philosophy, Organization, and Practices of Coaching Athletics. (2 Credits)

This course is intended for education students pursuing the Athletic Coaching for Educators minor. Athlete-focused philosophies of coaching, management and planning of sports organizations, and theories and strategies of coaching are covered within this course.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3318. The Art & Science of Planning. (3 Credits)

This course will prepare pre-service teachers to implement developmentally, culturally, and linguistically appropriate teaching approaches that enhance young children's learning and development, with an emphasis on the nature and functions of play. Curriculum design, goal development, and assessment strategies will be examined. This course will include a clinical experience in which pre-service teachers will use a play assessment tool to document the types of play and determine next steps to support the development of a young child. Learners will also use a readiness checklist to observe fine and gross motor skills

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3328. Teaching Students with Significant Disabilities. (3 Credits)

This course examines and provides instruction in the teaching of the following areas for students with disabilities, especially those with moderate to severe disabilities: self-management and self-determination skills; social skills and emotional development; self-concept, personal competence, communication skills, and academic skills. This course also provides a study of the philosophical and practical base of effective assessment and intervention for individuals with moderate and severe disabilities, including assistive technology evaluations and applications. In addition, this course will focus on issues relevant to post educational, vocational, independent living, and community transitions, and the development of Individual Transition Plans.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3356. STEM: Math in Early Childhood. (2 Credits)

This course explores content, materials, and strategies for teaching and assessing young children in mathematics. Current research in early childhood mathematics education is emphasized. Pre-service teachers will teach mathematics in local schools and develop a philosophy for teaching mathematics.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3357. STEM: Science and Environment in Early Childhood. (2 Credits)

This course provides the pre-service educator with the knowledge, skills, and dispositions necessary for engaging curiosity, developing scientific literacy, and embracing a sense of wonder in young children. This course addresses how young children construct and represent scientific knowledge through problem solving, inquiry-based exploration, cooperative learning experiences, and integration with other curricular areas. Students develop concepts about essential components and skills of scientific investigation; and use this information in developing, assessing, and modifying developmentally appropriate instructional strategies for diverse learners.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3359. Curriculum and Techniques in Early Childhood. (4 Credits)

This course is a study of developmentally appropriate practices for the whole child, with emphasis on the nature and functions of play. Students develop an understanding of constructivist theory and utilize strategies of curriculum design that are emergent, integrated, aligned with early learning standards, and meet the needs of diverse learners. To be taken prior to student teaching.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3378. Curriculum and Methods of Teaching Choral Education. (2 Credits)

This course covers philosophical foundations of music education, levels of objectives with emphasis and the program and instructional level, characteristics of children and adolescents relevant to teaching music, classroom and rehearsal management, and methods for teaching choral music to students in grades 6-12.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3379. Curriculum and Methods of Teaching Instrumental Music. (2 Credits)

This course covers the philosophical foundations of music education, levels of objectives with emphasis at the program and instruction level, characteristics of adolescents relevant to learning music, classroom management, rehearsal techniques, unit/lesson planning, genre-specific pedagogy and school rehearsal visitations.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3381. Curriculum and Methods of Teaching PE - Elementary. (4 Credits)

This course provides the physical education major with an exposure to a variety of teaching methods, organization and management systems, age-appropriate activities, and best practice techniques in elementary physical education. It introduces teaching concepts related to the development of curriculum. Students are given the opportunity to "practice teach." A variety of materials are produced by the student for use in future teaching situations. This course provides a foundation in teaching physical education at the elementary level.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3400. Creativity in Early Childhood. (2 Credits)

This course is a study of creativity and the importance of meaningful integration of the creative arts throughout the curriculum for young children; including music, visual arts, movement/fitness, and dramatic play. Students will explore methods to utilize the creative arts to support learning and creativity in young children and throughout early childhood education.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3401. Instruction & Assessment of Reading. (3 Credits)

This course provides students with multiple reading and learning strategies to use across the curriculum. Theoretical models of reading and instructional approaches to the teaching of reading are reviewed, including developmentally appropriate instructional methods for teaching phonics and spelling, and assessments for instruction and accountability. Students will learn evidence-based instructional methods for: concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary and comprehension.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 204* or ED 2204*.

* May be taken concurrently.

ED 3403. Elementary General Music Methods. (2 Credits)

This course covers historical methods in teaching music for grades PK-5, including but not limited to singing, percussion instruments, recorders, autoharps, rhythmic dancing and note reading.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3416. Marketing in Early Childhood Programs. (1 Credit)

This course presents the challenges related toward successfully marketing Early Childhood programs. Topics include formal and informal marketing as well as local and corporate sponsorship. Students will explore, critique, and reflect upon marketing strategies at an early childhood center during their Administration Practicum. Candidates must enroll in ED 3489, ED 3417, and ED 3418 concurrently with ED 3416.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 3461 or ED 502.

ED 3417. Financial Management for Early Childhood Programs. (1 Credit)

This course presents the issues related to the unique workings of Early Childhood programs and competently managing their financial resources. Topics include bookkeeping, computer resources, and inter-staff communication. Students will explore, critique, and reflect upon financial management strategies at an early childhood center during their Administration Practicum. Candidates must enroll in ED 3489, ED 3416, and ED 3418 concurrently with ED 3417.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 3461 or ED 502.

ED 3418. Human Resources for Early Childhood Programs. (1 Credit)

This course explores the intricate relationships and concerns found in managing staff in an early childhood program. Issues include off-site management, full-time and part-time employment, and inter-staff communication. Students will explore, critique, and reflect upon human resources management at an early childhood center during their Administration Practicum. Candidates must enroll in ED 3489, ED 3416, and ED 3417 concurrently with ED 3418.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 3461 or ED 502.

ED 3429. Urban Education Field Practicum. (3 Credits)

This practicum course investigates the quality and performance of city classrooms. Students complete at least 20 hours in an urban classroom. Emphasis will be placed on teaching, feedback, and reflection.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3438. Transition and Collaboration for Adolescents with Disabilities. (3 Credits)

This course is designed to provide an overview of the transition and community-based needs faced by adolescents with disabilities as they move from school-based instruction to community-based vocational or post-secondary settings. Emphasis is on legal issues and legislation, service delivery models, transition, and collaboration with community-based organizations and personnel.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3450. Instruction and Transition for Adolescents with Disabilities. (3 Credits)

This course examines the instructional, transitional and community-based needs faced by adolescents with disabilities. Students learn how to modify, accommodate, and adapt instruction for exceptional youth, with an emphasis on adolescents who have disabilities. Students will identify appropriate attitudes and strategies that will help them build positive relationships with adolescents with disabilities and create appropriate learning environments as they move from school-based instruction to community-based vocational or post-secondary settings. There is an emphasis on legal issues, the continuum of alternate placements, post-secondary transition plans and collaboration with community-based organizations and personnel.

ED 3452. Strategies for Teaching Exceptional Youth. (3 Credits)

This course will help students understand the characteristics of adolescents with exceptionalities. Students will identify appropriate attitudes and strategies that will help them build positive relationships with exceptional students and create appropriate learning environments. Students will examine legal issues, inclusion, collaboration, and behavioral and academic needs as they pertain to exceptional youth. Students will learn how to modify, accommodate, and adapt instruction for exceptional youth, with an emphasis on adolescents who have disabilities, are gifted and talented, and are identified as at-risk.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3455. Legal Issues in Special Education. (3 Credits)

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

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3457. Curricular Adaptations for Learners with Disabilities. (3 Credits)

This course offers a framework for adapting the general education curriculum and instructional materials to meet the diverse needs of students, including those with disabilities and mental health challenges. Curriculum adaptations, modifications, and accommodations are defined and scrutinized. Planned supports such as instructional strategies, differentiated instruction, Universal Design for Learning, and assistive technology are explored as ways to accommodate students with diverse needs in the general education environment and curriculum. The course includes an emphasis on unit and lesson planning.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3459. Measurement and Evaluation - Health and Physical Education. (3 Credits)

This course focuses on assessment techniques in health and physical education. This course discusses and provides methods for creating appropriate assessments, models for performance-based assessments, authentic assessments, and instruction for administering skill and fitness tests. Test construction will be examined. Students will develop a battery of assessment tools, intended for use at the elementary, middle, and high school levels.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3461. Administration of Early Childhood Programs. (3 Credits)

This course is a study of planning and administering early childhood programs with emphasis on planning, implementing and evaluating programs. State regulations, establishing policies, leading and managing personnel, developing budgets and contemporary early childhood issues will also be examined. Strategies to facilitate learning in this course will include, but are not limited to, lectures, assigned readings, class discussions, group exercises, and application experiences.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3475. Adaptive Physical Education. (3 Credits)

This course includes the study of those conditions and unique needs of the special needs child in the physical education environment. This course provides the student with knowledge of specific disabilities and impairments as they relate to a physical education and recreational setting. Concepts of inclusion and least restricted environments are presented. Teaching techniques, progressions and program modifications are reviewed for various environmental situations. This course works in conjunction with ED 3486.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 1230.

ED 3476. Curriculum and Methods - Health Education. (3 Credits)

This course introduces the student to general principles and methods of teaching health education. Emphasis will be placed upon pedagogy, application of appropriate materials, teaching aids, and evaluating effective health resources.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3486. Practicum in Adaptive PE. (0 Credits)

This course introduces the student to a clinical experience with an adaptive cohort. Must be taken simultaneously with ED 3475.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 3489. Practicum in Early Childhood Administration. (1 Credit)

This practicum course provides the opportunity to relate theory to practice in an administrative childcare setting. Placement will be made with a director in a licensed and NAEYC certified childcare. Candidates must enroll in ED 3416, ED 3417, and ED 3418 concurrently with ED 3489.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 3461 or EDG 502.

ED 4301. Data Driven Analysis of Classroom Practice. (2 Credits)

This course examines the research and methodology behind classroom management practices. It encourages the development of a personal philosophy to plan, implement, and assess the management, instruction, and student achievement occurring within a classroom. The course examines the use of formative assessment as a means for both developing and extending student understanding. Further, the course addresses a comprehensive framework for teaching that includes preparation, classroom environment, instruction, and professional responsibilities.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4302. Collaborating with Families and Members of the Community. (1 Credit)

This course will focus on the broader function of the school within the community. The course highlights successful approaches for developing partnerships with community stakeholders, including the parents of students. Additionally, research and innovative partnership models will be explored.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4303. Language Arts Methods. (3 Credits)

This course explores materials and methods in the study of the communication skills: speaking, listening, writing, and reading, and their interrelationships. Research-based practices in teaching students the many different types of literacy and becoming confident and independent readers and writers is emphasized.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4304. Curriculum and Methods in Mathematics. (3 Credits)

This course explores content, materials and strategies for teaching and assessing elementary and middle school mathematics. Current research in mathematics education and curriculum development is emphasized. Pre-service teachers will teach mathematics in local schools and develop a philosophy for teaching mathematics.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4305. Curriculum & Methods in Science & Environment. (3 Credits)

The course presents an overview of curriculum, materials, and methods of teaching science from an environmental education perspective. Pre-service teachers will design lessons to teach the nature of science in area schools using science content and inquiry-based teaching practices to construct evidence-based explanations about real-world phenomena.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4306. Curriculum and Methods in Social Studies. (3 Credits)

This course examines the research and methodology behind successful social studies instruction at the elementary/middle level. The course introduces students to curriculum planning, methods, and materials in teaching social studies. Further, the course is designed to help you prepare to teach diverse populations of students. This course will develop your understandings of the thinking, reading, and writing required in the study of social studies and how to integrate literacy goals within your instruction. Teaching social studies at the elementary and middle school levels allows students to develop their inquiry, critical thinking, problem solving, and literacy skills. Locating and using resources is an integral component of social studies instruction. Included in this course are topics that address instructional philosophies, instructional strategies, assessment techniques, resource materials, and technology. Further, this course is designed to broaden one's content knowledge in history, geography, economics, behavioral science, and political science as these key areas are essential for providing meaningful experiences for elementary/middle level students.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4321. The Art and Science of Teaching Language Arts. (2 Credits)

This course focuses on the methods and materials essential for teaching language arts in the elementary classroom. Candidates will explore strategies to develop students' communication skills, including speaking, listening, reading, and writing, through a literacy-rich approach. Emphasis will be placed on using digital resources and platforms to support diverse learners and integrate literacy goals across various subjects. Candidates will also gain practical experience in curriculum planning and instructional design tailored to the language arts classroom.

ED 4322. The Art and Science of Teaching Social Studies. (1 Credit)

This course prepares candidates to design and deliver effective social studies instruction in the elementary classroom. Through the integration of literacy strategies, candidates will explore how to foster critical thinking, inquiry, and communication skills within the context of social studies content. The course emphasizes curriculum planning, innovative teaching methods, and the use of digital tools to engage students and make social studies relevant to their lives. Practical applications will focus on developing a deep understanding of social studies standards and creating interdisciplinary connections.

ED 4323. The Art and Science of Teaching Mathematics. (2 Credits)

This course provides an in-depth exploration of curriculum and methodologies for teaching mathematics in the elementary classroom. Emphasis is placed on helping students develop a strong conceptual understanding, procedural fluency, reasoning, and problem-solving skills. Candidates will explore effective strategies for creating engaging, hands-on math experiences that build confidence and competence in learners. The course integrates the use of digital tools and resources to support diverse learning needs and align instruction with standards-based practices in mathematics education.

ED 4324. The Art and Science of Teaching Science. (1 Credit)

This course focuses on the methods and curriculum necessary for teaching science in the elementary classroom. Candidates will explore how to engage students in scientific inquiry, using evidence-based practices to investigate real-world phenomena. Emphasis is placed on helping learners develop critical thinking and problem-solving skills through hands-on exploration and experimentation. The course also examines the integration of technology and engineering concepts to foster a deeper understanding of science content and its applications.

ED 4337. The Art and Science of Assessment. (3 Credits)

This course covers research-based assessment strategies for determining both learner progress and instructional effectiveness. Both formative and summative assessments strategies will be created. Teacher candidates will learn fundamentals of assessment data analysis that will help inform next steps for instruction. Emphasis on appropriate feedback and means by which learners can implement that feedback to their continued learning will be taught. In addition, strategies for integrating academic language into assessment strategies will be covered. Taken concurrently with ED 4339.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4339. The Art and Science of Instruction. (3 Credits)

This course covers research-based instructional strategies that engage and deepen the learner's understanding of focused content. This course also looks at general teaching practices that allow for successful implementation of lesson plans. In addition, this course covers classroom management strategies supported by research and theory. Taken concurrently with ED 4337.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4340. The Art and Science of Assessment and Instruction. (3 Credits)

In this course, teacher candidates will explore research-based assessment strategies to evaluate learner progress and instructional effectiveness. They will develop both formative and summative assessment strategies. The course will provide a solid foundation in assessment data analysis, enabling candidates to make informed decisions regarding their instruction. Special attention will be given to providing appropriate feedback and empowering learners to utilize it for ongoing learning. Furthermore, candidates will gain insights into integrating academic language into their assessment strategies.

ED 4343. Portfolio Completion: Early Childhood. (1 Credit)

This course is taken concurrently with the student teaching semester. The course is designed to encourage reflection and discussion on the process of developing as an early childhood professional. During this reflective process, a professional portfolio will be completed and updated to include a resume, an updated philosophy statement, letters of recommendation, and documents from three student teaching placements. Students will also complete the performance-based assessment, edTPA, as required for Wisconsin state licensure. Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4372. Curriculum and Methods of Teaching English - Secondary. (3 Credits)

This course emphasizes writing of course objectives and lesson plans, instructional strategies, along with classroom management and discipline techniques.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4373. Curriculum and Methods of Teaching Social Studies - Secondary. (3 Credits)

This course addresses principles, methods, and specific instructional strategies for teaching Social Studies courses at the secondary level and the middle school level. Educational standards and the various philosophies of teaching Social Studies courses will be discussed. Includes curriculum planning and the construction of unit and lesson plans using a variety of resources, technology, and instructional tools. Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4374. Curriculum and Methods of Teaching Mathematics - Secondary. (3 Credits)

This course combines principles and specific methods of teaching mathematics in the secondary school. National trends and current philosophy of teaching mathematics are discussed.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4376. Curriculum and Methods of Teaching Science - Secondary. (3 Credits)

This course combines current research on learning theory with principles and specific methods of teaching science in the middle and secondary schools, including the instruction in the use of audio-visuals.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4377. Curriculum and Methods of Teaching Business Education - Secondary. (3 Credits)

This course combines principles and specific methods in teaching business in the middle and secondary schools, including instruction in the use of audio-visuals.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4382. Curriculum and Methods of Teaching PE - Secondary. (3 Credits)

This course provides the physical education major with an exposure to a variety of teaching methods, organization and management systems, age-appropriate activities, and best practice techniques in secondary physical education. It introduces teaching concepts related to the development of curriculum. Students are given the opportunity to "practice teach." A variety of materials are produced by the student for use in future teaching situations. This course provides a foundation in teaching physical education at the secondary level.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4388. Curriculum and Methods in English/Social Studies – Secondary. (3 Credits)

Curriculum and Methods in English/Social Studies - Secondary combines principles, methods, and specific instructional strategies for teaching English courses and Social Studies courses at the secondary level and the middle school level. Educational standards and the various philosophies of teaching English and Social Studies courses will be discussed. Includes curriculum planning and the construction of unit and lesson plans using a variety of resources, technology, and instructional tools.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4411. The Profession and Ethics of Teaching. (3 Credits)

This course is the capstone course of the education program, ideally taken just prior to student teaching. This course emphasizes key tenets of the profession: school law; ethics and judgment of educators, including conflict mediation and resolution; legal responsibilities of teachers; finding and securing a meaningful job, including the Call process to a Lutheran school; and ongoing professional development.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4412. Portfolio Completion - Elementary. (1 Credit)

This course includes the culminating portfolio presentation that provides verification that the teacher candidate has completed all Elementary Education program and Wisconsin licensure requirements. The final portfolio presentation provides evidence of the teacher candidate's proficiency in and application of the Wisconsin Teaching Standards with artifacts from student teaching. The Wisconsin Department of Public Instruction can change licensure requirements at any time, so students should consider applying for the license shortly after receiving endorsement. Students will enroll concurrently in ED 4421 and/or ED 4422.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4414. Portfolio Completion-Secondary. (1 Credit)

This course is the culminating portfolio presentation that provides verification that the teacher candidate has completed all Wisconsin licensure requirements at that time. Recognizing that reflective, concerned, and competent teachers develop from a multitude of unique abilities and experiences, Concordia's teacher education program encourages the cultivation of unique, well-rounded teacher candidates. Since traditional evaluation procedures that focus on tests and grades fail to reveal the whole picture of the teacher education student, Concordia has instituted the portfolio process, which seeks to provide a more personal reflection of the unique abilities and accomplishments of each teacher education student. The final portfolio presentation provides evidence of the teacher candidate's proficiency in and application of the Wisconsin Teaching Standards with artifacts from student teaching. The Wisconsin Department of Instruction can change license requirements in the future so students should consider applying for license shortly after receiving endorsement.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4421. Elementary Student Teaching. (6 Credits)

This course provides one of two culminating clinical experiences for students pursuing a dual major in education. This course specifically prepares candidates pursuing a license in elementary and middle school education. Teacher candidates will be mentored in the responsibilities and expectations of a K-9 teacher through observations, reflections, discussions, and professional development meetings. Elementary dual major candidates will enroll concurrently in one of the student teaching courses for Early Childhood or Special Education majors.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4425. Early Childhood Student Teaching. (6 Credits)

This course provides one of two culminating clinical experiences for students who will receive a teaching license for elementary education. In a fulltime clinical placement, students will apply the 11 teacher education standards under the supervision of a cooperating teacher and university supervisor. Students will enroll concurrently in ED 4422, ED 4425, ED 4444, or ED 4447.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4440. Curriculum and Methods in Computer Science Education. (3 Credits)

This course studies the strategies involved in teaching computer science. Focuses on choosing software that integrates into other areas of the curriculum, and details how to use that software effectively.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4442. ECSE Student Teaching. (6 Credits)

This course provides one of two culminating special education clinical experiences for students who will receive a teaching license in ECSE. Teacher candidates will be mentored in the responsibilities and expectations of a special education teacher through observations, reflections, discussions, and professional development meetings. The setting will provide students with the experience in their developmental level. The student teacher will enroll concurrently in a second student teaching course to fulfill the requirements of their teaching license.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4444. Special Education Student Teaching. (6 Credits)

This course provides one of two culminating special education clinical experiences for students who will receive a teaching license in CCSE. Teacher candidates will be mentored in the responsibilities and expectations of a special education teacher through observations, reflections, discussions, and professional development meetings. The setting will provide students with the experience in their developmental level. The student teacher will enroll concurrently in a second student teaching course to fulfill the requirements of their teaching license.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4449. Portfolio Completion - Special Education. (1 Credit)

This course is the culminating portfolio presentation that provides verification that the teacher candidate has completed all special education program and Wisconsin licensure requirements at this time. Recognizing that reflective, concerned, and competent teachers develop from a multitude of unique abilities and experiences, Concordia's teacher education program encourages the cultivation of unique, well-rounded teacher candidates. Since traditional evaluation procedures that focus on tests and grades fail to reveal the whole picture of the teacher education student, Concordia has instituted the portfolio process, which seeks to provide a more personal reflection of the unique abilities and accomplishments of each teacher education student. The final portfolio presentation provides evidence of the teacher candidate's proficiency in and application of the Wisconsin Teaching Standards with artifacts from student teaching. Students will enroll concurrently in ED 4444 and/or ED 4447.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4450. Birth to Grade 3 Student Teaching. (6-12 Credits)

This course serves as the culminating student teaching experience for candidates pursuing an early childhood teaching license. Conducted in an approved early childhood education setting, candidates engage in planning, delivering, and assessing instruction for children from birth through third grade. Under the guidance of a qualified cooperating teacher and university supervisor, candidates demonstrate effective teaching practices, build classroom management skills, and adapt instruction to meet the diverse needs of young learners. This immersive experience prepares candidates for the responsibilities and expectations of a licensed early childhood educator.

ED 4451. Grade K-9 Student Teaching. (6,12 Credits)

This course serves as the culminating clinical experience for students pursuing a teaching license for elementary and middle school (K-9). Teacher candidates are mentored in the responsibilities and expectations of K-9 educators through observations, reflections, discussions, and participation in professional development meetings.

ED 4452. Secondary Education Student Teaching. (6,12 Credits)

This course provides a culminating clinical experience for students who will receive a teaching license for secondary education.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4453. Cross Categorical Special Education Student Teaching. (6,12 Credits)

This course serves as the culminating special education clinical experience for students pursuing a teaching license in Cross Categorical Special Education (CCSE). Teacher candidates are mentored in the responsibilities and expectations of a special education teacher through observations, reflections, discussions, and participation in professional development meetings. The setting provides candidates with practical experience within their designated developmental level.

ED 4454. Curriculum, Methods, & Pre-Student Teaching for CCSE/ECSE. (4 Credits)

This is a field-based experience where special education majors work directly with learners with disabilities in their license area and age range. It is designed to provide students with the curricular methods, techniques, and adaptations necessary for programming for learners with disabilities. Course and field work will focus on evidence-based instructional strategies and practices, creating and supporting learning environments, writing and implementing unit and lesson plans, and collaborating with school professionals. This pre-student teaching field experience will occur one or two terms prior to student teaching.

ED 4455. Pre-Student Teaching Add-On for CCSE/ECSE. (1-4 Credits)

This is a field-based experience where special education majors work directly with learners with disabilities in their license area and age range. It is designed to provide students with an add-on pre-student teaching experience. The field work will focus on evidence-based instructional strategies and practices, creating and supporting learning environments, writing and implementing unit and lesson plans, and collaborating with school professionals. This field-based experience will occur one or two terms prior to student teaching.

Prerequisite: ED 4454.

ED 4477. Practicum in Adaptive Education. (1 Credit)

The Practicum in Adaptive Education provides the opportunity to relate theory to practice in the field of special education. This clinical field experience fulfills the licensing requirement for the Adaptive Education Minor.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4478. Early Childhood Pre-Student Teaching. (3 Credits)

This course provides the early childhood education candidate with an opportunity to relate theory to practice in an early childhood setting. Students will apply best practices in developmentally appropriate practice, communication, instructional planning and strategies, differentiation for diverse learners, assessment strategies, and professionalism as they complete pre-student teaching requirements. The pre-student teaching experience includes a cycle of planning, instruction, assessment, feedback, and revision.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4479. Assessment Strategies for Diverse Learners. (3 Credits)

This course provides a foundation in using multiple methods of assessment and data sources in making educational decisions, as well as, the legal and ethical issues regarding the assessment of students with exceptional needs. Students will learn to conduct formal and informal assessments for eligibility and instructional purposes. They will interpret assessment results to guide educational decision-making including writing individualized plans and selecting supports and adaptations for learners with special education needs. Students will learn the importance of collaboration with families and other colleagues to assure that nonbiased and meaningful assessments are administered. Students will use technology to support assessment tasks.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4485. Special Education Law and IEPs. (3 Credits)

This course addresses the philosophical, historical, and legal foundations of special education, from referral to placement. Students will acquire knowledge of special education legislation, policy, and terminology, including the provisions outlined in the Individuals with Disabilities Education Act (IDEA). Students will develop meaningful and compliant Individualized Education Plans (IEPs) and learn how to serve on school-based teams that interpret assessment data, write goals, and advocate for students with disabilities and their families.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4487. Implementation Strategies in Special Education. (2 Credits)

This course provides an overview of implementation strategies for individuals with disabilities from early intervention to adult transition programs. Problem based learning is utilized to instruct students in writing IEPs/IFSPs and to serve on school-based teams that advocate for students with disabilities and their families. Additional topics include special education eligibility, service delivery models, introduction to cross-categorical concentration areas and Birth to Three services.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

ED 4501. Field Experience 1. (3 Credits)

This course is the first fieldwork adventure in the online teacher licensure program, designed to immerse candidates in real-world educational environments. This course offers a unique opportunity to observe and participate across diverse classroom settings, where candidates gain hands-on experience and insights into the teaching profession. Candidates connect theory to practice as they engage with students, educators, and the day-to-day life of schools.

ED 4502. Pre-Student Teaching Clinical Experience 1. (3 Credits)

ED 4502 Pre-Student Teaching Clinical Experience 1 provides candidates with an immersive, multi-week clinical experience where they actively engage in the full cycle of teaching—planning, delivering, assessing, and refining instruction. Candidates apply their skills in a classroom setting directly related to their licensure area, tailoring their approach to meet the unique needs of students. For those in specific licensure areas, this course may offer multiple clinical experiences, allowing candidates to deepen their expertise and adaptability in real-world educational environments. This is the first of two courses with clinical experiences that meet state licensure requirements for pre-student teaching in the online licensure programs.

ED 4503. Field Experience 2. (3 Credits)

ED 4503 Field Experience 2 offers the candidate the opportunity to continue their journey in the online teacher licensure program by observing classrooms in an educational setting of their choice. This course provides candidates with immersive experiences in diverse teaching environments, allowing them to witness a variety of instructional methods and strategies firsthand. Through reflective analysis of their observations, candidates deepen their understanding of effective teaching practices, enhancing their skills as future educators.

ED 4504. Field Experience 3. (1 Credit)

This field experience course provides the candidate with the opportunity to observe and engage in a classroom setting of their choice within the online teacher licensure program. Candidates will explore various instructional methods and classroom management techniques, gaining valuable insight into effective teaching practices. Through reflective analysis of these observations, candidates continue to build the foundational skills essential for success as future educators.

ED 4505. Field Experience 4. (1 Credit)

In this field experience course, candidates immerse themselves in a classroom environment of their choosing, observing and reflecting on diverse teaching practices within the online teacher licensure program. This course encourages candidates to explore instructional strategies and classroom dynamics, fostering a deeper understanding of effective educational methods. Through these reflections, candidates strengthen the foundational skills needed for impactful teaching.

ED 4506. Field Experience 5. (1 Credit)

This field experience course allows candidates to observe and analyze teaching practices in a classroom setting of their choice, as part of the online teacher licensure program. Candidates gain firsthand exposure to a variety of instructional approaches and classroom interactions, building a well-rounded perspective on effective teaching. Reflecting on these experiences, candidates continue developing essential skills that will support their growth as educators.

ED 4507. Pre-Student Teaching Clinical Experience 2. (3 Credits)

ED 4507 Pre-Student Teaching Clinical Experience 2 is the final pre-student teaching course in the online licensure program, designed to further prepare candidates for their upcoming student teaching semester. Building on prior fieldwork, candidates will refine their skills in planning, delivering, assessing, and adjusting instruction within a classroom aligned to their licensure area. Depending on their licensure requirements, some candidates may complete more than one clinical experience during this course, allowing for a broader range of teaching practice. This capstone experience fulfills the remaining pre-student teaching requirements, equipping candidates with the hands-on expertise essential for a successful transition to student teaching.

ED 4508. Special Education Pre-Student Teaching Clinical Experience 2. (3 Credits)

This course is a field-based experience where special education majors work directly with children and youth with disabilities ages 4 to 21. It is designed to provide students with the curricular methods, techniques, and adaptations necessary for teaching learners with disabilities. The focus is on evidence-based practices, designing and adapting learning environments and curriculum, writing and implementing unit and lesson plans, collaborating with other professionals, and self-reflection. This field-based experience will occur one or two terms prior to student teaching.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

Education - Project INVEST (EDI)

EDI 3430. Synthesis & Prof Dev. (1 Credit)

This is a synthesis course designed to encourage reflection and discussion throughout the professional development process. This course is taken during the student teaching semester.

EDI 4810. Student Teaching K I. (4 Credits)

This course provides culminating clinical experiences for students who will receive a teaching license. Teacher candidates will be mentored in the responsibilities and expectations of an early childhood education teacher through observations, reflections, discussions, and professional development meetings. The setting will provide students with the experience in their developmental level. The student teacher will enroll concurrently in a second student teaching course (EDI 4910) to fulfill the requirements of their teaching license.

EDI 4820. Student Teaching K II. (4 Credits)

This course provides one of two culminating clinical experiences for students who will receive a teaching license for elementary school. Students will enroll concurrently in EDI 4920.

EDI 4910. St Teaching Primary I. (4 Credits)

This course provides culminating clinical experiences for students who will receive a teaching license. Teacher candidates will be mentored in the responsibilities and expectations of an early childhood education teacher through observations, reflections, discussions, and professional development meetings. The setting will provide students with the experience in their developmental level. The student teacher will enroll concurrently in a second student teaching course (EDI 4810) to fulfill the requirements of their teaching license.

EDI 4920. St Teaching Primary II. (4 Credits)

This course provides one of two culminating clinical experiences for students who will receive a teaching license for elementary school. Students will enroll concurrently in EDI 4820.

Engineering (ENGR)

ENGR 1010. Engineering Introduction, Design and Ethics. (3 Credits)

This introductory course covers professional focus areas in engineering, basic computations, units and conversions, computer aided design, geometric constructions and dimensioning, engineering ethics and impact of other factors.

ENGR 1020. Engineering Applications and Programming. (3 Credits)

This course addresses algorithm development and structured programming techniques, scientific problem solving, numerical and graphical applications related to engineering.

ENGR 2110. Material Balances. (3 Credits)

This course covers conservation of mass for single and multi-process units as well as for reactive and non-reactive systems.

Prerequisites: (CHEM 141 or 1414).

ENGR 2210. Statics. (3 Credits)

An introduction to the fundamentals of vectors, free body diagrams and application to 2D and 3D static equilibrium. Applications to structural analysis of trusses, frames and machines along with numerical simulation of static structures and machinery are covered.

Prerequisite: MATH 2010.

ENGR 2220. Dynamics. (3 Credits)

An introduction to the study of motion and forces which affect particles and rigid bodies. It is continuation of the Newtonian equilibrium equations extended to systems with velocity and acceleration. Impulse-momentum principle is applied to impact problems. The kinematics and kinetics of planar mechanisms are also covered.

Prerequisite: ENGR 2210.

ENGR 2230. Material Science. (3 Credits)

Structure-property-processing relationship for materials. Topics include atomic structure of matter, types of bonds, crystallography, defects, diffusion, phase diagrams, phase transformations, fracture, classification and properties of materials.

Prerequisite: CHEM 1414.

ENGR 2320. Thermodynamics. (4 Credits)

This course covers application of the first and second laws of Thermodynamics to the analysis of single and multi-phase processes for both control mass and control volume systems. Power and refrigeration cycles are included.

Prerequisites: ENGR 2110 and (MATH 202 or 2020).

ENGR 2410. Engineering Economics. (3 Credits)

This course covers principles and techniques for monetary quantification of engineering and business decisions over time. It includes time value of money, depreciation, cost estimation, return of investment, risk and selecting alternatives.

Prerequisites: (MATH 201 or 2010).

ENGR 2430. Mechanics. (4 Credits)

This course covers vectors, resultants, equilibrium, friction, centroids, inertia, trusses, beams, particle dynamics, linear and circular motion, momentum, and introduction to rigid body dynamics.

Prerequisites: MATH 2010 or 201.

ENGR 3110. Separation Processes. (3 Credits)

This course addresses thermodynamic models of mixtures and phase equilibrium, and analysis and design of staged separation processes such as distillation, absorption, stripping, and extraction.

Prerequisite: ENGR 2320.

ENGR 3120. Mass Transfer. (3 Credits)

This course covers diffusion and convective mass transfer; application to chemical processes and systems.

Prerequisite: ENGR 3310.

ENGR 3140. Kinetics & Reactor Design. (4 Credits)

This course examines reaction mechanisms, rate expressions; reaction kinetics with application to the design of chemical reactors.

Prerequisites: (CHEM 241 or 2414) and ENGR 3310.

ENGR 3210. Manufacturing Processes and Strength of Materials. (4 Credits)

In this course, students will learn how to design the processes by which common materials and components are produced as well as their internal structures and properties for their manufacture and use. Students will use a hands-on approach to discover the relationship between structures, properties, and performance of materials, such as the stressors produced by axial loading, torsion, bending, deflections, and buckling. Students will also learn how to design and analyze manufacturing systems, including how to improve existing systems using LEAN and quick response manufacturing.

Prerequisite: ENGR 2210.

ENGR 3220. Systems Dynamics and Instrumentation. (3 Credits)

A systems approach to model and solve various mechanical and electrical systems and quantify first-order and second order system characteristics. It will include experiments on steady-state and transient performance characteristics of common sensors and address measurement error analysis.

Prerequisite: MATH 3250.

ENGR 3240. Machine Design. (4 Credits)

This course applies mechanics of materials concepts to machine components. Static and fatigue failure theories are applied to the selection of machine components such as shafts, gears, springs and threaded fasteners. A design synthesis of an open-ended problem requiring selection of multiple machine components is included.

Prerequisite: ENGR 3210.

ENGR 3310. Heat Transfer. (4 Credits)

This course deals with one-d and two-d steady state conduction, unsteady conduction, convective heat transfer and heat exchangers, radiation. It includes computational/experimental studies.

Prerequisites: ENGR 2320 and (MATH 325 or 3250).

ENGR 3330. Fluid Mechanics. (4 Credits)

This course presents mass and momentum balance principles for incompressible and compressible fluids, Navier-Stokes equations, viscous flow, pumps and piping. It includes computational/experimental studies.

Prerequisites: (MATH 325 or 3250) and (PHYS 171 or 1714).

ENGR 3420. Facilities Design. (3 Credits)

This course covers the essentials of the layout of a facility, planning methods, and the relationship between the physical layout, process flows, and materials handling. Students will use CAD software to create layouts to evaluate and generate solutions to facilities issues. Students will also learn the key factors in selecting a facility location.

Prerequisite: ENGR 3470.

ENGR 3440. Production & Operation Analysis. (4 Credits)

This course covers the analysis and design of production control procedures. Inventory, planning, and scheduling will be included. Students will learn techniques for operations management, including forecasting and planning using computer applications.

Prerequisites: (MATH 305 or 3050).

ENGR 3450. Work Design & Human Interaction. (3 Credits)

This course covers theories on physical and cognitive ergonomics and engineering anthropometry. Using a hands-on approach, students will learn about the capacities of humans, the environmental effects, and safety standards in the design of an industrial system. Students will apply human-performance modeling techniques to industrial workplace environments.

Prerequisites: (MATH 305 or 3050).

ENGR 3460. Project Management. (3 Credits)

This course covers core concepts of project management based on processes of initiating, planning, executing, controlling, and closing projects. Topics include project proposals, project selection, scope definition, CPM and PERT scheduling, budgeting, control techniques, procurement and integration, and project manager skills. Students will be encouraged to seek PMP certification.

Prerequisites: (MATH 305 or 3050).

ENGR 3470. Modeling & Optimization. (4 Credits)

In this course, students will learn the basic techniques for modeling and optimizing deterministic systems with emphasis on linear programming. The course includes computer solution of optimization problems and applications to production, logistics, and service systems.

Prerequisites: (MATH 202 or 2020).

ENGR 3480. Stochastic Processing. (3 Credits)

This course examines stochastic systems using both analytic methods and computer simulation. Topics include empirical and theoretical models of arrival and service processes, state spaces and state transition probabilities, simulation of queuing and manufacturing systems, continuous time Markov analysis of manufacturing systems, simulation project management, testing and emerging trends.

Prerequisites: ENGR 3470 and (MATH 305 or 3050).

ENGR 3490. Statistical Process Control. (3 Credits)

This course covers industrial process safety fundamentals, engineering risk management, and the design of quality assurance systems. Topics such as process capability assessment, design of experiments, statistical process control, failure mode and effects analysis, quality function deployment, and process reliability are addressed along with quality planning, quality assurance, and quality control methodologies. An overview of chemical toxicity, industrial hygiene, fire and explosive factors, as well as hazard identification and risk assessment will also be presented.

Prerequisite: MATH 2050.

ENGR 4110. Process Safety. (3 Credits)

This course covers chemical process safety fundamentals. It includes toxicity, industrial hygiene, source models, fires, explosions, relief systems, hazard identification and risk assessment.

ENGR 4210. Process Dynamics & Control. (4 Credits)

This course addresses dynamic behavior of process components and feedback control principles. Control system design, tuning, performance assessment and stability analysis are included.

Prerequisites: ENGR 3110 and 3310.

ENGR 4480. Simulation. (4 Credits)

This course addresses simulation of complex discrete-event systems with applications in industrial and service organizations. Computer exercises include generation and analysis of random variables, input distribution modeling, spreadsheet models of queuing systems, and statistical analysis of simulation output data. A course project will involve use of a software package.

Prerequisites: ENGR 3480 and (MATH 325 or 3250).

ENGR 4911. Chemical Engineering Capstone Design Project I. (3 Credits)

This is the first course in the chemical engineering cumulative design experience. It serves to integrate junior- and senior-level coursework, promote an understanding of team dynamics and the development of project management skills. The content related to design of a process or a product or a system varies depending on the interests of students, project team, and project sponsors such as industry or professional society. Iterative design process, patent and literature searches, application of engineering standards, consideration of multiple constraints and design options, selection of an optimal design, consideration of various contexts are addressed and documented.

Prerequisites: ENGR 3330 and (ENGR 3140 or 3310).

ENGR 4912. Chemical Engineering Capstone Design Project II. (3 Credits)

This course serves as the continuation of the chemical engineering cumulative design experience. Further analysis of the design performance may be conducted through any applicable considerations such as computational analysis, process equipment design and optimization, and overall integration. A discussion on modifications accounting for public safety, environmental, social, global, and economic factors is required in the written report.

Prerequisite: ENGR 4911.

ENGR 4941. Industrial Engineering Capstone Design Project I. (3 Credits)

This is the first course in the industrial engineering cumulative design experience. It serves to integrate junior- and senior-level coursework, promote an understanding of team dynamics and the development of project management skills. The content related to design of a process or a product or a system varies depending on the interests of students, project team, and project sponsors such as industry or professional society. Iterative design process, patent and literature searches, application of engineering standards, consideration of multiple constraints and design options, selection of an optimal design, consideration of various contexts are addressed and documented.

Prerequisites: ENGR 3420 and (ENGR 3440 or 3480).

ENGR 4942. Industrial Engineering Capstone Design Project II. (3 Credits)

This course serves as the continuation of the industrial engineering cumulative design experience. Further analysis of the design performance may be conducted through any applicable considerations such as simulation, optimization, and quality/ productivity study. A discussion on modifications accounting for public safety, environmental, social, global, and economic factors is required in the written report.

Prerequisite: ENGR 4941.

ENGR 4971. Mechanical Engineering Capstone Design Project I. (3 Credits)

This is the first course in the mechanical engineering cumulative design experience. It serves to integrate junior- and senior-level coursework, promote an understanding of team dynamics and the development of project management skills. The content related to design of a process or a product or a system varies depending on the interests of students, project team, and project sponsors such as industry or professional society. Iterative design process, patent and literature searches, application of engineering standards, consideration of multiple constraints and design options, selection of an optimal design, consideration of various contexts are addressed and documented.

Prerequisites: (ENGR 3210 or 3330) and (ENGR 3240 or 3310).

ENGR 4972. Mechanical Engineering Capstone Design Project II. (3 Credits)

This course serves as the continuation of the mechanical engineering cumulative design experience. Further analysis of the design performance may be conducted through any applicable considerations such as computational analysis, construction and testing or prototype, and manufacturability study. A discussion on modifications accounting for public safety, environmental, social, global, and economic factors is required in the written report.

Prerequisite: ENGR 4971.

ENGR 4980. Special Topics in Engineering. (3 Credits)

This course addresses topics in engineering that are not covered in other classes. Structure depends on the mutual interest of faculty and students.

ENGR 4990. Undergraduate Research. (1-3 Credits)

This course allows undergraduate students to actively participate in research. The student pursues a research experience in the faculty member's area of expertise under their supervision. Approval of the research topic, scope, and deliverables is required. A final report and oral presentation is required.

ENGR 4991. Internship Experience. (1-3 Credits)

This course allows undergraduates to actively pursue internship experiences. It serves as practical training in the discipline. Approval of the Department Chair is required for registration. A final report is required with endorsement from the industrial advisor.

English (ENG)

ENG 1030. Civilization & Worldviews: Literature. (3 Credits)

This course provides practice and experience in reading and analyzing three primary genres of literature: fiction, poetry, and drama. The purpose of this course is to enable the student to enjoy and appreciate a wide spectrum of literature, with an understanding of how best to undertake various types of critical analyses of a work.

ENG 1040. Introduction to Writing. (3 Credits)

This course is designed for the student with a good background in writing, focuses on the process of written expression, and gives practice in dealing with the various modes of discourse from free writing through research.

ENG 1050. Introduction to Writing Studio. (1 Credit)

This course is a one-credit "studio" session that augments the work done in ENG 104. The studio session meets 1 hour per week in addition to the ENG 104 meeting times and is designed for students who will benefit from extra support, feedback, and attention. The work completed in ENG 105 will help clarify and reinforce an understanding of the writing process by providing students with active reading and study skills, individualized learning strategies, and a dedicated writing community.

ENG 1300. Literature. (3 Credits)

This course introduces students to forms of literature that include short story, drama, poetry, and the novel with a concentration on American literature, specifically focused on The American Dream. Students will learn how literary devices from all of the genres are used to create meaning for readers: plot, characterization, theme, point of view, setting, and figurative language. Students will engage in close reading: they will be asked to analyze literature inductively, using clues from the surface level of literature (literary devices) to create larger truths they see in the literature. Additionally, students will examine how these texts define what it means to be "American," specifically what material, social, spiritual, psychological, intellectual and environmental conditions contribute to this definition (both in the making of the texts and within the texts' representations). Students' analysis of texts will be expressed through writing projects, journals, presentations, and other activities.

ENG 1360. Literary Visions. (3 Credits)

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

ENG 1900. Intro to English Studies. (3 Credits)

This course provides an intensive introduction to concepts necessary for the study of literary and language studies, including major literary movements, basic principles of critical theory, literary research, and scholarly writing. ENG 1900 is open to English majors, Secondary-Ed English majors, and others with permission of the department.

ENG 2050. English Language. (3 Credits)

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

ENG 2100. College Writing. (3 Credits)

This course is a beginning college-level composition course designed to provide a variety of challenging writing tasks addressing a number of vital ideas and issues. Through critical reading and discussion of essays written by influential thinkers such as Niccolo Machiavelli, Martin Luther King, Jr., and Virginia Woolf, students learn to write thoughtful, logical, creative essays incorporating research when appropriate.

ENG 2450. Art of the Personal Essay. (3 Credits)

This course is designed for those students who have demonstrated competence in the basic techniques of expository writing and the mechanics of language. The object of the course is to steer students away from structured, research composition to drawing creative material from their own minds and experience.

Prerequisites: (ENG 104, 190, 1040 or 1900).

ENG 2460. Creative Writing. (3 Credits)

This course involves studying theory, models, and strategies for writing fiction, poetry, and drama, as well as developing skills while creating new works in all three genres.

Prerequisites: (ENG 104 or 1040).

Pathway: CRAR

ENG 2500. Academic Writing and Research. (3 Credits)

Academic Writing and Research teaches the conventions and expectations of academic research writing by guiding students through their own extended research project. This course teaches project discovery; annotation of source materials; processes of drafting and revision; delivery of a polished final product that adheres to the standards of citation style; and finally, remixing of the essay into a multimodal and/or digital format.

Prerequisites: (ENG 104, 210, 1040 or 2100).

ENG 2710. Topics in American Literature and Society. (3 Credits)

This course focuses on a variable theme determined by the professor that is significant to American literature and society. Special emphasis is placed on revealing the many ways that literature is both a product of society and shapes society. The purpose of this course is to reveal how literature performs personal, cultural, social, political, and economic functions in particular American contexts, both in the time it was written but also still today. This course is repeatable, so long as the theme is not repeated.

ENG 2720. Topics in British Literature and Society. (3 Credits)

This course focuses on a variable theme determined by the professor that is significant to British literature and society. Special emphasis is placed on revealing the many ways that literature is both a product of society and shapes society. The purpose of this course is to reveal how literature performs personal, cultural, social, political, and economic functions in particular British contexts, both in the time it was written but also still today. This course is repeatable, so long as the theme is not repeated.

ENG 2730. Topics in Global Literature and Society. (3 Credits)

This course focuses on a variable theme determined by the professor that is significant to global literature and society, especially non-Western literature and society. Special emphasis is placed on how different global contexts approach literature in different, yet interrelated ways. The purpose of this course is to reveal how literature circulates, evolves, and adapts across global contexts, performing different social functions along the way. This course is repeatable, so long as the theme is not repeated.

ENG 3050. English Grammar and Usage. (3 Credits)

This course is intended for students who already have a solid background in grammar and wish to extend their knowledge and appreciation of grammatical principles. It is required of all English majors.

Prerequisites: (ENG 104, 190, 1040 or 1900).

ENG 3410. American Literature: Beginnings to 1865. (3 Credits)

This course surveys the Romantic and Realist traditions of American Literature as they develop and form the basis for what has become the modern entity. Representative writers such as Poe, Hawthorne, Melville, Crane, and selected poets such as Whitman and Dickinson are considered for their influence on the development of American literature.

ENG 3420. American Literature: 1865 to Present. (3 Credits)

This course surveys the development of American literature from the latter part of the 19th century to the present. Representative writers will be studied.

Prerequisites: (ENG 103, 104, 190, 1030, 1040 or 1900).

ENG 3440. British Literature: Beginnings to Early 1700s. (3 Credits)

This course reviews the early years of English literary history. The course begins with Beowulf and surveys four major literary periods: The Middle Ages, The Sixteenth Century, The Seventeenth Century, and the Restoration and the Eighteenth Century. Major authors studied include Chaucer, Milton, Marlowe, Spenser, and Swift.

ENG 3450. British Literature: Late 1700s to Present. (3 Credits)

This course surveys the continuing development of English literature from Blake through the Romantics and Victorians to the moderns. It is required for all English majors.

Prerequisites: (ENG 103, 104, 190, 1030, 1040 or 1900).

ENG 3470. Survey of World Literature. (3 Credits)

This course provides a compressed survey of World Literature for non-traditional students in accelerated programs.

Prerequisites: (ENG 103, 104, 190, 1030, 1040 or 1900).

ENG 3500. Classical & Modern Rhetoric. (3 Credits)

This course provides an overview and study of the art of classical rhetoric, beginning with the ancient Greeks and culminating in twenty-first century understandings and applications.

ENG 3550. Modern Fiction & the Tradition. (3 Credits)

This course examines principle authors and works of this century and studies the historical development of the novel as an aid to understanding the present conventions of the genre.

ENG 3560. Modern Poetry & the Tradition. (3 Credits)

This course studies twentieth century poetic conventions and contemporary poets in historical perspective.

ENG 3650. History of the English Language. (3 Credits)

This course studies the history and structure of the English language and several grammatical systems of English and dialectology. It surveys the development of the English language, from the Old English period to the present, and provides an introduction to linguistics.

ENG 3860. Special Topics in Literature. (3 Credits)

This course focuses on repeated themes or specific styles that have proven important in literature.

Pathway: CRAR

ENG 3920. Survey of American Literature. (3 Credits)

This course provides a compressed survey of American Literature for non-traditional students in accelerated programs.

ENG 3940. Survey of British Literature. (3 Credits)

This course provides a compressed survey of British Literature for non-traditional students in accelerated programs.

ENG 3960. English Language and Its Usage. (3 Credits)

This course studies the history and structure of the English language as well as the evolution of its usage conventions. It surveys the development of the English language, from the Old English period to the present, and provides an introduction to linguistics.

Prerequisites: (ENG 104, 210, 1040 or 2100).

ENG 3990. Internship. (3 Credits)

The topic of the internship is determined in conjunction with the responsible faculty, the on-site supervisor, and the student.

ENG 4100. Professional Writing Seminar. (3 Credits)

This course examines writing outside of academia in a variety of professional genres and disciplines, particularly in the area of business. Students will analyze and produce work within chosen specialties.

Prerequisites: (ENG 104, 1040, 210 or 2100).

ENG 4650. Shakespeare. (3 Credits)

This course examines the major works of Shakespeare including examples of the comedies, histories, tragedies, and the sonnets.

Prerequisites: (ENG 103, 104, 190, 1030, 1040 or 1900).

ENG 4750. Literary Criticism. (3 Credits)

This course considers the premises and methods of criticism. The course will survey the various modern approaches to literature - formalist, genre, archetypal, historical, and others - and will provide exercises in practical criticism.

ENG 4950. Senior Capstone. (3 Credits)

This course provides students the opportunity to conduct a research project in the humanities. The semester's work is designed to integrate the humanities and to develop a Christian perspective on the arts, culminating in the creation and presentation of a research project. Prerequisites: ENG 4750 or 475.

Entrepreneurship (ENTR)

ENTR 2500. Legal Landscape of Entrepreneurship. (3 Credits)

This course provides students the opportunity to learn and understand the legal landscape of protecting and advancing innovation and startup ventures. It covers an array of important issues that every emerging entrepreneur should know. Students will learn which corporate ownership structure best suits their needs, how and when to engage in the patent filing process to protect intellectual property, fiduciary responsibilities for startup formation, funding the initiative, contracts with vendors and clients, understanding the basics of hiring and retaining the best staff, and protecting intellectual property.

ENTR 2800. Planning New Ventures. (3 Credits)

This course presents students interested in starting their own business or nonprofit enterprise an opportunity to learn how to write and present a business plan, include market analysis, financial projections, and operating plan.

ENTR 2900. Social Entrepreneurship. (3 Credits)

This course focuses within a Christian context to identify and address social and global challenges. Students will apply innovation, creativity, critical thinking, and risk-taking to solve various challenges from an entrepreneurial perspective. Business skills such as planning, opportunity analysis, financial management, forecasting, and resourcefulness are critical elements of this course.

ENTR 3900. Entrepreneurship Practicum. (3 Credits)

This practicum course is an action-based learning module where students of all disciplines collaborate to work on entrepreneurial endeavors. Whether working to launch their own startup ventures or assisting existing startups reach into new and emerging markets, this course seeks to empower students to innovate, problem-solve and adapt as they navigate the startup landscape. Entrepreneurship is both a mindset and a process. This course will cultivate, inspire and draw out creative and innovative student skills. Students take a holistic approach to problem solving, immersing them in their target market, and can work individually or in a team to formulate and advance their ideas. Grades will not be determined by whether or not a student launches a startup, but by the learning, problem solving, and collaboration that takes place.

Environmental Science (ENV)

ENV 1050. Introduction to Environmental Science. (3 Credits)

This course introduces students to vocabulary, major concepts, and contemporary issues related to the natural world and human interaction with it.

ENV 1300. Introduction to Sustainability. (3 Credits)

This course is a comprehensive introduction to the vocabulary, importance, technology, and occupations concerning sustainability. This course is a guide on the principles that help us understand sustainability and how we can be more sustainable. This course reveals what types of well-paid sustainability careers exist. The list of topics ensures learners have a full exposure and understanding of sustainability as related to the triple bottom line, closed loop systems, ecological footprint, zero waste, alternative and renewable energy, local sourcing, nature's carrying capacity, water, transportation, food supplies, and climate change.

ENV 1400. Introductory GIS. (4 Credits)

This course introduces the principles of Geographic Information Systems (GIS) using ArcGIS software. Topics covered include fundamental cartography, collecting, analyzing, and disseminating geographical data. Laboratory Course.

ENV 1500. Remote Sensing from Satellites and Drones. (3 Credits)

This course introduces the use of remotely sensed data for the studying environmental conditions. Topics include data acquisition, processing, analysis, and application.

ENV 1600. Meteorology. (3 Credits)

This course provides a physical description of the weather variables (temperature, wind, moisture, pressure, solar radiation, vorticity, etc.) and the relationships that exist among them. This knowledge will be used to explain weather events such as frontal passages, cloud formation, thunderstorms, and tornadoes. This course will also investigate techniques of forecasting future weather events.

ENV 1800. Environmental Science. (4 Credits)

This course is a study of the effects man has on his surroundings through a basic understanding of ecological, biochemical, and physical systems in nature. Laboratory course.

ENV 2200. Water Quality and Aquaponics. (4 Credits)

This course explores how natural environmental processes are driven by chemical reactions and how these processes are affected by toxicants. Includes production techniques and methods for aquaponics, the combination of hydroponics and aquaculture. Laboratory Course.

ENV 2400. Native Plants of Wisconsin. (4 Credits)

This course explores the plants present throughout the different regions and ecosystems of Wisconsin. Emphasis will be place on identifying native plants and their conservation. Laboratory Course.

ENV 2500. Earth Science. (4 Credits)

This course is an integrated study of the materials physical features of Earth and the processes that form and shape them. Map skills are also developed. Laboratory course.

ENV 2600. Oceanography. (4 Credits)

This course is a study of the chemical, geologic, physical, and biological features of Earth's oceans. Topics covered include the history of oceanography, chemistry and physical properties of sea water, waves, global currents seas, and submarine morphology. Laboratory course.

ENV 3200. Environmental Data Analysis. (3 Credits)

This course includes the fundamentals of statistics, data exploration, and graphing with practical application to environmental sciences. Computation will use the R software environment for statistical computing and graphics. Prerequisites: (MATH 205 or 2050).

ENV 4990. Advanced Applied Field Research. (1-4 Credits)

This course serves as a practical capstone experience in environmental science. The course involves individual engagement in experimental research, including experimental design, data collection, and data analysis. Successful completion of major capstone requirements includes presentation of results in paper, poster, and/or oral presentation formats. Note: Junior or senior standing required. Students may enroll in this course multiple times, up to a maximum of 4 total credits.

ENV 5800. Readings in Environmental Science. (3 Credits)

This course covers a wide range of issues and problems such as air and water pollution, energy resources, climate change, acid rain, the greenhouse effect, wastes, and land/resource management.

Exercise Science (EXS)

EXS 2225. Introduction to Exercise Science. (1 Credit)

This course provides an examination of the career paths in the field of exercise science. Students will learn about the requirements, credentials, examinations, and continuing education required to prepare for these careers. Students will examine the intersection of their passion, profession, and vocation throughout the course.

EXS 2275. Administration of Exercise Science Programs. (3 Credits)

This course introduces the student to administrative aspects of exercise, fitness and sport programs including leadership, organizational structure, budget principles, legal considerations, ethics, event management, and safety considerations.

EXS 2280. Psychology of Sport. (3 Credits)

This course provides an examination of psychosocial factors contributing to sport performance, skill or occupational performance, and making health-related decisions such as participating in physical activity or exercise. Students will learn healthcare and performance applications and strategies for self-improvement.

EXS 3342. Nutrition for Wellness and Performance. (3 Credits)

This course introduces the student to principles of nutrition. It emphasizes the importance of good nutrition to promote a healthy lifestyle, enhance performance, prevent injury and foster wellness throughout life. Real world application is emphasized.

EXS 3373. Motor Development. (3 Credits)

This course focuses on developmental principles as they apply to movement and are influenced by the maturation process. An integrative approach will be used emphasizing the role of movement and physical activity in an individual's total growth and development from birth through adulthood.

EXS 3375. Biomechanics. (3 Credits)

This course provides students with an understanding of the principles of physics which govern effective and efficient movement. This knowledge is essential for teaching skills, analyzing movement, conducting injury rehabilitation programs and other activities involving the development and use of the human body.

Prerequisites: (BIO 191 or 1801) and (BIO 192 or 1802).

EXS 3442. Exercise Testing and Prescription. (4 Credits)

This course examines the theoretical and applied knowledge required to conduct safe and effective exercise tests and fitness evaluations for healthy and at risk populations. Application to exercise program design is included.

EXS 3470. Exercise Physiology. (4 Credits)

This course provides an examination of the common acute responses and chronic adaptations to physical activity and exercise. Laboratory assessment of common physiological responses to exercise is included. Prerequisites: (BIO 191 or 1801).

EXS 3471. Advanced Exercise Physiology. (4 Credits)

This course provides an advanced examination of the acute responses and chronic adaptations of the body to physical activity and exercise. Laboratory assessment of common physiological responses to exercise is included.

EXS 4475. Research in Exercise Science. (2 Credits)

This course requires students to select and present research articles from current topics in Exercise Science. Students will analyze, evaluate and discuss the methodology of the selected research topics. The importance of the Institutional Review Board in conducting research will be covered as a preparation for the EXS 4995 Senior Seminar research project.

EXS 4480. Strength and Conditioning Program Design. (3 Credits)

This course will examine the various anatomical and physiological aspects associated with strength and conditioning. The students will have opportunities to analyze and design a strength and conditioning program for athletes from various sports or for individuals with special needs.

EXS 4494. Exercise and Chronic Disease. (3 Credits)

This course is an examination of the characteristics, physiological responses and exercise-related adaptations in individuals with select chronic diseases. Emphasis will be on pathophysiology and clinical considerations including exercise limitations, responses, and adaptations for each disease state.

EXS 4960. Internship. (3-6 Credits)

This course provides an opportunity for an upper level undergraduate student to gain practical experience in an exercise science setting. This experience is aligned with the student's individual career or graduate study goals. The student will be able to demonstrate and apply the knowledge and skills they have learned in classroom and lab activities to a professional setting.

EXS 4995. Senior Seminar in Exercise Science. (3 Credits)

This course provides students with a research experience in the exercise science field. Emphasis is placed on data collection and analysis and completion of a research presentation or publication.

Family Life (FAM)

FAM 1050. Family Life Ministry Seminar. (2 Credits)

Family Life Ministry seminar serves as an introduction to the vocation of Director of Family Life Ministries (DFLM). It explores the roles and responsibilities of a DFLM, the dispositions required for ministry, and provides an overview of six major areas of Family Life ministry. Students will interact with ministry professionals, research various aspects of this profession, and perform a self-assessment regarding their interests and gifts for the vocation of DFLM.

FAM 2100. Practical Skills in Family Life Ministry. (3 Credits)

Students explore and practice foundational skills for family life ministry. Students will learn skills of meaningful communication as part of the foundation of relational ministry. Students will also learn how to lead Bible studies, plan and lead retreats, evaluate resources, and other essential skills for family ministry.

FAM 3110. Family Dynamics and Resource Management. (3 Credits)

This course will provide students with an awareness of basic family theories as tools for understanding family strengths and weaknesses. The student will learn about the identification and management of family resources; the impact of decision making on a family's quality of life; and how families make decisions regarding the development and allocation of resources. The course will also explore the Biblical concept of stewardship.

FAM 3210. Parent Education and Guidance. (3 Credits)

This course will examine the general philosophy and principles of family life education in order that the student will be able to plan, implement and evaluate such educational programs. The course will examine parenting as a process, parental rights and responsibilities, parental roles over the life cycle and variation in parenting practices.

FAM 3900. Family Life Ministry Practicum. (3 Credits)

Students will spend 120 hours in a supervised volunteer position at a local church or ministry. Note: Instructor permission is required for registration.

FAM 4300. Foundations of Family Life Ministry. (3 Credits)

This course explores Biblical foundations for family ministry as well as family ministry philosophies. Students, then, form their own definition and philosophy on the basis of the Biblical foundation. The role of the home and the importance of parents for youth and children's ministry programming will be examined. Students will also learn how to design and implement intergenerational ministry programming.

FAM 4310. Youth Culture. (3 Credits)

This class will help students explore generations and the youth culture in America with a view toward ministry among youth and their families. Students will explore ways to support homes with teens in crisis, stay current on youth culture issues, and learn the importance of building relationships with teens and their parents. It will also explore strategies to partner with homes in dealing with teen issues, to reach out and minister to youth and their homes in the community, apply theology to contemporary issues, and set up policy to protect teens and adults from misconduct or false accusation.

FAM 4320. Administration in Family Life Ministry. (3 Credits)

This course examines processes, policies, and systems for successfully administering family life ministry programming in a congregational setting. Students learn to develop short- and long-term planning skills, recruit and train volunteers, and manage budgets. Students will learn ways to identify, plan, implement, evaluate, and lead a balanced ministry program.

FAM 4550. Family Life Ministry Internship. (3 Credits)

The capstone Family Life ministry experience is in the student's final year and is called internship. Students apply academics and previous field experiences to serve in ministry under the mentorship of an experienced professional. The internship includes a ministry proposal, as a final project, based upon qualitative and/or quantitative data. Note: Instructor permission is required for registration.
Prerequisites: (FAM 390 or 3900).

Finance (FIN)

FIN 2000. Personal Finance. (3 Credits)

This course is a valuable survey course which explores areas of finance which have a direct impact on the individual's lifestyle. Course topics are treated in a non-technical manner. These topics include personal budgeting, financial planning, cash management, credit and loans, home buying, insurance, consumer information, investing, tax planning, retirement planning, and estate planning.

FIN 3000. Principles of Finance. (3 Credits)

This course provides an introduction to the basic functions of financial planning, working capital management, financial markets, financial institutions, investment returns, capital budgeting methods, asset valuation, leverage, time value of money, and capital structure.
Prerequisites: (ACCT 201, 203 or 2100).

FIN 3100. Basic Investing. (3 Credits)

This course examines investors' activities and decision rules in the selection and management of financial assets. The focus of the course is financial instruments such as stocks, bonds, mutual funds, and derivatives, as well as the markets in which they are traded. The course will also emphasize the analytical approach to investment decision making.
Prerequisites: (FIN 300 or 3000).

FIN 3150. Principles of Insurance. (3 Credits)

This course surveys methods of dealing with risk including risk retention, prevention, and transfer. Insurance is a major means of risk transfer. Various kinds of insurance, such as liability, property, life, health, and social insurance are examined.
Prerequisites: (BUS 315, FIN 322, MATH 205, BUS 3450, FIN 3220 or MATH 2050).

FIN 3200. Money and Banking. (3 Credits)

This course is a functional analysis of financial institutions with emphasis on commercial banking. It includes a review of the nature, history, and functions of money-creating depository institutions. It also includes an examination of the role of central banks and the implications of monetary and fiscal policy for economic growth, inflation, employment, trade and exchange rates.
Prerequisites: (ECON 222, 222, 2200 or 2200) and (ECON 231, 231, 2100 or 2100) and (FIN 300, 300, 3000 or 3000).

FIN 3210. Financial Math for Actuaries. (3 Credits)

This course is designed to prepare students for the Society of Actuaries Exam FM (Financial Mathematics). Topics include time value of money, annuities with payments that are not contingent, loans, bonds, general cash flows and portfolios, duration, convexity, and immunization.
Prerequisites: (FIN 121, 300, 1200 or 3000) and (MATH 202 or 2020).

FIN 3220. Probability for Actuaries. (3 Credits)

This course will develop students' knowledge of the fundamental probability tools for quantitatively assessing risk. Topics include general probability theory, univariate probability distributions, and multivariate probability distributions, including conditional and marginal. This course is designed to help prepare students for Society of Actuaries Exam P.
Prerequisites: (MATH 202 or 2020).

FIN 3400. Corporate Finance. (3 Credits)

The primary goal of this course is to impart the knowledge to allow students to intelligently solve practical business problems. To achieve this goal, it is essential that students have a sound understanding of the financial theory. As such, the course will be theoretical in nature, often requiring rigorous quantitative analysis. Topics that will be covered include complex time value of money problems, security valuation, risk and return, capital budgeting techniques, the term structure of interest rates, the capital asset pricing model, dividend policy, and stock repurchases.

Prerequisites: (FIN 300 or 3000).

FIN 3450. Investment and Financial Markets for Actuaries. (3 Credits)

This course develops students' knowledge of the theoretical basis of corporate finance, financial models and the application of those models to insurance and other financial risks. Topics include mean-variance portfolio theory, asset pricing models, market efficiency and behavioral finance, investment risk and project analysis, capital structure, and pricing methods of derivative securities.

Prerequisites: (FIN 310 or 3100) and (FIN 323 or 3230).

FIN 4200. Advanced Excel for Financial Analysis. (3 Credits)

This course gives students the opportunity to master Microsoft Excel's advanced functionality by using Excel to complete a wide range of tasks and projects that require data organization and analysis. Areas of focus include advanced data analysis, reporting templates, worksheet/workbook linking, importing and manipulating data, using VBA to create/edit macros for task automation, auditing tools, and other features especially useful to financial professionals.

Prerequisites: (FIN 300 or 3000).

FIN 4250. Securities Analysis. (3 Credits)

This course is the study of investment choices and the analysis of each for the investment decision. Stocks, bonds, derivatives, and mutual funds are all examined. Understanding the characteristics of securities and how to evaluate them using financial spreadsheets and internet applications toward making a capital decision is emphasized.

Prerequisites: (FIN 310 or 3100).

FIN 4260. Applied Portfolio Management. (3 Credits)

This course emphasizes investment selection/decision/policy issues, key concepts in modern portfolio theory, methods of common stock valuation, understanding the essentials of fixed income securities, determinants of option pricing, and evaluating managers' performance.

Prerequisites: (FIN 425 or 4250).

FIN 4300. International Finance. (3 Credits)

This course examines the role of international financial management with emphasis on multinational corporations. It discusses topics such as the foreign exchange market and determination of exchange rates, the exchange risk exposure as it impacts management's decisions, the multinational corporation (MNC) and foreign direct investment (FDI), the rationality of FDI flows, the management of foreign operations, and the determinants of international flows of goods and funds.

Prerequisites: (ECON 222 or 2200) and (ECON 231 or 2100) and (FIN 300 or 3000).

FIN 4900. Special Topics in Finance. (3 Credits)

This course offers topics designed to address current areas of student interest in finance.

Geography (GEOG)

GEOG 2200. Cultural Geography. (3 Credits)

Cultural Geography, or human geography, studies the interaction and integration of human achievements, needs, and institutions based upon geographic location. Cultural Geography investigates the development of food ways, popular culture, religion, economy, medicine, technology, crime, and human rights. In recent decades, the phenomenon of globalization has increased interconnectedness across borders transforming traditional, local cultures into global ones. Starbucks in Italy, Indian films winning American Oscars, and the increasing speed by which epidemics become pandemics characterize globalization. This course looks at these and other issues of culture and globalization.

GEOG 3400. World Regional Geography. (3 Credits)

This course brings to life the impact of global issues by representing the daily lives of men, women, and children in the various regions of our globe. Exploring the rich diversity of human life, students will learn how the activities of ordinary people at the local level are connected to the geographic themes of population, climate, terrain, globalization, power, economics, politics, urbanization, and environment.

German (GER)

GER 1010. Beginning German I. (3 Credits)

GER 1010 is a beginner course for students who have had no previous formal course work in German. Students will begin to develop listening, speaking, reading, and writing skills in the German language. Attention will be given primarily to grammar, vocabulary, and reading comprehension.

GER 1020. Beginning German II. (3 Credits)

Beginning German II is for students who have had one semester of formal course work in German or the equivalent. Students will continue to develop basic listening, speaking, reading, and writing skills in the German language. An orientation to the culture of German-speaking countries is an integral part of the course.

Graphic Design (GD)

GD 1010. Digital Design Fundamentals. (3 Credits)

Digital Design Fundamentals is your gateway to the captivating world of graphic design, offering a comprehensive introduction for non-designers. Dive into industry-standard software with Adobe Photoshop and Illustrator, and get introduced to the art of photo compositing and vector art. Designed for beginners, this course empowers you to develop and implement creative strategies for visual communication, making it perfect for aspiring non-designers, marketing enthusiasts, and professionals looking to enhance their skills. No prior design experience is necessary - embark on your creative journey today and unlock your full creative potential!

Pathway: CRAR

GD 1500. Digital Vector Design. (3 Credits)

Digital Vector Design: Mastering Macintosh and Adobe Creative Cloud is a comprehensive course that immerses students in the Macintosh computing platform, Adobe Illustrator Creative Cloud, and Adobe InDesign Creative Cloud. This course empowers students with the essential skills needed to manipulate digital vectors effectively for communication design. Additionally, it introduces critical digital pre-press concepts to ensure flawless execution of designs in the real world. Join us on this exciting journey to unlock your potential as a communication designer! Pathway: CRAR

GD 1510. Digital Raster Design. (3 Credits)

Embark on an exciting journey through the world of photo compositing, where you'll unleash your creative talents using the incredible capabilities of Adobe Photoshop. Our course, 'Digital Raster Design,' immerses you in a rich learning experience that provides a deep understanding of Photoshop, giving you the confidence to master the art of image manipulation for communication design. Delve into the captivating realm of digital image manipulation, introductory animation, and motion graphics, and watch your design horizons expand. Whether you're just starting or an experienced student designer, this course guarantees an exhilarating adventure as you unlock the full potential of creating mesmerizing composite imagery. Gain essential skills to thrive in the creative industry. Join us today and witness your creativity reaching new heights like never before! Pathway: CRAR

GD 3000. Pixel Motion. (3 Credits)

Embark on a captivating journey into character animation and motion graphics with Pixel Motion. This introductory course introduces Adobe After Effects and Character Animator through hands-on, project-based lessons, making it ideal for beginners. Unleash your creativity, master industry-standard tools, and conquer animation challenges in a friendly and supportive learning environment. Join us and bring your visual storytelling dreams to life!

GD 3500. Advanced Pixel Motion. (3 Credits)

Advanced Pixel Motion is an exhilarating advanced-level course that immerses you in the art of character animation and motion graphics. Through project-based learning, you'll master Adobe Character Animator, and After Effects, equipping you with the skills to create captivating video projects featuring character animation and lip-syncing. This course covers media organization, audio integration, character rigging, title production, and special effects, enabling you to produce dynamic, engaging animations that tell compelling stories. Join us on this creative journey to elevate your skills and excel in the ever-evolving world of animation and motion graphics. Enroll today and unleash your full potential in pixel-perfect motion!

GD 3510. Creative Pixel Studio. (3 Credits)

Welcome to Creative Pixel Studio, where you'll dive into the practical aspects of web design techniques and technology. This course equips you with a solid foundation in portfolio website design, encompassing online site builders, Content Management Systems (CMS), HTML, CSS, and introductory Javascript. Learn to seamlessly integrate these tools into your workflow, guiding your website from initial concept to final execution. Hands-on experience is a core element, allowing you to apply your knowledge in real-world scenarios. Please note that a studio fee covers essential resources for your creative journey. Join us and unleash your creativity in the dynamic world of web design. Enroll now and embark on this exciting adventure!

GD 3520. Web Design Solutions. (3 Credits)

Welcome to Advanced Web Design Solutions! This captivating course builds upon foundational web design skills, seamlessly blending UX/UI principles to create sophisticated web and app solutions. You'll gain hands-on experience with Adobe XD, master advanced CSS techniques, explore jQuery for interactivity, and strengthen your HTML skills. Prerequisite: Basic web design courses completion and a studio fee. Whether you're a seasoned designer or a budding talent, join us to elevate your web design expertise and craft exceptional digital experiences. Enroll today to unlock your creative potential! Prerequisites: (GD 360 or 3510).

GD 4800. Design Outlook. (3 Credits)

Design Outlook is an exhilarating senior-level course that delves deep into layout and digital design while engaging with real clients. To excel in this immersive studio, students are expected to showcase their advanced proficiency in Adobe design tools such as Photoshop, Illustrator, After Effects, InDesign, and Video Editing Software. Here, you'll hone your creative problem-solving skills, collaborate within a supportive studio environment, and gain practical experience by addressing real-world design challenges. Enroll today to elevate your design expertise and build a professional portfolio that stands out in the world of design.

Greek (GRK)

GRK 2010. Greek I. (3 Credits)

This course presents elements of vocabulary, morphology, and syntax with a reading of simple Greek prose. Students will learn to recognize Greek vocabulary, to distinguish between the various parts of speech, to analyze Greek morphology, and to apply rules of syntax in order to create translations of elementary Greek texts that represent a synthesis of Greek vocabulary, morphology, and syntax.

GRK 2020. Greek II. (3 Credits)

This course continues the presentation of elements of vocabulary, morphology, and syntax with a reading of simple Greek prose. Students will learn to recognize Greek vocabulary, to distinguish between the various parts of speech, to analyze Greek morphology, and to apply rules of syntax in order to create translations of elementary Greek texts that represent a synthesis of Greek vocabulary, morphology, and syntax. Prerequisites: (GRK 201 or 2010).

GRK 3010. Greek III. (3 Credits)

This course completes the presentation of elements of vocabulary, morphology, and syntax with a reading of simple Greek prose. Students will learn to recognize Greek vocabulary, to distinguish between the various parts of speech, to analyze Greek morphology, and to apply rules of syntax in order to create translations of elementary Greek texts that represent a synthesis of Greek vocabulary, morphology, and syntax. Prerequisites: (GRK 202 or 2020).

GRK 3015. Greek Readings. (1 Credit)

This course is a one credit readings course for students of all levels who wish to continue in the language in order to maintain their knowledge and ability in Greek. Prerequisites: (GRK 303 or 3010).

GRK 3020. Greek IV. (3 Credits)

This course consists primarily of intermediate narrative readings. These readings may come from any combination of the Gospels, the LXX, or the Church Fathers. Students will increase their knowledge of Greek vocabulary and further develop their understanding of Greek syntax. They will study the culture and genre in which the assigned texts were written while also learning about the transmission of the text of the Greek New Testament.

Prerequisites: (GRK 303 or 3010).

GRK 4010. Greek V. (3 Credits)

This course will consist primarily of intermediate epistolary readings from the New Testament or other Greek epistolary literature. Students will increase their knowledge of Greek vocabulary and further develop their understanding of Greek syntax. They will study the culture and genre in which the assigned texts were written while also learning about the textual apparatus used in critical editions of the Greek New Testament. Finally, they will produce an exegetical analysis.

Prerequisites: (GRK 304 or 3020).

GRK 4020. Greek VI. (3 Credits)

This course consists of advanced readings from the New Testament or other Greek literature. Students will increase their knowledge of Greek vocabulary and further develop their understanding of Greek syntax. They will study the culture and genre in which the assigned texts were written while also researching and writing on aspects of the Greek language. Finally, they will produce a paper on Greek grammar.

Prerequisites: (GRK 403 or 4010).

GRK 4100. Epic Poetry. (3 Credits)

This course studies selected readings of such Greek poets as Babrius, Hipponax, Homer, Euripides, and Sophocles, with readings progressing from the relatively easy to the more difficult. The study of Greek prose may also be used to prepare students to read Greek poetry.

Prerequisites: (GRK 304 or 3020).

Health & Human Performance (HHP)

HHP 1100. Stewardship of the Body. (1 Credit)

This course explores how physical activity and exercise enhance wellness in our lives.

HHP 1115. Fit and Well. (2 Credits)

This course explores the importance that physical activity and nutrition play in maintaining wellness in our lives.

HHP 1171. Introduction to Exercise Science. (1 Credit)

This course will introduce students to the field of exercise science, the department of Health and Human Performance, and the Health Science programs at Concordia University Wisconsin.

HHP 1504. Mindful Movement. (1 Credit)

This course provides students the opportunity to improve flexibility, build strength, and relieve stress using yoga-like movement. Core strengthening, weight bearing on hands, and connecting movement with breath will be introduced with the goal of linking mind with body.

HHP 1520. Weight Training. (1 Credit)

This course is designed to introduce the student to the principles and techniques of weight training through the use of weight machines and free weights.

HHP 1522. Badminton. (1 Credit)

This course introduces the student to singles and doubles strategies along with developing serving style and basic strokes.

HHP 1524. Aerobics. (1 Credit)

This course is designed to expose the student to a variety of different aerobic activities, help the student understand how to structure these activities to meet personal fitness goals, and assist the student in becoming more aware of the experiential nature of aerobic activity.

HHP 1529. Bowling. (1 Credit)

This course introduces the approach, release, and delivery for satisfactory participation in the recreational sport of bowling. Scoring, strike adjustment systems, and spare conversion techniques are also presented.

HHP 1530. Advanced Weight Training. (2 Credits)

This course analyzes the techniques and skills of weight training to achieve individual goals. The course will go over various core lifts, Olympic lifts, and repetition strength testing.

HHP 1549. Wellness Boot Camp. (1 Credit)

This course introduces the student to nutritional, physical, and mental activities for lifetime wellness and fitness.

HHP 1560. Walking For Wellness. (1 Credit)

This course introduces the student to walking for fitness development, stress reduction, and personal wellness.

HHP 1561. Kayaking. (1 Credit)

This course is designed to give students the basic skills and information needed to successfully and safely participate in the sport of kayaking.

Prerequisite: Ability to drive to an off campus location.

HHP 1566. Hiking. (1 Credit)

This course introduces the student to the basic skills, nutritional demands, and safety aspects of hiking. Prerequisite: Ability to drive to an off campus location.

HHP 1568. Pickleball. (1 Credit)

This course provides students the opportunity to improve fitness and learn basic skills, techniques and rules of Pickleball.

HHP 1599. University Athletics. (1 Credit)**HHP 2202. Introduction to Kinesiology. (3 Credits)**

This course allows students to explore the principles, scientific foundations, philosophy, and scope of physical activity as it relates to human movement.

HHP 2209. First Aid and CPR. (2 Credits)

This course follows the requirements and methodology of the American Red Cross. The program is designed to give students the knowledge and skills to prevent, recognize, and provide basic care for injuries and sudden illnesses of adults, children or infants until medical professionals arrive and take over. The skills covered are essential for everyone; however, successful completion of the course will not qualify one as a health care professional. AED instruction is included.

HHP 2260. School and Community Health. (3 Credits)

This course provides an examination of school and community based healthcare issues, including healthcare systems, social determinants of health and other factors related to health decisions, and methods to create effective change in schools and communities. Students will learn to examine current community health trends, as well as risk mitigation, quality improvement, and intervention techniques.

HHP 2265. Healthy Lifestyles. (3 Credits)

This course examines modifiable and non-modifiable risk factors for common health conditions and the interpersonal factors that impact health-related decisions. Students will learn to apply theories of behavior change, personal advocacy, and health-related communication techniques to individuals.

HHP 2582. Theory and Techniques of Coaching Basketball. (2 Credits)

This course will provide the student with theoretical information necessary for the successful coaching of basketball as well as skill analysis, drill development, tactics, strategies, and other coaching techniques.

HHP 2584. Theory and Techniques of Coaching Football. (2 Credits)

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

HHP 2587. Theory and Techniques of Coaching Soccer. (2 Credits)

This course provides the student with the theoretical information necessary for the successful coaching of soccer as well as skill analysis, drill development, tactics, strategies and other coaching techniques.

HHP 3350. Coaching Methods. (3 Credits)

This course presents the theories of coaching and strategies of team sports.

HHP 3371. Exercise Physiology. (3 Credits)

This course involves the application of anatomical and physiological processes to human movement, physical performance, and rehabilitation.

HHP 4410. Measurement and Evaluation in Health & Human Performance. (3 Credits)

focuses on assessment techniques in health and physical education. This course discusses and provides methods for creating appropriate assessments, models for performance-based assessments, authentic assessments, and instruction for administering skill and fitness tests. Test construction will be examined. Students will develop a battery of assessment tools, intended for use at the elementary, middle, and high school levels. 3 credits.

HHP 4412. Adapted Physical Education. (3 Credits)

HHP 4412 includes the study of those conditions and unique needs that prevent students from succeeding in regular physical education classes. This course provides the student a clear comprehension of specific disabilities and impairments as it relates to a physical education setting. Concepts of least restricted environment and inclusion are models used in teaching techniques and program modifications.

HHP 4450. Curriculum and Methods - Health. (3 Credits)

This course introduces the student to general principles and methods of teaching health education. Emphasis will be placed upon pedagogy, application of appropriate materials, teaching aids, and evaluating effective health resources.

Prerequisites: (HHP 100, 150 or 1100) and (HHP 260 or 2260) and (HHP 265 or 2265).

HHP 4475. Seminar in Exercise Science. (2 Credits)

Students will select research articles from current topics in Exercise Science. Students will analyze, evaluate and discuss the methodology of the selected research topics. In addition, the importance of the Institutional Review Board in conducting research will be covered in preparation for HHP 4995 Senior Seminar's research project.

HHP 4490. Coaching Practicum. (1-3 Credits)

This course is designed to give the student-coach an opportunity to gain a hands-on field experience by working with a sports program under the direction and guidance of an experienced head coach. This practicum is taken after all other coaching courses are completed.

Prerequisite: minimum score of 10 in 'Upper Division Status'.

HHP 4960. Internship. (1-6 Credits)

This course is an off-campus, supervised, educational internship experience of at least 120 clock hours (per 3 credit hours) at an approved affiliate site offering programs and experiences in fitness development or health promotion.

HHP 4995. Senior Seminar. (3 Credits)

This course involves the design and conducting of an exercise physiology-related research study in collaboration with other students in the class. Students will submit an IRB application, conduct the research, analyze the data, and present the results. Potential exists for the submission of the research project to a regional or national exercise physiology organization for publication. Senior status required.

Health Care Management (HCM)

HCM 2000. Healthcare Ethics. (3 Credits)

This course explores systems of moral reasoning and their impact upon the legal and ethical decision-making process within health care organizations and professionals. Themes to be explored include confidentiality, informed consent, decision making capacity, treatment refusal, end of life decisions and care, and legal issues related to initiating or withdrawing treatment. Exposes students to the breadth of legal aspects of Health Care Management in order to assist health care professionals in identifying when a situation is likely to be subject to a law or regulation.

HCM 3100. Current Trends in Healthcare. (3 Credits)

This course is designed to discuss current health care issues regarding the rising and unsustainable costs of health care, the importance of competition within health care, the debate surrounding the Medicare system, continuous mergers and collaborations with system and business, and the future resolve of health care in the United States and beyond. This course is designed to be directly applicable to the students' careers in health care and will prepare students for a career of service to Christ, the church, and the community in the field of health care management.

HCM 3200. Management Principles in Health Care. (3 Credits)

This course 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.

HCM 3300. Financial Issues in Health Care. (3 Credits)

This course 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: (ACCT 203 or 2100) and (BUS 315 or 3450).

HCM 3400. Health Care Marketing. (3 Credits)

This course studies marketing principles, concepts, and operations and provides the student with the necessary marketing skills to promote health care services or products. The course introduces the student to the complex world of health care marketing and promotion and examines marketing plans and focus groups.

HCM 3500. Eldercare. (3 Credits)

This course is an in-depth study of the challenges facing elders in American society, the services available to them, and a critical evaluation of public policy. Specifics include a life course perspective on aging that makes this course applicable and meaningful for people to study, provides an examination of the meaning of old age, explains how the body, mind, spirit and soul are affected by the decline of age. Students are expected to spend 16 to 18 hours per session on academic work for this course.

HCM 3999. Health Care Practicum. (6 Credits)

This course engages students in a practical on-the-job learning experience in a health care setting. The course requires that students complete a journal of their learning, a reflective plan for personal and professional development, and a research paper on a topic related to the work they have done at the site of the practicum. Minimum of 60 hours over at least 6 weeks required in the health care setting. Students wishing to sit for the State of Wisconsin Nursing Home Administrator exam must do this practicum in a nursing home setting and the research paper must be on a related topic. Taken after completion of all other courses in the major.

HCM 4100. Health Care Planning and Evaluation. (3 Credits)

This course 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.

Prerequisites: (ACCT 203 or 2100) and (BUS 315 or 3450) and (HCM 300 or 2000) and (HCM 320 or 3200) and (HCM 330 or 3300) and (HCM 335 or 3400).

Hebrew (HEB)

HEB 2010. Hebrew I. (3 Credits)

This course presents elements of vocabulary, morphology, and syntax with a reading of simple Hebrew prose. Students will learn to recognize Hebrew vocabulary, to distinguish between the various parts of speech, to analyze Hebrew morphology, and to apply rules of syntax in order to create translations of elementary Hebrew texts that represent a synthesis of Hebrew vocabulary, morphology, and syntax.

HEB 2020. Hebrew II. (3 Credits)

This course presents elements of vocabulary, morphology, and syntax with a reading of simple Hebrew prose. Students will learn to recognize Hebrew vocabulary, to distinguish between the various parts of speech, to analyze Hebrew morphology, and to apply rules of syntax in order to create translations of elementary Hebrew texts that represent a synthesis of Hebrew vocabulary, morphology, and syntax.

Prerequisites: (HEB 301 or 2010).

HEB 3010. Hebrew III. (3 Credits)

This course completes the presentation of elements of vocabulary, morphology, and syntax with a reading of simple Hebrew prose. Students will learn to recognize Hebrew vocabulary, to distinguish between the various parts of speech, to analyze Hebrew morphology, and to apply rules of syntax in order to create translations of elementary Hebrew texts that represent a synthesis of Hebrew vocabulary, morphology, and syntax.

Prerequisites: (HEB 302 or 2020).

HEB 3015. Hebrew Readings. (1 Credit)

This course is a one credit readings course for students of all levels who wish to continue in the language in order to maintain their knowledge and ability in Hebrew.

Prerequisites: (HEB 401 or 3010).

HEB 3020. Hebrew IV. (3 Credits)

This course consists primarily of simple to intermediate narrative readings. Students will increase their knowledge of Hebrew vocabulary and further develop their understanding of Hebrew syntax. They will also study the culture and genre in which the assigned texts were written while learning about the transmission of the text of the Hebrew Old Testament.

Prerequisites: (HEB 401 or 3010).

HEB 4010. Hebrew V. (3 Credits)

This course will consist primarily of intermediate poetic readings from the Old Testament. Students will increase their knowledge of Hebrew vocabulary and further develop their understanding of Hebrew syntax, especially as that syntax and vocabulary are affected by the genre of poetry. They will also study the culture and genre in which the assigned texts were written while learning about the textual apparatus used in critical editions of the Hebrew Old Testament.

Prerequisites: (HEB 402 or 3020).

HEB 4020. Hebrew VI. (3 Credits)

This course will consist of advanced readings from the Hebrew Old Testament. Students will increase their knowledge of Hebrew vocabulary and further develop their understanding of Hebrew syntax. They will also study the culture and genre in which the assigned texts were written.

Prerequisites: (HEB 413 or 4010).

History (HIST)

HIST 1000. Introduction to American Civilization. (3 Credits)

This course surveys the history of the United States from pre-Columbian America to the present, and explores political, ideological, social and religious changes that have occurred in the American story.

HIST 1099. History and Worldviews of the Western World. (3 Credits)

This course provides the student with an examination of the chronology and major themes of Western Civilization through the study of primary and secondary sources. Fulfills core history requirement.

HIST 1210. American Civilization I. (3 Credits)

This course surveys and analyzes the history of the United States from pre-Columbian America to 1877. It sets out the basic narrative of U.S. history and explores the political, cultural, social and economic changes that have occurred in the American story. This course is offered at CUAA only.

HIST 1215. American Civilization II. (3 Credits)

This course surveys and analyzes the history of the United States from 1877 to the present. It sets out the basic narrative of U.S. history and explores the political, cultural, social, and economic changes that have occurred in the American story. This course is offered at CUAA only.

HIST 1400. Historical Perspectives. (3 Credits)

Historical perspective means understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past. At any time, different historical actors may have acted on the basis of conflicting beliefs and ideologies, so understanding diverse perspectives is also a key to historical perspective-taking. Though it is sometimes called "historical empathy," historical perspective is very different from the common-sense notion of identification with another person. Indeed, taking historical perspective demands comprehension of the vast differences between us in the present and those in the past. The goal of the course is to introduce students to how the historical narrative changes over time and focus upon an historical incident that best highlights the shift in focus of history historians.

HIST 1600. Non-Western World. (3 Credits)

This course is a survey of the peoples and cultures of Africa, Asia, the Middle-East, the Pacific Rim, and pre-Columbian America, providing the students background to make sense of these increasingly important regions in the world.

HIST 1610. World Civilizations I. (3 Credits)

This course will offer an introduction to the major events and themes in world history from the earliest civilizations to the Middle Ages, including the origins of agriculture and urbanization, the rise of empires, the emergence of world religions, and the first period of globalization. In addition to gaining a broad understanding of the major events in global history prior to the modern era, students will practice the skills historians use to analyze artifacts, identify patterns in human social organization, and differentiate political and social practices across cultural contexts.

HIST 1615. World Civilizations II. (3 Credits)

This course will provide an introduction to the major events and themes in Early Modern and Modern world history including the development of transoceanic trade, colonization and empire building, industrialization, world wars, and decolonization. In addition to gaining a broad understanding of how these events shaped social, cultural and political life, students will be introduced to the skills, tools, and methods historians use to narrate the past and debate how we ought to understand it.

HIST 2099. Historical Methodology. (3 Credits)

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

HIST 2200. The Civil War. (3 Credits)

This course explores the period 1861-1865 when the country was rent apart by the most divisive war in American history, the war which has to a large degree shaped current American political, economic, and social realities. Though the course will examine the historical context in which the war unfolded, the military aspects of the Civil War will receive significant attention.

HIST 2210. Women in America. (3 Credits)

This course introduces students to significant worldviews and major events that affected women's history in the United States. The students will examine women's involvement within the major social institutions of America, and what role women have played in economics, education, family, politics, and religion from early settlement to current times.

HIST 2220. The City & American Culture. (3 Credits)

This course examines the history of cities in the United States, their portrayal in American culture, and their effects on society and social policy. Students will study the central role cities have played in American society and culture from the Industrial Revolution to the Progressive Era and into the age of suburban sprawl and post-industrialism. Finally, students practice the methods of cultural history and sociology to examine how Americans have thought about cities and their role in the nation.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

HIST 2230. Michigan History. (3 Credits)

This course surveys and analyzes the social, cultural, and political history of the State of Michigan from contact with the indigenous peoples to the present. This course fulfills the Michigan history requirement for Teacher Certification in Social Studies. While primarily designed for students in social studies education, the course is open to students of any major. This course is offered at CUAA only.

HIST 2240. The American Federal System. (3 Credits)

This course examines the United States system of government, particularly the dynamic relationship between the national, state, and local governments. Students will study the historical and theoretical influences that shaped the system, the debates that informed the drafting and passage of the United States Constitution, and the major developments in law, policy, and events that have influenced the evolution of the American federal system and how that has shaped American society.

HIST 2250. Topics in American History. (3 Credits)

This course provides the student with the opportunity to explore a theme or question in American history in an in-depth fashion in a seminar-style course.

HIST 2400. History of Christianity. (3 Credits)

This course offers a broad introduction to the history of Christianity, from its beginnings, through the Reformation, to the denominations of the modern era. Major events, doctrinal developments and distinctions, key figures and problems will be emphasized.

HIST 2420. European National History. (3 Credits)

This course examines the history of a specific European country (England, France, Germany or Russia), exploring political, social, economic, religious, and other factors. The course will examine one nation; the nation under study will rotate from year to year.

HIST 2450. Topics in Western History. (3 Credits)

This course provides the student with the opportunity to explore a theme, question or topic in Western history in an in-depth fashion in a seminar-style course.

HIST 2600. History of Food. (3 Credits)

This course will examine the history of food, beginning with the Neolithic revolution that gave rise to the agriculture and animal domestication and ending with the quandaries over diet that plague modern society. The course will highlight food economically, socially and culturally, looking at how different societies have procured sustenance, and how they have attached different meanings to what they consume.

HIST 2605. Monsters. (3 Credits)

This course examines monsters and the historical, social, cultural and scientific contexts in which they arose and in which they continue to exist. Monsters have been pivotal to world folk tales, myths, literary texts, and films. These hybrids of living creatures and otherness have endured since the beginnings of time and inhabit both the ancient and modern imagination. Through study of monsters throughout time and around the globe students will develop an understanding of different cultures and the way in which people engage the world around them.

HIST 2610. Sports of the World. (3 Credits)

This course explores global sport and its importance for and impact upon modern international society. The purpose of the course is to help students to frame sport, professional and amateur, in an appropriate historical and cultural context. This permits the student to better understand how sport transcends time and borders, unifies and divides, and creates heroes and goats that are remembered for generations.

HIST 2615. World of Superheroes. (3 Credits)

This course examines the history and culture of superheroes. The world of superheroes includes figures whose histories are drawn from folklore, myths and legends of numerous civilizations. The superhero today should thus be re-conceptualized as part of a local, national and even global culture and should be examined in light of what superheroes reflect about the cultures that created them, particularly in terms of law, politics, religion, philosophy, science, gender and race. The course will highlight not only the hero in history but the roles of superheroes across cultures, e.g., Japan, India, the Middle East, Africa, South America and Mexico. Fulfills core cross-cultural requirement.

HIST 2620. Ancient Civilizations. (3 Credits)

This course surveys ancient civilizations across the globe, with particular emphasis upon religion, geography and culture. The course examines civilizations located in Asia, India, South America, and North America. Fulfills core cross-cultural requirement.

HIST 2625. The Ancient World. (3 Credits)

This course examines the major cultures of the ancient Near East (Egyptian, Assyrian, Babylonian, etc.) from the earliest times to development of Archaic Greece, and in so doing offers a backdrop to the ancient world of the Old Testament and the classical era of the Greeks and Romans. Fulfills core cross-cultural requirement.

HIST 2630. Modern Africa. (3 Credits)

This course examines the political, economic, social and ethnic issues confronting contemporary Africa. Various historical issues are explored in the course, including the Atlantic slave trade, 19th-century imperialism, colonialism, post-war decolonization, ethnic conflicts, AIDS and globalization. Fulfills core cross-cultural requirement.

HIST 2635. History & Culture of Latin America. (3 Credits)

This course explores the history and culture of North, Central and South America and the Caribbean from the Aztecs, Incas, and Mayas to the present. Fulfills core cross-cultural requirement.

HIST 2640. Modern Japan. (3 Credits)

This course is an introduction to the history of Japan, emphasizing Japan's distinctive cultural, spiritual, political, educational, artistic, and social life. The antecedents of modern Japan are traced from ancient and feudal times. A comparison and contrast is made between the cultures of Japan and the United States. Fulfills core cross-cultural requirement.

HIST 2645. Modern Middle East. (3 Credits)

This course surveys the rise and disintegration of the Ottoman Empire as well as later 20th-century developments in the Middle East, with particular emphasis on the Arab-Israeli conflict. Fulfills core cross-cultural requirement.

HIST 2650. Empires: East & West. (3 Credits)

This course offers an introduction to the political construct of "empire" by studying various empires, from the Romans to the Soviets, using a comparative approach. Students will re-examine imperial imperatives of the past will reconsider contemporary opinions about the respective benefits of empire and nation states. Fulfills core cross-cultural requirement. Fulfills core cross-cultural requirement.

HIST 2655. Asia on Fire. (3 Credits)

This course surveys the various conflicts (including World War II, the Chinese Civil War, Korean War, etc.) occurring on the Asian continent and Pacific Rim during the 20th century with particular emphasis upon how these conflicts impacted the Asian peoples and their struggles for independence. Fulfills core cross-cultural requirement.

HIST 2660. Byzantium. (3 Credits)

This course offers an overview of the history of the Byzantine Empire, starting with the division of the Roman Empire into Eastern and Western halves in the 4th century A.D. to the fall of Constantinople to the Ottoman Turks in 1453. Students will explore political, cultural, religious, and social aspects of the Empire as well as its relations with various regions, particularly Western Europe, the emerging Russia, and the Islamic world.

HIST 2665. Imperial China. (3 Credits)

This course explores China's ancient history and introduces students to ancient Chinese culture through a number of cultural activities. Fulfills core cross-cultural requirement.

HIST 2670. Modern China. (3 Credits)

This course examines China's modern history from the Qing dynasty to the present. It also introduces students to Chinese culture through a number of cultural activities. Fulfills core cross-culture requirement.

HIST 2675. America and Vietnam. (3 Credits)

This course examines the history of two quite different countries from the period of colonization to the fall of Saigon in 1975. Both countries will be studied in terms of political, economic, religious, social, and diplomatic trends. Particular consideration will be given to the impact the Vietnam conflict had upon the course of history in both the United States and Vietnam. Fulfills core cross-culture requirement.

HIST 2680. Rats, Lice & Mice: History of Diseases & Epidemics. (3 Credits)

This course examines the global history of medicine and disease from antiquity until the 20th century. The overall theme is the biological and cultural impact of disease (especially epidemics) on society. The course focuses upon major historical infectious disease outbreaks e.g. plague, smallpox, AIDS, Ebola and examines the course of the disease, medical/health responses to the disease and the political/economic/cultural/social impacts upon the affected societies.

HIST 2685. Faces of Culture. (3 Credits)

This course is a foundations social science course in introductory cultural anthropology. Anthropology is presented from a holistic perspective using an integrated approach to race, class, gender, and ethnicity.

HIST 2690. Skull and Crossbones: History and Culture of Pirates. (3 Credits)

Skull Crossbones: History Culture of Pirates examines the history of pirates and piracy from antiquity through to the present day. Among its major themes are changing definitions of piracy; the reasons individuals, groups, and nations have practiced or supported piracy; and how pirates have been depicted in popular culture.

HIST 2750. Topics in Global History. (3 Credits)

This course provides the students an opportunity to explore a theme, question, or topic in global history in an in-depth fashion in a seminar-style course.

HIST 3200. Early America:1492-1800. (3 Credits)

This course examines the early heritage of the United States from the Native Americans to the election of Thomas Jefferson. The course explores such topics as the beginnings of our multi-cultural society, the growth of representative government, and the diverse economic and social values in early America.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

HIST 3210. American Republic: 1800-1860. (3 Credits)

This course studies the history of the United States from Washington's administration to the Civil War, exploring the political, economic, social, and intellectual growth of the nation.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

HIST 3220. Indus America:1865-1920. (3 Credits)

This course explores the development of the United States from an agrarian to an industrial nation and from a hemispheric to a world power.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

HIST 3230. United States as a World Power: 1920-Present. (3 Credits)

This course studies the political, economic, social, and intellectual development of the United States since World War I. Several important events and representative figures of the period will be studied in depth.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

HIST 3240. America's Game: Football and Society. (3 Credits)

This course offers perspectives on American society by examining a sport that from small town high school fields, through historic college stadiums to the majesty of the Super Bowl has captured the American spirit. The growth in the popularity of the sport coincided with the rise of the U. S. as a global power. Students will examine the rise of the NCAA, development of professional football, standardized rules, urbanization, race relations, and team relocations.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

HIST 3250. Baseball in America. (3 Credits)

This course surveys the history of the United States through a very distinctive lens, that of baseball. Besides examining the game itself, the course will explore baseball's experience with race and gender issues, urbanization and industrialization, immigration and labor issues, professionalization, community loyalty and the role of the individual in American society.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

HIST 3400. Classical Greece and Rome. (3 Credits)

This course is an interdisciplinary study of the civilization of the Ancient Greeks and Romans - their culture, philosophy, and arts - and the continuing heritage of classical thought.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

HIST 3410. The Classical World. (3 Credits)

This course surveys the history of Greece and Rome during the Classical era, with special attention to political, social, cultural, economic, and religious aspects. The course will also emphasize the history of Christianity in its initial centuries.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

HIST 3420. Medieval World: Kings, Knights, Damsels & Dragons. (3 Credits)

This course approaches the subject of the Middle Ages in a way different from the traditional approach of either English or History in that it will focus on exploring the medieval worldview through an examination of documents, literary works and artifacts utilizing the disciplinary methodologies of English and History. As an interdisciplinary course, students will use and synthesize methodologies from both academic disciplines to engage the complexities of the medieval period.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

HIST 3430. Renaissance and Reformation in Europe. (3 Credits)

This course presents an overview of European history from the 13th to the 17th centuries, with especial emphasis upon the Renaissance and Reformation. Students will explore how these movements impacted the development of Western Civilization in general and Europe in particular.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

HIST 3440. Age of Enlightenment. (3 Credits)

This course examines the greater 18th 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 the development of capitalism, the expansion of slavery, cultural trends, including art and music, and the American and French Revolutions, which ended the era.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

HIST 3450. Revolutionary Europe. (3 Credits)

This course surveys the history of Europe in the 17th and 18th centuries, a period during which Europe experienced revolutions of all kinds—political, religious, scientific, technological, military, economic—and witnessed some of the greatest political, cultural and intellectual changes in European history.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

HIST 3460. Modern Europe. (3 Credits)

This course studies developments in European social, political, economic, religious, and cultural history from the French Revolution to the present.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

HIST 3470. Contemporary Studies. (3 Credits)

This course is a review and exploration of 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.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

HIST 3600. Africa: History & Culture. (3 Credits)

This course uses methods of geography, history, anthropology, and ethnography to examine political, cultural, and physical evidence to study Africa.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

HIST 3800. Field Education in History. (3 Credits)

This course offers various opportunities for students to gain practical experience through service in the field of History particularly as a student mentor. Student interns will work under the supervision of a faculty supervisor.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

HIST 3850. Historical Methods. (3 Credits)

This course introduces students to the nature and theory of history through the study of past developments in historical research and writing. Students will explore the work of the historian and the concept of historiography through various exercises. In addition, students will consider the meaning of history, particularly from the Christian perspective. Offered fall semester only.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

HIST 4400. History of Education in the Western Tradition. (3 Credits)

This course surveys the history of education in the West, beginning with classical Greece and Rome and proceeding through various periods of history to 20th-century American education. Students will read selections from landmark figures in the history of education, such as Aristotle, Cicero, Quintilian, Vergerius, Luther, Melancthon, Rousseau, and Dewey, and will examine the objectives, ideals, theories and historical contexts of education over time and place. This study will provide the context for an evaluation of education in the contemporary Western world.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

HIST 4410. The Reformations. (3 Credits)

This course consists of an in-depth study of the Reformations of 16th-century Europe, including the Lutheran, Calvinist and Catholic. The student will be given the opportunity to explore in depth the ideas (theological, political, educational, etc.) and the major themes (salvation, individualism, fracturing of the Catholic Church into different denominations, education, religious war, religious toleration, etc.) through directed readings of selected texts, individual research and group projects.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

HIST 4800. History Capstone. (3 Credits)

This course is a culminating undergraduate experience in which the student will study history by researching, writing, and presenting a piece of original historical work.

Prerequisites: (HIST 385 or 3850).

Justice & Public Policy (JPP)

JPP 1010. Introduction to Law Enforcement. (3 Credits)

This course studies the history, philosophy and functions of local police departments, country sheriff departments, state law enforcement agencies and federal investigatory and intelligence gathering agencies.

JPP 1020. Criminology. (3 Credits)

This course studies causations of crime, including sociological, psychological, biophysiological and free will theories.

JPP 1030. Introduction to Courts. (3 Credits)

This course studies the history, philosophy and functions of American courts.

JPP 1040. Juvenile Justice Theory. (3 Credits)

This course studies the organizations, functions, and jurisdiction of juvenile justice agencies along with the theories and causations of juvenile crime and antisocial behavior.

JPP 1050. Introduction to Probation and Parole. (3 Credits)

This course provides an introduction to probation and parole in the American Criminal Justice System. As the problem of prison overcrowding continues, probation and parole will expand, and so will the focus on the application of services provided to offenders who are allowed to be supervised in the community. Students will gain an understanding not only of probation and parole history, administration, policy, and procedures, but also areas of best practices in the field. The course also provides insight into the challenging, but interesting work performed by probation and parole officers and the techniques utilized to effectively manage caseloads.

JPP 2010. Corrections in America. (3 Credits)

This course studies the history, philosophy and functions of the American correctional system.

JPP 2020. Substantive Criminal Law. (3 Credits)

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

Prerequisites: (JPP 104 or 1030).

JPP 2030. Criminal Investigation. (3 Credits)

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

JPP 2040. Criminal Justice Research Methods. (3 Credits)

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

JPP 2050. Terrorism. (3 Credits)

This course will introduce students to the phenomena of contemporary terrorism and extremism. Emphasis will be placed on extremism as a foundation for terrorist behavior, types of terrorism, and how governments and law enforcement agencies respond to terrorism.

JPP 2060. Stress Management. (3 Credits)

This course introduces techniques and strategies developed for coping with or lessening the psychological, physical, and emotional effects of everyday life pressure when working in the justice and public service systems, thereby improving job performance.

JPP 3010. Procedural Criminal Law. (3 Credits)

This course studies the history of laws and the constitution, and the procedures in place in criminal law from when police stop a citizen through the trial process.

Prerequisites: (JPP 104 or 1030) and (JPP 207 or 2020).

JPP 3020. Administrative Law. (3 Credits)

This course provides the student with an understanding of the interaction of public administrative agencies with the more "established" sectors of government, specifically, the legislature and judiciary. This is acquired in part through analysis of the U.S. Constitution, enabling legislation, and the Administrative Procedure Act. The student develops an appreciation of the breadth of influence of these agencies, and the role of law in legitimizing and limiting the role of bureaucracies.

JPP 3030. Criminal Psychology. (3 Credits)

This course studies the psychological theories of crime causation and the impact of the use of psychology on the Legal System.

JPP 3040. Forensic Investigation. (3 Credits)

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

JPP 3050. Organized Crime. (3 Credits)

This course studies the history, structure, and operations of organized crime.

JPP 3060. Management of Public Service Agencies. (3 Credits)

This course introduces the student to the study of administration and management techniques, with a public administration emphasis, as they are applied to public service organizations.

JPP 3070. Criminal Justice Liability Law. (3 Credits)

This course explores the various areas of liability law as it relates to the criminal justice function within the entire justice system. Issues of liability covered are related to use of force, civil rights violations, pursuit and arrest situations, failure to train and supervise, failure to respond, and vicarious responsibility.

Prerequisites: (JPP 104 or 1030) and (JPP 207 or 2020) and (JPP 308 or 3010).

JPP 3080. Public Finance and Budgeting. (3 Credits)

This course exposes the student to principles of budgeting and finance of a public agency. The student will gain a general understanding of fiscal principles and how to adapt those principles to the operations of a public agency.

JPP 3090. Special Topics in Criminal Justice. (1-3 Credits)

Special topics courses in criminal justice are designed to address topics identified as attitudes, current events, knowledge, skills, and behaviors pertinent to examining the technological and occupational aspects of criminal justice. The topic for this course will change with each offering.

JPP 3999. Career & Internship in Justice and Service. (3 Credits)

This course combines an internship component along with exploration of the numerous career opportunities in the fields of justice and public service. The internship provides an opportunity to exercise, in a practical manner, the skills, knowledge and responsibilities of a public service practitioner. Note: Students completing 120 internship hours are eligible for 3 credits, and students completing 240 internship hours are eligible for 6 credits.

JPP 4010. Ethics in Justice and Public Service. (3 Credits)

This course studies the many ethical problems and dilemmas confronted by the criminal justice and public service professional.

JPP 4020. White Collar Crime. (3 Credits)

The course will explore the underlying criminological principles, concepts and alternative theories relevant to what is defined as "occupational related crimes." The fraud schemes commonly used in the commission of an occupational related crime involve asset misappropriation, financial statement irregularities, and corruption. The causation for committing an occupational related crime will focus on the circumstances and opportunities that motivated an individual in a lawful occupation to act dishonestly. Practical problems and real-life case studies will be used to provide students with an opportunity to observe, to analyze and to examine the complex and realistic social-economic factors that motivated the criminal behavior. In addition, students will be introduced to the four key areas relating to fraud examinations: fraud prevention and deterrence, legal elements of fraud, fraudulent financial transactions and fraud investigation.

Latin (LAT)

LAT 1050. Latin I. (3 Credits)

LAT 1050 provides a foundation in elementary Latin grammar and vocabulary. The class provides a framework for a deeper understanding of English through the study of Latin models. In addition to grammar and vocabulary studies in Wheelock's Latin, the class also reads Livy's Early History of Rome (in English translation) to explore the beginnings of the Roman culture. No previous study or knowledge is assumed for this class.

LAT 1060. Latin II. (3 Credits)

LAT 1060 is a continuation of LAT 1050, concluding the Wheelock grammar text, and reading further into Livy's cultural history of Rome. The students will have an increased awareness of the reason for many of the rules governing standard English, as well as a firm foundation in the noble Latin language.

LAT 2050. Latin III. (3 Credits)

Reviews and builds upon the vocabulary and grammar introduced in LAT 1050 and LAT 1060. The emphasis shifts to the translation of specific passages from Roman authors. The course introduces a more intensive study of language itself, discrete from a continuing comparative study of Latin's relationship to English.

Prerequisites: (LAT 106 or 1060).

LAT 2060. Latin IV. (3 Credits)

is a continuation of LAT 2050. The student translates more complex passages and is introduced to various difficult idioms of the Latin language usually associated with poetic structure. The course compares and contrasts the syntactic and linguistic Latin styles of various Roman authors.

Prerequisites: (LAT 205 or 2050).

LAT 3050. Readings in Latin I: Republic. (3 Credits)

is designed for the student who is comfortable with translating Latin poetry and prose into English. Representative authors for this class include Caesar, Catullus, Livy, Sallust, and Tacitus. The student also sees how these authors have influenced the culture of not only their own world, but of the present age.

Prerequisites: (LAT 206 or 2060).

LAT 3060. Readings in Latin II: Empire. (3 Credits)

is a continuation of LAT 3050, and is designed for the student who is comfortable with translating Latin poetry and prose into English. Representative authors for this class include Caesar, Catullus, Livy, Sallust, and Tacitus. The student also sees how these authors have influenced the culture of not only their own world, but of the present age.

Prerequisites: (LAT 305 or 3050).

LAT 3450. Latin Church Fathers. (3 Credits)

focuses on a single author, whose Latin writings will be explored in depth. Grammar and syntactical styles associated with this writer will be examined, as will the content of the texts, and how they relate to the culture of today. The student and the teacher will together decide on the Roman authors include Jerome, Augustine, Virgil, Petronius, Cicero, Caesar, Horace, Pliny, and Seneca.

Prerequisites: (LAT 306 or 3060).

LAT 3460. Medieval Authors. (3 Credits)

This course focuses on a single author, whose Latin writings will be explored in depth to study this author's use of language and importance to culture.

Prerequisites: (LAT 306 or 3060).

LAT 3850. Special Topics in Roman Culture. (3 Credits)

explores a various aspects of the Roman world's impact on the world's culture in the 21st Century. The student will read and explicate various Latin texts in a thematic study. Topics could include Rome's impact on theater, government, literature, or architecture. The topics will be determined by the student and the teacher.

Prerequisites: (LAT 306 or 3060).

Legal Studies (LEGL)

LEGL 2300. Environmental Law & Politics. (3 Credits)

This course provides an historical analysis of environmentalism and the origins of environmental law, and also analyzes environmental law, policies, and procedures in the United States.

LEGL 3250. Legal Landscape of American Schools. (3 Credits)

This course analyzes individual rights and responsibilities under the laws of the United States of America as they relate to education and educational institutions. The course will devote significant time to First Amendment issues and in particular to religious liberty and the operation of faith-based institutions. The course will engage students in a systematic legal analysis of key Supreme Court decisions regarding various Constitutional rights and responsibilities.

Liberal Arts (LA)

LA 1010. Higher Education: A New Experience. (3 Credits)

This course orients students to Christian higher education through an engaging, student-centered approach that supports students in reaching for academic excellence and exploring their God-given talents.

LA 1020. Student Success Strategies. (3 Credits)

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

LA 1030. Career & Vocation Exploration. (1 Credit)

Career Vocation Exploration and Mentorship will guide participants through the career and vocation exploration process, with a particular emphasis on life and vocational transition. Participants will explore personal talents, strengths, and interests directly using a variety of assessment tools. A significant component of the course is the identification of mentors, chosen within participant's career field(s) of interest, who will introduce students to the realities of various careers directly and authentically. As a result, course participants will develop individualized academic plans to enable them to reach their career and vocational goal. Note: This elective course is often scheduled for a specific targeted student population, e.g., female veteran students.

LA 3000. Teaching Methods of Classical Education. (3 Credits)

In LA 3000, students will explore the history, theory, and practice of Classical education and will develop practical knowledge of Classical pedagogy. Students first will examine, from a comparative perspective, various models and specific approaches to Classical Education currently in practice in the United States. Next, students will consider historical perspectives of Classical education through focused readings related to the Liberal Arts. Students will then have the opportunity to identify Classical pedagogical methods utilized in various subject areas and will develop initial teaching plans for specific topics within selected disciplinary areas. As part of the culminating project of the course, students will complete a practical field experience and complete a culminating project that combines theory and practice.

Prerequisites: (HIST 401, 4400, PSY 305 or 3050).

LA 4800. Practicum. (1-3 Credits)

The Practicum constitutes the culminating course for the Classical Education program and should be taken in conjunction with LA 4900 Student Teaching Experience in Classical Education. Each student will identify a topic related to Classical Education, explore its history by means of primary texts and secondary materials, and connect these historical ideas and perspectives with actual practice as observed or conducted by the student in the context of his/her student teaching experience. Students will work directly with a faculty advisor to identify and shape the topic, to compose an extensive paper, and present that paper publicly.

Prerequisites: (HIST 401 or 4400) and (LA 305 or 3000).

LA 4900. Classical Education Student Teaching. (1-6 Credits)

LA 4900 constitutes one of the culminating courses for the Classical Education program and should be taken in conjunction with LA 4800 Practicum. Students will complete student teaching experiences in various schools that have adopted a Classical paradigm for their curricula and principles of pedagogy. Students thus will acquire practical experience in a Classical education setting and will develop facility with teaching methods distinct to Classical education. Students will build upon the theoretical knowledge of Classical education gained through academic coursework and will apply that to their practical experiences in Classical schools.

Management (MGMT)

MGMT 1200. Management & Leadership. (3 Credits)

This course introduces the student to the fundamental principles and practices of management and leadership. After a brief historical review, the concepts of organizational culture, globalization, and social responsibility are examined. The basic functions of management - planning, organizing, leading, and controlling - are studied in depth. This course introduces students to creating people-focused organizations.

MGMT 2200. Nonprofit Management Principles. (3 Credits)

This course provides a foundation to introduce students to the strategic areas and fundamental skills for nonprofit sector success in a managerial role. Students will gain a general understanding of nonprofit practices, human resource development, organizational development and strategic management.

MGMT 3200. Legal Issues in Nonprofit Management. (3 Credits)

This course examines the legal and ethical issues faced in nonprofit governance, leadership and management including tax exempt status, risk management, fiduciary and board responsibilities.

Prerequisites: (MGMT 250 or 2200).

MGMT 3400. Financial Issues in Nonprofit Management. (3 Credits)

This course examines the basic elements of nonprofit financial management, highlighting the differences in not-for-profit accounting standards, including program designation of operating expenses, sources of revenue, budgeting, and governmental reporting requirements. Other topics include financial analysis, cost accounting, auditing, cash flow management, and management controls.

MGMT 3600. Human Resource Management. (3 Credits)

This course gives students an introduction to the field of HRM, and the theories and technical aspects of the HRM function. Although not every student taking this course will become an HR professional, the materials covered in this course are beneficial no matter what career path one chooses. For some students who plan to be in a management type of roles in the future, this course is an introduction to the concepts of managing and directing the work of employees.

MGMT 3620. Organizational Behavior. (3 Credits)

This course considers the behavior of individuals and groups within an organizational context. Students consider individual-level factors such as motivation and attitudes, group-level factors such as communication, leadership, work teams and conflict, and organizational-level factors such as organizational structure, culture, learning and change process.

Prerequisites: (MGMT 130 or 1200).

MGMT 3640. Small Business Administration. (3 Credits)

This course studies the problems and opportunities of managing a small company. Specific concerns of retail, service, and small manufacturing firms are addressed. Location selection, financing, and operations are investigated.

Prerequisites: (MGMT 130 or 1200).

MGMT 3660. Managing Change. (3 Credits)

This course engages students in the analysis of an organization's needs and the development of a plan to influence major organizational change from the human resources perspective or the managerial perspective.

Prerequisites: (MGMT 336 or 3600) and (BUS 272, 2660, MGMT 130 or 1200).

MGMT 4200. Operations Management. (3 Credits)

This course 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.

MGMT 4600. Diversity, Inclusion, and Human Relations. (3 Credits)

In this course a Christian perspective of diversity will be explored with implications for problem-solving, leadership and organization development, conflict resolution, and advancement of human resources to unleash expertise and productivity. Topics covered will include, but are not limited to, constructs of race, ethnicity, nationality, social class, religion, sexual orientation, disability, physical appearance, and age.

MGMT 4620. International Business. (3 Credits)

This course is a systematic course concerned with the challenges, problems and opportunities that face corporations operating outside their domestic environment. The emphasis will be placed upon the basic principles, concepts, and techniques relevant to international business management. Other than business issues generally discussed in the fields of economics, politics, finance, marketing and law, this course stresses the integration within a global business context.

Prerequisites: (MGMT 130, 130, 1200, 1200, BUS 272 or 2660).

Marketing (MKTG)

MKTG 1300. Sales and Marketing. (3 Credits)

This course studies the basics of the role of marketing in society and within the firm. This course covers marketing history, the present-day practices, personal selling strategies and future projections.

MKTG 2200. Public Relations. (3 Credits)

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

MKTG 2500. Nonprofit Marketing. (3 Credits)

This course provides students an introduction to marketing the nonprofit organization, through advertising, public relations, community relationships, and collaborations. Effective communication of the mission and programs to funders and potential clients is emphasized. Students develop a marketing plan for a nonprofit organization.

Prerequisites: (MGMT 250 or 2200).

MKTG 3000. Retail Management. (3 Credits)

This course examines the interrelationships of the various facets of retailing as a set of marketing activities. Retailing is the marketing and sale of goods and services to the ultimate consumer for personal, family or household use. Consequently, the course presents the strategic processes of determining location, product selection, merchandising, promotion, customer service, and pricing as they contribute to successful retail marketing. MKTG 131 recommended.

MKTG 3200. Promotion & Advertising. (3 Credits)

This course analyzes current advertising procedures and practices.

Topics include: methods of approach and appeal; basic campaign strategy, copy, visualization, and layout; mechanical production; relationship of behavioral sciences to advertising, their use and selection; packaging, brand identification and promotion; market research, ethics, and consumer protection. MKTG 1300 recommended.

MKTG 3400. E-Commerce. (3 Credits)

This course examines, from a marketing perspective, the impact, challenges, opportunities, and costs of using the internet and intranets as integral tools in business, including business-to-business and business-to-consumer operations. Topics covered in the course include: benefits and limitations of EC, e-tailing, B2B EC, effect of EC on customer relations, EC and procurement, EC and inventory management, EC payment systems, and legal and ethical concerns. The focus of the course is on EC within the discipline of marketing; however, the course will also briefly review web page design and maintenance, web programming principles, and web software agents.

MKTG 3999. Marketing Internship. (6 Credits)

This course provides credit for a pre-approved, on-the-job work experience in the area of marketing. The course further prepares the student for employment by teaching interviewing, networking and budgeting strategies; the role benefits play in companies; as well as professional etiquette and other life skills.

MKTG 4200. Marketing Management. (3 Credits)

This course studies the integrated management of all aspects and components of the marketing function. It also studies how the marketing function interrelates with the other major functions of a business. Topics covered include: the marketing mix and how adjustments of the mix can provide solutions to marketing problems, how leadership (marketing management) affects marketing practices, marketing planning, marketing resource allocation, marketing information systems, analyzing consumer and business markets, market segmentation and forecasting, marketing strategies, managing product lines and brands, pricing, channel selection and management, and marketing communications.

Prerequisites: (MKTG 131 or 1300).

MKTG 4250. Marketing Research. (3 Credits)

This course presents the methods and measurements appropriate for deriving meaning for problems concerned with decisional research. Cases demonstrate the concepts and techniques of decisional research constrained by time and economic considerations.

MKTG 4400. International Marketing. (3 Credits)

This course studies marketing principles from an international perspective, and examines the problems, opportunities, considerations and public policies peculiar to marketing across national boundaries. The course focuses on applying sound marketing principles to international situations. Hence, emphasis will be placed on case analysis and acquiring detailed information about the country or region where a firm might engage in international marketing.

MKTG 4500. Advanced Marketing Mgmt. (3 Credits)

This course studies the integrated management of all aspects and components of the marketing function. It also studies how the marketing function interrelates with the other major functions of a business.

Topics covered include: the marketing mix and how adjustments of the mix can provide solutions to marketing problems, how leadership (marketing management) affects marketing practices, marketing planning, marketing resource allocation, marketing information systems, analyzing consumer and business markets, market segmentation and forecasting, marketing strategies, managing product lines and brands, pricing, channel selection and management, marketing communications. Prerequisite: for traditional students completion of all MKTG courses, for adult accelerated students MKTG 4200 and two other marketing courses.

Prerequisites: (MKTG 422 or 4200).

Mathematics (MATH)

MATH 1190. Number Sense: Teaching Pre K-9. (3 Credits)

This course is the first course in a two-course sequence that presents an integrated approach to mathematics content and methods appropriate for early childhood, elementary, and middle school pre-service teachers. Emphasis is on constructing knowledge through problem solving, communication, reasoning, connecting mathematical ideas, representation, and generalization. Pre-service teachers will develop their conceptual understanding of "number". Specific number sense topics include numeration systems, number theory, concepts of numbers and operations (whole numbers, integers, fractions, decimals, percents, and ratios), estimation, and proportional reasoning. Preservice teachers will invent strategies to solve computations.

MATH 1200. Data & Space: Teaching Pre K-9. (3 Credits)

This course is the second course in a two-course sequence that presents an integrated approach to mathematics content and methods appropriate for early childhood, elementary, and middle school pre-service teachers. Emphasis is on constructing knowledge through problem solving, communication, reasoning, connecting mathematical ideas, representation, and generalization. Pre-service teachers will develop their conceptual understanding of "uncertainty" and "geometry". Topics include collecting, representing and analyzing data; concepts of chance; strategies for determining probability of events; functions; properties of 2-D and 3-D figures; transformations, similarity and symmetries; measurement systems; perimeter, area, volume, and surface area; and topology.

MATH 1210. Intermediate Algebra. (3 Credits)

This course continues the study of algebra combining previously acquired algebraic knowledge with new topics. Content includes: real numbers, exponents, polynomials, linear equations, quadratic equations, systems of equations, functions, graphing, rational expressions, and determinants.

MATH 1250. Contemporary Math. (3 Credits)

This course presents problem solving, structure and properties of the real number systems, number theory, principles of descriptive and inferential statistics, probability and geometry topics. Emphasis is on application to real life situations.

MATH 1280. College Algebra. (3 Credits)

This course presents linear, quadratic, polynomial, exponential and logarithmic functions and their graphs, asymptotes and end-behavior of functions, inverse functions, systems of equations, and applications of these.

MATH 1300. Basics of Statistics. (3 Credits)

This course studies the basic methods of sampling and interpreting data probability, the normal distribution, correlation, hypothesis testing and confidence intervals. Recommended three years of high school college preparatory mathematics or MATH 1210. For BSN Completion students only.

MATH 1500. Trigonometry. (3 Credits)

This course provides the essential elements of trigonometry, particularly emphasizing the trigonometric functions. Recommended two years of high school college preparatory algebra and one year of geometry or MATH 1210.

MATH 1970. Applied Calculus. (3 Credits)

This course presents the basic concepts of differential and integral calculus including limits, continuity, differentiation, and integration of real-valued functions. Applications are chosen from business, life sciences, and social sciences. Recommended 4 years of high school college preparatory mathematics or MATH 1280.

Prerequisites: (MATH 128 or 1280).

MATH 2010. Calculus I. (4 Credits)

This course presents limits, continuity, and differentiation of real valued functions as well as their applications. Integration of functions and their applications are also discussed. Recommended four years of high school mathematics or MATH 1280 and MATH 1500.

Prerequisites: (MATH 128, 1280 or minimum score of 0000 in 'MATH 1280 not required').

MATH 2020. Calculus II. (4 Credits)

This course presents analytic geometry, integration and differentiation of trigonometric, exponential, and logarithmic functions. Techniques of integration, improper integrals, parametric equations, and differential equations are also discussed. Sequences and series are also introduced. Prerequisites: (MATH 201 or 2010).

MATH 2030. Calculus III. (4 Credits)

This course presents vectors, vector-valued functions, partial derivatives, and multiple integration with applications. An introduction to vector calculus is also presented including vector fields, line integrals, and surface integrals.

Prerequisites: (MATH 202 or 2020).

MATH 2050. Statistics I. (3 Credits)

This course presents the basic methods of sampling and interpreting data, probability, the normal distribution, correlation, hypothesis testing and confidence intervals.

MATH 2200. Discrete Math. (3 Credits)

This course presents the topics of sets, proof, boolean algebra, logic, induction, combinatorics, graph theory, functions, and algorithms. Prerequisites: (MATH 197, 201, 1970 or 2010).

MATH 3050. Statistics II. (3 Credits)

This course is designed to continue the student's background in probability and statistics. Students examine ANOVA, two sample tests, regression and multiple regression, non-parametric statistics, and the Chi-square distribution.

Prerequisites: (MATH 205 or 2050).

MATH 3130. Math in the Middle School. (3 Credits)

This course investigates methods and content appropriate for teaching mathematics to middle school students using the Common Core State Standards, Standards for Mathematical Practice Standards, and Content Standards, as a framework. Emphasis is placed on the application of mathematics in the STEM areas (science, technology, and engineering). Additionally, it provides real-world lesson planning and teaching experience.

MATH 3210. Abstract Algebra. (3 Credits)

This course is a study of sets, mappings, operations, relations, partitions, and the basic algebraic structures; groups, rings, integral domains, fields, and vector spaces. Strongly recommended for those in secondary mathematics.

Prerequisites: (MATH 202 or 2020).

MATH 3250. Linear Algebra and Differential Equations. (4 Credits)

This course presents elementary linear algebra, including matrices and determinants, vector spaces, linear transformations, solutions of linear systems, and differential equations including series of equations.

Prerequisites: (MATH 203 or 2030).

MATH 3310. Geometry. (3 Credits)

This course is a study of postulational development of Euclidean and non-Euclidean geometries.

Prerequisites: (MATH 202 or 2020).

MATH 4410. Real Analysis. (3 Credits)

This course presents differentiation and convergence in a real n-space; topology of the real line and metric spaces; theory of the integral; and uniform convergence.

Prerequisites: (MATH 203 or 2030).

MATH 4610. Probability & Statistics. (3 Credits)

Basic probability theory; random variables, single, joint, conditional and marginal probability distributions; expectation, variance, covariance and other moments and other moment generating functions.

MATH 4900. Math Senior Seminar. (3 Credits)

This course is the culminating undergraduate experience in mathematics. It provides an opportunity for the student to work with a specific topic from the spectrum of mathematical knowledge. An individual research project will be required. Senior standing and at least 24 credits in mathematics courses.

MATH 4950. Mathematics Education Senior Seminar. (3 Credits)

This course is the culminating undergraduate experience in the accelerated mathematics education program. It provides an opportunity for the student to work with a specific topic from the spectrum of mathematics education knowledge. An individual research project will be required. Note: A student must have completed 24 credits of mathematics coursework prior to taking this class.

Music (MUS)

MUS 1100. Piano Class for Beginners. (3 Credits)

Piano Class for Beginners provides group instruction, emphasizing the development of basic keyboard skills and instruction in reading both G and F clef notation.

Pathway: CRAR

MUS 1130. Guitar Class. (1 Credit)

Guitar Class is a beginning level introduction to the guitar with an emphasis on basic note reading, flat-pick technique, and playing basic chords as accompaniment to songs. Basic music theory as it pertains to note reading is also included. Previous knowledge of music and guitar is not required.

Pathway: CRAR

MUS 1171. Creative Arts: Music. (3 Credits)

Creative Arts: Music provides students with an opportunity to experience music in its many forms by learning the elements of music and studying how these elements are used in various styles.

Pathway: CRAR

MUS 1172. Music Appreciation. (3 Credits)

This course is designed to help students grow in their musical comprehension. Rooted in Western Art music, students will be exposed to music from each of the principal musical eras.

MUS 1175. Musical Theater Workshop. (1 Credit)

Musical Theater Workshop studies and performs music written for musical theater in a variety of musical theater style and genres.

MUS 1176. Opera Workshop. (1 Credit)

Opera Workshop studies and performs music written for opera, as well as styles and languages.

MUS 1202. Beginning Piano I. (1 Credit)

Beginning Piano I is an introduction to the piano covering music notation, key signatures, chords, musical symbols and terminology, major and minor mode, scales and arpeggios, beginning improvisation, harmonization, and repertoire.

MUS 1203. Beginning Piano II. (1 Credit)

Beginning Piano II continues exploring music notation, key signatures, chords, musical symbols and terminology, major and minor mode, scales and arpeggios, beginning improvisation, harmonization, and repertoire on the piano.

MUS 1241. Music Theory I. (3 Credits)

Music Theory I enables students to explore musical concepts through analysis, sight-singing, aural training, and composition. Harmonic studies include primary chords in root position and cadential preparations.

MUS 1251. Aural Theory I. (1 Credit)

Aural Theory I provides students with the knowledge to read at sight, notate, and improvise short musical examples.

MUS 1262. Music Theory II. (3 Credits)

Music Theory II is a continuation of Music Theory I with special emphasis on primary chords in inversion, seventh chords, secondary dominants and chromatic materials.

Prerequisites: (MUS 240 or 1241).

MUS 1272. Aural Theory II. (1 Credit)

Aural Theory II provides students with the knowledge to read at sight, notate, and improvise short musical examples.

MUS 2204. Keyboard Skills. (2 Credits)

Keyboard Skills intends to improve musicianship through application of the keyboard as a learning tool. Keyboard technique, sightreading at the piano, harmonization of melodies, performance of scales and harmonic progressions, simple accompanying, and improvisation will be elements of this class. This course is offered in the fall semester, and is open to music majors and minors. Completion of this class with a grade of "C" or above satisfies the music department's keyboard proficiency requirement. Pathway: CRAR

MUS 2205. Intro in Multimedia Production. (2 Credits)

Intro to Multimedia Production introduces the student to various forms of music technology for basic sequencing, recording, score production, and sound amplifications. These techniques will be applied in the production of original compositions, improvisations, and arrangements.

MUS 2218. Vocal Pedagogy. (1 Credit)

Vocal pedagogy provides instruction on various aspects of vocal studio teaching, including vocal production, diction, and repertoire selection.

MUS 2220. Body-Mapping for Musicians. (2 Credits)

This course is designed to provide musicians with anatomical information about the body in movement. This information, when applied, will promote facility among participants and will assist students in playing, singing, and conducting without pain, tension, or injury. This course will serve to provide a somatic based music education and practice.

MUS 2241. Music Theory III. (3 Credits)

Music Theory III is a continuation of Music Theory II with special emphasis on secondary functions, modulation, altered chords, and chromatic harmony.

Prerequisites: (MUS 241 or 1262).

MUS 2251. Aural Theory III. (1 Credit)

Aural Theory III provides students with the knowledge to read at sight, notate, and improvise short musical examples.

MUS 2262. Music Theory IV. (3 Credits)

Music Theory IV continuation of Music Theory III with special emphasis on extended harmonies, formal analysis, and twentieth century techniques.

Prerequisites: (MUS 242 or 2241).

MUS 2272. Aural Theory IV. (1 Credit)

Aural Theory IV provides students with the knowledge to read at sight, notate, and improvise short musical examples.

MUS 2301. Applied Piano. (1-2 Credits)

Students, both music majors and non-majors, may register for private piano lessons for either 1 credit (one 30 minute weekly lesson) or for 2 credits (1 hour weekly lesson). Piano majors are required to take applied piano for 2 credits each semester. The weekly lesson time is arranged with the instructor at the beginning of the semester.

Pathway: CRAR

MUS 2302. Applied Organ. (1,2 Credits)

One private, half-hour organ lesson weekly (1 Credit) or one hour lesson every week (2 Credits).

Pathway: CRAR

MUS 2303. Applied Voice. (1,2 Credits)

Applied Voice is the pedagogical and performance study of voice. The student works toward the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital. Students may study applied voice as a non-major to fulfill Core Fine Arts requirements.

Pathway: CRAR

MUS 2304. Applied Guitar. (1,2 Credits)

Applied Guitar is the pedagogical and performance study of guitar in a half-hour (for one credit) or an hour (for two credits) individual lesson each week. This course emphasizes note reading, chords, pick-style technique, and classical (fingerstyle) technique. Also included is the application of these techniques to the preparation and presentation of song melody and accompaniment.

Pathway: CRAR

MUS 2311. Applied Violin. (1,2 Credits)

Applied Violin is the pedagogical and performance study of violin. If the student selects this as a primary instrument for the recital track throughout the undergraduate residency, the capstone for this course is MUS 4499 Senior Recital. Students may study this instrument as a non-major to fulfill Core Fine Arts requirements.

Pathway: CRAR

MUS 2312. Applied Viola. (1,2 Credits)

Applied Viola is the pedagogical and performance study of viola. If the student selects this as a primary instrument for the recital track throughout the undergraduate residency, the capstone for this course is MUS 4499 Senior Recital. Students may study this instrument as a non-major to fulfill Core Fine Arts requirements.

Pathway: CRAR

MUS 2313. Applied Cello. (1,2 Credits)

Applied Cello is the pedagogical and performance study of cello. If the student selects this as a primary instrument for the recital track throughout the undergraduate residency, the capstone for this course is MUS 4499 Senior Recital. Students may study this instrument as a non-major to fulfill Core Fine Arts requirements.

Pathway: CRAR

MUS 2314. Applied Bass. (1,2 Credits)

Applied Bass is the pedagogical and performance study of bass. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital. Students may study the instrument as a non-major to fulfill Core Fine Arts requirements.

Pathway: CRAR

MUS 2321. Applied Flute. (1,2 Credits)

Applied Flute is the pedagogical and performance study of flute. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 2322. Applied Clarinet. (1,2 Credits)

Applied Clarinet is the pedagogical and performance study of clarinet. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 2323. Applied Saxophone. (1,2 Credits)

Applied Saxophone is the pedagogical and performance study of saxophone. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 2324. Applied Oboe. (1,2 Credits)

Applied Oboe is the pedagogical and performance study of oboe. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 2325. Applied Bassoon. (1,2 Credits)

Applied Bassoon is the pedagogical and performance study of bassoon. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 2331. Applied Trumpet. (1,2 Credits)

Applied Trumpet is the pedagogical and performance study of trumpet. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 2332. Applied Horn. (1,2 Credits)

Applied Horn is the pedagogical and performance study of French horn. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 2333. Applied Trombone/Euphonium. (1,2 Credits)

Applied Trombone/Euphonium is the pedagogical and performance study of Trombone and Euphonium. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 2334. Applied Tuba. (1,2 Credits)

Applied Tuba is the pedagogical and performance study of Tuba. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 2341. Applied Percussion. (1,2 Credits)

Applied Percussion is the pedagogical and performance study of the snare drum, bass drum, tympani, cymbals and mallet instruments. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 2351. Applied Composition. (1,2 Credits)

Private music lessons focused on the composition of original music.

MUS 3170. Jazz Ensemble. (1 Credit)

Jazz Ensemble students study and perform the repertoire of the various jazz idioms including swing, be-bop, big band and contemporary fusion. The ensemble seeks to provide a comprehensive study of the performance repertoire for both players and appreciation by the audiences. Membership is by audition only.

Pathway: CRAR

MUS 3177. Falcon Pep Band. (1 Credit)

Pep Band is an ensemble playing a repertoire of high-energy, high-volume popular music performed at designated home football and basketball games.

Pathway: CRAR

MUS 3180. Chapel Ringers. (1 Credit)

Chapel Ringers consists of 11-13 handbell ringers and performs primarily for on-campus chapel services and concerts at CUW. Membership is by audition only - preferably for the entire academic year.

Pathway: CRAR

MUS 3181. University Band. (1 Credit)

University Band is an instrumental ensemble that gives students the opportunity to continue to use instrumental musical skills on campus at CUW in a concert band setting. University Band performs a repertoire of sacred and secular music at concerts throughout the academic year. Membership is by audition only.

Pathway: CRAR

MUS 3182. Chapel Choir. (1 Credit)

Chapel Choir is a mixed-voice ensemble of up to 90 voices which sings in several major on-campus settings and for weekly chapel services at CUW. Open to all students, faculty and staff. Membership is by audition only.

Pathway: CRAR

MUS 3183. Selah. (1 Credit)

Selah is a select ensemble for women's voices that performs at a variety of campus and off-campus activities at CUW. Preference is given to those who demonstrate solid choral background. Ordinarily participation is expected for the entire academic year. Membership is by audition only.

Pathway: CRAR

MUS 3184. Concordia Civic Chorale. (1 Credit)

This is a large mixed ensemble that sings for on-campus performances at CUW. Open to all students, faculty and staff, alumni, and community members. Membership is by audition only.

Pathway: CRAR

MUS 3185. String Ensemble/Chamber Orchestra. (1 Credit)

String Ensemble is the performing university string ensemble which performs concerts throughout the academic year at CUW. The ensemble maintains a repertoire of historical music significance from the standard orchestral repertoire from 1600 to the present. The dual format provides a string ensemble in the Fall semester then adding requisite winds, brass and percussion personnel for larger symphonic works during the Spring semester.

Pathway: CRAR

MUS 3190. Cardinal Ringers. (1 Credit)

Cardinal Ringers consists of 11-13 handbell ringers and performs primarily for on-campus chapel services and concerts at CUAA. Membership is by audition only.

Pathway: CRAR

MUS 3191. Arborsong. (1 Credit)

Arborsong is a select vocal ensemble that performs at a variety of campus and off-campus activities at CUAA. Ordinarily participation is expected for the entire academic year. Membership is by audition only. Pathway: CRAR

MUS 3192. Traditional Chapel Ensemble. (0 Credits)

Traditional Chapel Ensemble is a music team at CUAA that provides opportunities for performance and leadership growth in the worship, music, organization, and technology components of traditional liturgical music.

Pathway: CRAR

MUS 3193. Women's Chorale. (1 Credit)

A non-auditioned choir for women at CUAA. Women's Chorale sings a wide range of literature written for women's voices.

Pathway: CRAR

MUS 3194. Men's Chorus. (1 Credit)

A non-auditioned choir for men at CUAA. Men's Chorus sings a wide range of literature written for men's voices.

Pathway: CRAR

MUS 3195. Concordia Civic Orchestra. (1 Credit)

The Concordia Civic Orchestra performs concerts throughout the academic year at CUAA. The ensemble maintains a repertoire of historical music significance from the standard orchestral repertoire from 1600 to the present. Open to all students, faculty and staff, alumni, and community members by audition.

Pathway: CRAR

MUS 3196. Worship Arts Ensemble. (0 Credits)

Worship Arts Ensemble is a praise team at CUAA that provides opportunities for performance and leadership growth in the worship, music, organization, and technology components of worship arts.

Pathway: CRAR

MUS 3240. World Music. (2 Credits)

World Music is an introduction to the music of the world's peoples designed to enable the student to experience and understand the meanings of music in the lives of diverse human communities.

MUS 3244. Song Writing & Arranging. (3 Credits)

Song Writing and Arranging focuses on the musical composition and arranging of music in popular styles designed for either solo or congregational singing.

MUS 3270. World Music History. (3 Credits)

This course introduces student musicians to the historical context of Western Music in relation to historically Non-Western Musics. It also traces the development of Non-Western cultures in developing idiomatic and geographical musics.

MUS 3271. Music History I. (3 Credits)

Music History I surveys the history of music from the Medieval through the Baroque periods; introduces and develops the musical forms pertinent to the respective periods, as well as their parallel correlation to the artistic, literary, architectural, and socio-economic aspects of general historical development; encourages, develops, and reinforces analytical and research skills.

Prerequisites: (MUS 240 or 1241) and (MUS 241 or 1262).

MUS 3272. Music History II. (3 Credits)

Music History II surveys the history of Western Civilization's concert music from the Pre-Classical Period through the end of the Romantic Period (ca. 1900). Additionally, it introduces and explores the musical forms pertinent to the respective style periods, as well as their parallel correlations to the artistic, literary, architectural, and socio-economic aspects of general historical development.

MUS 3273. Music History III. (3 Credits)

Music History III blends the study of traditional Twentieth-Century concert music with an introduction to the wide variety of music traditions from around the globe. It discusses the manner in which music symbolizes a people's way of life and represents a distillation of cultural style. Further, it explores how changing technologies shape the sounds, settings, and significance of music experience. The course is designed to create a dialogue between traditional Western concert music and global music in an interactive context.

MUS 3301. Advanced Applied Piano. (1,2 Credits)

Students, both music majors and non-majors, may register for private piano lessons for either 1 credit (one 30 minute weekly lesson) or for 2 credits (1 hour weekly lesson). Piano majors are required to take applied piano for 2 credits each semester. The weekly lesson time is arranged with the instructor at the beginning of the semester.

Pathway: CRAR

MUS 3302. Advanced Applied Organ. (1,2 Credits)

Taken for either 1 credit (half-hour weekly) or 2 credits (one-hour private, organ lesson weekly).

Pathway: CRAR

MUS 3303. Advanced Applied Voice. (1,2 Credits)

Advanced Applied Voice is the pedagogical and performance study of the voice. The student works toward the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 3304. Advanced Applied Guitar. (1,2 Credits)

Advanced Applied Guitar is the pedagogical and performance study of guitar in an hour individual lesson each week. This course emphasizes classical fingerstyle technique, note reading, chords, and pick-style technique. Also included is the application of these techniques to the preparation and presentation of song melody and accompaniment. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 3311. Advanced Applied Violin. (1,2 Credits)

Advanced Applied Violin is the pedagogical and performance study of violin. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 3312. Advanced Applied Viola. (1,2 Credits)

Advanced Applied Viola is the pedagogical and performance study of viola. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 3313. Advanced Applied Cello. (1,2 Credits)

Advanced Applied Cello is the pedagogical and performance study of cello. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 3314. Advanced Applied Bass. (1,2 Credits)

Advanced Applied Bass is the pedagogical and performance study of bass. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 3321. Advanced Applied Flute. (1,2 Credits)

Advanced Applied Flute is the pedagogical and performance study of flute. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 3322. Advanced Applied Clarinet. (1,2 Credits)

Advanced Applied Clarinet is the pedagogical and performance study of clarinet. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 3323. Advanced Applied Saxophone. (1,2 Credits)

Advanced Applied Saxophone is the pedagogical and performance study of saxophone. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 3324. Advanced Applied Oboe. (1,2 Credits)

Advanced Applied Oboe is the pedagogical and performance study of oboe. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 3325. Advanced Applied Bassoon. (1,2 Credits)

Advanced Applied Bassoon is the pedagogical and performance study of bassoon. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 3331. Advanced Applied Trumpet. (1,2 Credits)

Advanced Applied Trumpet is the pedagogical and performance study of trumpet. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 3332. Advanced Applied Horn. (1,2 Credits)

Advanced Applied Horn is the pedagogical and performance study of French horn. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 3333. Advanced Applied Trombone/Euphonium. (1,2 Credits)

Advanced Applied Trombone/Euphonium is the pedagogical and performance study of trombone and euphonium. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 3334. Advanced Applied Tuba. (1,2 Credits)

Advanced Applied Tuba is the pedagogical and performance study of tuba. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 3341. Advanced Applied Percussion. (1,2 Credits)

Advanced Applied Percussion is the pedagogical and performance study of snare drum, bass drum, tympani, cymbals and mallet instruments. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

MUS 3351. Advanced Applied Composition. (1,2 Credits)

Private music lessons focused on the composition of original music.

MUS 3450. Beginning Conducting. (2 Credits)

Beginning Conducting presents the fundamental and working knowledge of rudimentary conducting principles including baton techniques, beat patterns, analytical skills, non-verbal expression and fundamental gesture. This course will also introduce some of the essential administrative duties germane to the ensemble director.

Pathway: CRAR

MUS 3451. Advanced Conducting. (3 Credits)

Advanced Conducting further develops beginning conducting skills with special emphasis on effective rehearsal techniques. The student has the opportunity to gain some practical experience in both instrumental and choral conducting.

MUS 3455. Techniques of Teaching Voice. (1 Credit)

Techniques of Teaching Voice presents the tripartite nature of the singing instrument; focusing on the physiology of the laryngeal structure and its function, the mechanics of the breath apparatus as applied to the singing voice and most importantly, the relationship of mind and body. This course allows the student to gain practical experience in applying the concepts acquired in this course.

MUS 3456. Techniques of Teaching Brass. (1 Credit)

Techniques of Teaching Brass includes instruction in the pedagogy of brass playing and teaching. This course will survey the art and practice of brass playing relative to trumpet, French horn, trombone and tuba. This course is designed to prepare future music educators by emphasizing basic techniques in brass pedagogy for these instruments from elementary to high school. This course is part of the K-12 instrumental music education curriculum.

MUS 3457. Techniques of Teaching Woodwinds. (1 Credit)

Techniques of Teaching Woodwinds includes instruction in the pedagogy of woodwind playing and teaching. This course will survey the art and practice of woodwind playing relative to flute, oboe, clarinet, and saxophone. This course is designed to prepare future music educators by emphasizing basic techniques in woodwind pedagogy for these instruments ranging from elementary to high school. This course is part of the K-12 instrumental core music education curriculum.

MUS 3458. Techniques of Teaching Percussion. (1 Credit)

Techniques of Teaching Percussion includes instruction in the pedagogy of percussion playing and teaching. This course will survey the art and practice of percussion playing relative to snare drum, bass drum, cymbals, timpani and keyboard mallet percussion. This course is designed to prepare future music educators by emphasizing basic techniques in percussion pedagogy for these instruments from elementary to high school. This course is part of the K-12 instrumental music education curriculum.

MUS 3459. Techniques of Teaching Strings. (1 Credit)

Techniques of Teaching Strings includes instruction in the pedagogy of string playing and teaching. This course will survey the art and practice of string playing relative to violin, viola, cello, and bass. This course is designed to prepare future music educators by emphasizing basic techniques in string pedagogy for these instruments from elementary to high school. This course is part of the K-12 instrumental music education curriculum.

MUS 3499. Junior Recital. (1,2 Credits)

Junior Recital is a non-required public solo performance by music students on a major instrument. This public solo performance requires 50 minutes of solo performance on a culmination of repertoire studied in the Concordia University undergraduate studio.

MUS 4181. Symphonic Wind Ensemble. (1 Credit)

Symphonic Wind Ensemble is the premiere university instrumental ensemble at CUW which performs concerts throughout the academic year. The ensemble maintains a repertoire of both secular and sacred music, and performs in both worship and concert settings. Participation in annual winter tour is required. Membership is by audition only. Pathway: CRAR

MUS 4184. Kammerchor. (1 Credit)

Kammerchor is a highly select mixed voice ensemble which performs at a variety of campus and off-campus activities at CUW and takes an annual tour. Preference is given to sophomores through seniors, or to those who demonstrate solid choral background. Participation is expected for the entire academic year. Membership is by audition only. Pathway: CRAR

MUS 4185. Alleluia Ringers. (1 Credit)

The Alleluia Ringers is a select handbell choir of 13-14 ringers which performs in worship and concert settings both on- and off-campus at CUW. Selection is by audition only, and for the entire academic year. Pathway: CRAR

MUS 4191. Concordia Wind Ensemble. (1 Credit)

Concordia Wind Ensemble is the premiere university instrumental ensemble at CUAA which performs concerts throughout the academic year. The ensemble maintains a repertoire of both secular and sacred music, and performs in both worship and concert settings. Membership is by audition only. Pathway: CRAR

MUS 4194. Concordia Choir. (1 Credit)

Concordia Choir is a highly select mixed voice ensemble which performs at a variety of campus and off-campus activities at CUAA and takes an annual tour. Preference is given to sophomores through seniors, or to those who demonstrate solid choral background. Participation is expected for the entire academic year. Membership is by audition only. Pathway: CRAR

MUS 4195. Concordia Worship Team. (1 Credit)

The Concordia Worship Team is a praise team at CUAA that provides opportunities for performance and leadership growth by leading worship music both on campus and for area LCMS churches. Pathway: CRAR

MUS 4430. Applying Worship Arts Leadership. (3 Credits)

Applying Worship Arts Leadership in classroom, field research, and congregational settings. Students will design theoretical and practical proposals to enhance worship excellence.

MUS 4442. Form and Analysis. (3 Credits)

Form and Analysis is a study of traditional musical forms and structures and their organizing principles. It will familiarize students with the musical parameters and events that indicate important considerations in the design of a composition.

MUS 4445. Composing and Arranging. (3 Credits)

Composing and Arranging explores the role of the musician as composer and arranger. Assignments related to the specific needs of the parish and school: orchestration, harmonization, arrangement and composition of original material.

MUS 4450. Worship Arts Practicum. (3 Credits)

Worship Arts Practicum is the culminating field experience where students apply Worship Arts Leadership skills in a congregational setting. This involves all aspects of worship, from planning to implementation.

MUS 4461. Music in Worship. (3 Credits)

Music in Worship presents the principles and practice of liturgical music, especially as it finds current expression in Lutheran worship. The study includes historical background but stresses practical contemporary issues.

MUS 4465. Survey of Christian Hymnody. (3 Credits)

Survey of Christian Hymnody presents the development of hymnody from Bible times to the present and helps develop knowledge of the large scope of hymnic literature and its ever-changing usage in worship.

MUS 4469. Issues in Church Music. (3 Credits)

Issues in Church Music identifies current significant worship issues facing church musicians, provides opportunities for comparing and contrasting approaches to dealing with these issues, and acquaints the student with important resources for making effective decisions in the current American worship milieu.

MUS 4491. Parish Music Practicum/Internship. (3 Credits)

This course allows the student to gain first-hand experience in parish musical work. This course is a requirement for the Director of Parish Music major.

MUS 4499. Senior Recital. (1 Credit)

Senior Recital is a required public solo performance by music students on a major instrument. This public solo performance requires 50 minutes of solo performance on a culmination of repertoire studied in the Concordia University undergraduate studio.

Nursing-Undergrad (NURS)

NURS 2010. Professional Core Foundations. (3 Credits)

In this course, students learn the basic principles of professional nursing including the philosophical basis, conceptual framework and the roles, responsibilities, and standards of care for the professional nurse. Prerequisites: (BIO 149 or 1600) and (BIO 191 or 1801) and (BIO 192 or 1802) and (CHEM 105 or 1204).

NURS 2020. Nursing Pathophysiology. (3 Credits)

Students explore various altered health states and their variances from wellness in the human body, focusing on disease processes by body system, core body functions, general mechanisms, and systemic manifestations of altered health across the lifespan.

NURS 2030. Wellness Assessment. (3 Credits)

This course is designed to provide students with the beginning knowledge and skills needed to assess the health status of individuals across the lifespan. Focus will be placed on professional communication skills and distinguishing normal from abnormal findings during a physical examination.

NURS 2040. Nursing Pharmacology 1. (2 Credits)

This is an introductory course focusing on concepts and principles of pharmacology. The emphasis is on the nurse's role in clinical applications of drug therapy. Coursework focuses on nursing considerations for drug administration and safety across the lifespan, including correct dosage calculations.

Prerequisites: (BIO 149 or 1600) and (BIO 191 or 1801) and (BIO 192 or 1802) and (CHEM 105 or 1204).

NURS 2110. Foundational Nursing Skills 1. (1 Credit)

In this course, the student will focus on professional psychomotor nursing skills and therapeutic communication that complements didactic content of NURS 2120. This course provides reinforcement of psychomotor experiences in the clinical setting.

NURS 2120. Gerontological Nursing Theory. (3 Credits)

This course explores the health needs of the older adult client. Positive and negative functional consequences are discussed as they relate to retaining, attaining, and maintaining the older adult optimal level of wellness.

Prerequisites: (NURS 2040 or 250).

NURS 2122. Gerontologic Nursing Clinical. (2 Credits)

This first clinical course provides guided clinical experiences related to meeting the chronic health care needs of diverse older adult clients, focusing on maximizing health and minimizing comorbidities through restorative and preventative treatment, and palliative and hospice care.

NURS 2130. Nursing Pharmacology 2. (2 Credits)

This course builds on Nursing Pharmacology 1 to help students apply basic concepts of pharmacology. The emphasis is on understanding additional categories of drugs and the nurse's role in their clinical application. Coursework focuses on nursing considerations for drug administration and safety across the lifespan, including more advanced dosage calculations.

NURS 2320. Pharmacology. (3 Credits)

In this course, students will develop an understanding of basic pharmacological principles and drug therapies for various illnesses, with a focus on nursing implications of safe medication administration, monitoring, and teaching.

Prerequisites: (NURS 270 or 2310) and (NURS 271 or 2330).

NURS 2330. Health Assessment Across the Lifespan. (4 Credits)

This course is designed to provide students with the beginning knowledge and skills needed to assess the health status and the experience of health and illness of individuals across the lifespan. Focus will be placed on professional communication skills and how to distinguish normal from abnormal findings during a physical examination.

NURS 2340. Fundamentals of Professional Nursing. (5 Credits)

This online theory and onsite skills lab course introduce students to the role of critical thinking and decision-making in applying the nursing process, concepts of professional nursing, and psychomotor and assessment nursing skills in the provision of nursing care to promote, maintain and restore the health of patients.

NURS 3010. Foundational Nursing Skills 2. (1 Credit)

This course focuses on professional psychomotor nursing skills and therapeutic communication that complements the didactic content of NURS 3020. Provides reinforcement of psychomotor experiences in the clinical setting.

NURS 3020. Alterations in Adult Health: Chronic Conditions Theory. (3 Credits)

In this course, students focus on nursing and interprofessional management of diverse patients experiencing chronic conditions. Emphasis is placed on the use of evidence-based guidelines and clinical reasoning skills in the provision of person-centered care.

NURS 3022. Alterations in Adult Health: Chronic Conditions Clinical. (2 Credits)

In this course students have guided clinical experiences in providing person-centered care for patients with chronic conditions.

NURS 3030. Psychological Wellness Theory. (3 Credits)

The focus of this course is on nursing practice related to mental health/behavioral health in diverse settings. Topics related to special populations and patients with acute and chronic health care needs are explored.

NURS 3032. Psychological Wellness Clinical. (1 Credit)

Students are provided with guided clinical experiences in a variety of settings in working with patients needing mental health/behavioral health care. A major focus of the clinical includes application of communication skills to establish therapeutic relationships with patients.

NURS 3110. Nursing Research. (3 Credits)

This course introduces students to the research process, synthesis of research findings and application of evidence in practice.

NURS 3120. Alterations in Adult Health: Acute Conditions Theory. (3 Credits)

In this course, students focus on nursing and interprofessional management of diverse patients experiencing acute conditions. Emphasis is placed on the use of evidence-based guidelines and clinical reasoning skills in the provision of person-centered care.

NURS 3122. Alterations in Adult Health: Acute Conditions Clinical. (2 Credits)

In this course students have guided clinical experiences in providing person-centered care for patients with acute conditions.

NURS 3130. Community Health Theory. (2 Credits)

This course provides an overview of the concepts and theories related to public health/community nursing. It explores the role of the nurse in developing and implementing preventions for sustaining and promoting health among diverse populations in the community. Principles of epidemiology, public health, population-focused practice, and community assessment are included.

NURS 3132. Community Health Clinical. (1 Credit)

In this course, students will have guided clinical experiences with individuals, and families, across the life span in a community setting. Students will focus on health promotion and health education while applying acquired knowledge of primary, secondary, and tertiary prevention and evidence-based practice that promotes healthy behaviors.

NURS 3510. Dimensions of Professional Nursing. (3 Credits)

In this course, students are introduced to the mission and philosophy of Concordia University and the School of Nursing, nursing as a profession, and role expectations for the baccalaureate-prepared nurse. Students explore the theoretical foundations of nursing and apply them to current nursing practice. Legal and ethical aspects of professional nursing are studied. Course activities allow students to further develop and apply oral and written communication.

NURS 3520. Trends in Professional Nursing. (3 Credits)

In this course, students examine trends in healthcare which include advancements in genetics, genomics, nursing and health care informatics, and related legal and ethical issues in nursing practice.

NURS 3530. Nursing Research for RNs. (3 Credits)

This course introduces students to the research process, synthesis of research findings and application of evidence in practice.

Prerequisites: (MATH 130 or 1300) and (NURS 301 or 3510).

NURS 3540. Population Health. (3 Credits)

This course provides an overview of the concepts and theories related to public health/community nursing. It explores the role of the nurse in developing and implementing strategies for sustaining and promoting health among diverse populations in the community. Principles of epidemiology, public health, population-focused practice, and community assessment are included. Students will be immersed in the role expectations of the community-based nurse via clinical experience.

NURS 4010. Alterations in Adult Health: Complex Conditions Theory. (4 Credits)

In this course, students focus on nursing and interprofessional management of diverse patients living with complex conditions. Emphasis is placed on the use of evidence-based guidelines and clinical reasoning skills to meet the transitional care needs of this population.

NURS 4012. Alterations in Adult Health: Complex Conditions Clinical. (2.5 Credits)

In this course students have guided clinical experiences in providing person-centered care for patients with complex conditions with a focus on meeting transitional care needs.

Prerequisites: (NURS 344 or 3120) and (NURS 347 or 3122).

NURS 4020. Family-Centered Nursing: Pediatrics Theory. (3 Credits)

In this undergraduate nursing course students learn family-centered and evidence-based nursing care. Students apply acquired knowledge and skills affecting health promotion, maintenance, and restoration in the collaborative care of pediatric patients and their families.

NURS 4022. Family-Centered Nursing: Pediatrics Clinical. (1 Credit)

This course provides guided clinical experience with childrearing families in a variety of settings and agencies.

NURS 4030. Family-Centered Nursing: OB & Women's Health Theory. (3 Credits)

This course focuses on stressors encountered and nursing interventions required to retain, attain and maintain system stability throughout a woman's life from menarche through post menopause. Content includes gynecologic health concerns, obstetrics and neonatal care.

NURS 4032. Family-Centered Nursing: OB & Women's Health Clinical. (1 Credit)

This course provides guided clinical experience with childbearing families and women's health in a variety of settings.

NURS 4040. Advanced Concepts in Perfusion. (4 Credits)

This course will expose students to pathologies that affect perfusion as well as nursing assessments and interventions to support perfusion. This includes mechanical and pharmacological therapies and other critical care nursing skills to help support patients through life-threatening perfusion dysfunction. At the completion of this course students will have the ability to earn the American Heart Association certifications for both Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS).

NURS 4050. Global Education Mexico. (3 Credits)

This course allows students to study and experience the history, culture, and health beliefs of various countries.

NURS 4051. Global Education Costa Rica Immersion. (3 Credits)

This interprofessional experience is designed to allow students to study and experience Costa Rica's history, culture, and health beliefs. Students will examine their own cultural beliefs and values, and the impact of globalization and trans-national collaboration while experiencing health promotion activities.

NURS 4060. Introduction to EKG. (1 Credit)

This course introduces the nursing student to basic rhythms of the heart. Requires junior or senior level nursing status.

NURS 4070. Introduction to Integrative and Complementary Therapies. (1,2 Credits)

This course provides an overview of a variety of complementary therapies outside the realm of conventional medical options used in the United States. Content includes alternative, manipulative, biologically based, energy therapy mind/body interventions.

NURS 4110. Leadership and Management in Healthcare Systems Theory. (3 Credits)

This course explores the principles of effective leadership/management skills related to the professional nurse role and transition to RN practice. The application of leadership and management principles within the health care system, including informatics, social, political, legal and economic factors as they relate to the provision of quality and safe patient care outcomes, will be addressed.

NURS 4112. Leadership and Management Practicum: In an Evolving Healthcare System. (2.5 Credits)

This course affords students the opportunity to apply the principles of effective leadership/management skills in the clinical setting.

NURS 4310. Family-Centered Care Theory. (3 Credits)

In this course, students focus on planning evidence-based nursing care of children and childbearing women with varied health, wellness, and illness needs. Students apply acquired knowledge and skills affecting health promotion, maintenance, and restoration in the collaborative care of pediatric patients and childbearing women.

NURS 4312. Family-Centered Care Clinical. (2 Credits)

In this course, students have guided clinical experiences with children and childbearing women in diverse healthcare settings. Taken concurrently with NURS 4310.

NURS 4330. Transition to Professional Nursing Practice Theory. (2 Credits)

In this course, students explore principles of effective leadership and management related to the professional nursing role. The focus is on critical analysis of management and leadership concepts, theories, and skills, applied to intraprofessional and interprofessional teams caring for the health needs of individuals and groups.

NURS 4340. Professional Nursing Preparation and Licensure. (1 Credit)

In this course, students assess their knowledge and understanding of critical concepts and the application of clinical judgement required for entry into professional nursing. Through the use of diagnostic tools and resources, students develop a plan for areas of needed growth, NCLEX-RN success, and licensure application.

NURS 4510. Leadership - The Future of Nursing. (3 Credits)

This course presents the principles of leadership and management as they relate to the role of the nurse leader/manager and professional in any health care setting. The focus is on critical analysis of management, and leadership concepts.

NURS 4599. Seminar in Contemporary Nursing. (3 Credits)

In this final BSN Completion capstone course, students complete a study of a patient/family with a chronic health threatening illness from diagnosis to end of life. Issues affecting contemporary inter-professional care and health care delivery are examined. Students gain clinical experience in evaluation of patient centered transitions, including discharge planning, to ensure continuity of care.

Paralegal Studies (PLGL)

PLGL 1010. Introduction to Paralegal Studies & Ethics. (3 Credits)

This course introduces the function and sources of American law, the American legal system, and legal practice, focusing on the role of the paralegal. This course also examines ethical considerations in the practice of law that paralegals are likely to encounter. Attorney and paralegal ethical codes are examined.

PLGL 1020. Legal Research & Writing I. (3 Credits)

This course teaches students the principles of legal research and focuses on locating and analyzing case law, statutes, regulations, and other legal authorities and secondary sources to solve legal problems. Students will apply research to writing legal memoranda and other practical writing exercises. Students are trained in the use of WESTLAW computerized legal research and alternative electronic research methods. Both federal and Wisconsin materials are used extensively in this course.

PLGL 1025. Legal Research & Writing II. (3 Credits)

This course teaches students the principles of legal research and focuses on locating and analyzing case law, statutes, regulations, and other legal authorities and secondary sources to solve legal problems. Students will apply research to writing legal memoranda and other practical writing exercises. Students are trained in the use of WESTLAW computerized legal research and alternative electronic research methods. Both federal and Wisconsin materials are used extensively in this course.

Prerequisites: (PLGL 101 or 1020).

PLGL 2010. Civil Litigation I. (3 Credits)

This course studies civil litigation principles and practices prior to and through trial, including an introduction to procedures in the courts and administrative agencies. The course focus is on preparation of initial pleadings, documents related to discovery, motion practice and trial. The course also examines pre-litigation investigation and fact-gathering strategies used in the practice of law.

PLGL 2020. Tort Law. (3 Credits)

This course examines areas of legal liability commonly encountered by individuals and business as well as the methods of liability avoidance. Topics covered include intentional torts, negligence, strict liability, product liability, malpractice, premises liability, consumer protection, and other areas of tort liability.

PLGL 2030. Contract Law. (3 Credits)

This course examination the formation of effective legal contracts, how contracts are performed, and how to remedy for nonperformance or breach of contract. Contract drafting, analysis and litigation skills learned in this course apply to a wide variety of legal situations.

PLGL 2040. Legal Aspects of Business Organizations. (3 Credits)

This course provides an overview of the formation and operation of business enterprises, focusing on the sole proprietorship, forms of partnerships, limited liability companies, and incorporated entities. Students are introduced to the advantages and disadvantages of each form of business organization, explore ethical considerations, and draft various documents as they pertain to the formation, maintenance, and dissolution.

Pharmacy (PHAR)

PHAR 1000. Introduction to Pharmacy. (1 Credit)

Intro to pharmacy is an online introductory course intended for undergraduate students who are interested in the profession of pharmacy, regardless of previous experience in the profession. This course is designed to help students understand the progressive world of pharmacy and the profound impact pharmacists have on patient care. Whether you are considering pharmacy as a potential career path or are just interested in the subject, this course will open your eyes to the exciting profession of pharmacy. This course will introduce the student to the history of pharmacy, the pharmacist's and technician's role in patient care, drug discovery, pharmacy law, and many other important pharmacy topics.

Philosophy (PHIL)

PHIL 2010. Central Texts of Philosophy. (3 Credits)

This course familiarizes the student with many of the basic, historical and contemporary texts of philosophy. It teaches students how to read philosophical texts effectively, by analyzing their claims, and evaluating their arguments.

PHIL 2110. Elementary Logic. (3 Credits)

This course is a grounding in both informal and formal logic. The course studies the nature and types of argument and methods for distinguishing good and bad reasoning. Formal methods include the use of truth-tables and natural deduction.

PHIL 2210. Human Dignity. (3 Credits)

This course is a philosophical consideration of issues bioethical, legal, ethical, ontological, and political that affect our understanding of human dignity. For students preparing for vocations in these areas, it will enable them to think with logical acumen and to serve with a motivating knowledge of the dignity inherent in being human.

PHIL 2400. Environmental Ethics. (3 Credits)

This course is a grounding in the theory and practice of environmental ethics. The course studies both secular and religious principles that impact environmental care, and examines the foundations and consequence of anthropocentric, biocentric, and eco-centric approaches and "deep ecology," in dialogue with a developed biblical concept of stewardship. The course has no prerequisites and assumes no prior exposure to philosophy.

PHIL 2500. Moral Philosophy. (3 Credits)

This course examines the central ethical systems of philosophy in dialogue with Christian presuppositions and with a Lutheran understanding of Law and Gospel. Participants will study classical and contemporary sources of ethical foundations in the Western tradition. Analytical methods of philosophical inquiry are explained and applied. Case studies provide occasions for fostering in-depth class discussions and application of ethical theories, principles, and tools.

PHIL 2560. Critical Thinking & Creativity. (3 Credits)

This course 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.

PHIL 2720. The Lord of the Rings and Philosophy. (3 Credits)

This course delves into the profound philosophical themes both surrounding and suffusing Tolkien's magnum opus. The course includes a study of Tolkien's professed methodology and refers to the background of Middle Earth painted in other works, but mainly focuses on how Tolkien develops and argues for and against specific philosophical theses within the text of *The Lord of the Rings*.

Prerequisites: (REL 100, 201, 1000 or 2010) and (REL 203 or 2020) and (REL 110, 204, 1100 or 2030).

PHIL 3000. Special Topics in Philosophy. (3 Credits)

This class allows in-depth study of philosophers or philosophies not available in the regular curriculum. Subject to department approval, this class may be taken more than once provided that it has distinct content. Prerequisite: CCE 1030.

PHIL 3090. History and Philosophy of Science. (3 Credits)

This course presents the development of science and scientific methodology from classical antiquity to the contemporary scene. There is a special emphasis on the changing fortunes of design as a scientific category. Students learn how theological categories provide the metaphysical, epistemological and ethical foundation for the rise of modern science, and critically evaluate the contrasting, contemporary attitude of methodological naturalism.

PHIL 3250. Christian Apologetics. (3 Credits)

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

PHIL 3330. C.S. Lewis: His Life and Christian Philosophy. (3 Credits)

This course is a focused study of the life and works of C. S. Lewis. This course gleans philosophically important lessons about faith, reason, worldviews, and the imagination by a close examination of the trials and triumphs faced by C. S. Lewis both in his personal life and his public career as a major Christian apologist. It then considers a representative selection of his works, drawn from the many genres to which he contributed, including formal apologetics, science fiction, fantasy, and literary criticism.

PHIL 3340. Christ and Culture. (3 Credits)

This course examines the interaction between the Christian and the surrounding culture in both Western and non-Western settings. The classic typology of H. Richard Niebuhr is presented and critically evaluated. The implications of the doctrines of vocation and of the two kingdoms are explored. Public theology is defined, and students learn to appreciate the distinctive approaches to public theology within different denominations. A wide range of contemporary issues facing the Christian is studied. Throughout the course, there is particular emphasis of the merits of the Lutheran "paradox" model for interaction with culture, along with due consideration of the strengths and weaknesses of other models.

PHIL 3430. Chronicles of Narnia & Philosophy. (3 Credits)

This course focuses on how Lewis incarnated philosophical ideas in the imaginary worlds of the *Chronicles of Narnia*. From the creation to the end of Narnia, students will trace Lewis's defense of the supernatural, objective moral values and the value of faith against materialist skepticism.

PHIL 3500. Bioethical Dilemmas in Contemporary Society. (3 Credits)

This course will study basic concepts concerning in vitro fertilization, genetic testing and therapy, stem cell research, cloning, organ transplantation, end-of-life care, human subject research, and access to health care. Students will examine how contemporary philosophers address bioethical issues. They will be enabled to articulate their perspectives and make informed decisions compatible with the Christian faith. This course is particularly suited for those in medical, biology, pre-seminary, director of church ministries, teaching, and philosophy programs. Note: It is recommended that students take CCE 1030, PHIL 2010, or PHIL 2500 before enrolling.

PHIL 3700. Philosophy of Mind. (3 Credits)

This course is an in-depth exploration of the character of mind and of the relationship between the mind and the physical world. Students learn to evaluate the strengths and weaknesses of a variety of materialist, dualist, and neutral theories, and to see how they arise from and influence foundational worldviews. Pre-requisite: at least one other philosophy class or enrollment in the minor or major in psychology, or permission of instructor.

PHIL 3790. Religion and the Law. (3 Credits)

This course examines the nature of law as understood biblically, philosophically, and in relation to contemporary social issues. Legal reasoning and ethics will be treated, together with controversial subjects such as the Christian's responsibility to civil government, civil disobedience, abortion, euthanasia, homosexuality, the death penalty, and freedom of religion. The course deals with these issues from the perspective both of Anglo-American common law and of other legal systems (such as Muslim law), as well as that of international law.

PHIL 3800. Philosophy of Language. (3 Credits)

This course is your invitation to consider with philosophical care the essential aspect of our human being that language is. Are we tool users who employ language as a tool, or is it rather the case that language has us? Beginning and ending with a contemplation of John 1:1, "In the beginning was the Word," central texts for this course include contemporary classics such as Ludwig Wittgenstein's *Philosophical Investigations* and Hans-Georg Gadamer's *Truth and Method*. This is a philosophy course with rich application to students' academic work now, to their lifelong creative writing, and to those who wrestle with Derrida's postmodern dismissal of language as mere logocentrism.

Prerequisites: (CCE 1030 or 120).

PHIL 3810. Aesthetics. (3 Credits)

Art and beauty shape how we experience the world and express ourselves. This course explores key questions in the philosophy of aesthetics from the historical to the contemporary. What makes something beautiful? What distinguishes good art from bad, and why? How are art and beauty related? What should we do about art that is morally objectionable? In addressing these and related questions, we will discuss topics like art criticism, aesthetic experience, and the impact of beauty on our moral and spiritual formation.

PHIL 4000. Ancient Philosophy. (3 Credits)

This course presents concepts and historical themes developed in ancient philosophical literature. The course will examine philosophers who lived during a thousand-year period, from approximately 600 BC to AD 400. Particular attention will be paid to the writings of Plato and Aristotle. Students will examine how ancient philosophers addressed issues still important today. Of interest will be the philosophers' perspectives on logic, physics, soul and mind, ethics, and God. Students will be enabled to articulate ancient philosophical perspectives in dialogue with the Christian faith.

Prerequisites: (PHIL 201, 250, 2010 or 2500).

PHIL 4100. Medieval Philosophy. (3 Credits)

This course explores the central conviction, "I believe so that I may understand." This is a philosophy course with rich application to students' academic work and the living out of their vocations. Beginning with a prologue of Aristotle's logic and metaphysics, students go on to study a selection of formative texts extending from the early Christian apologist Justin Martyr up until the dawn of the Reformation. The philosophies of Augustine and Aquinas are central concerns for work in the spirit of the mediaeval synthesis or marriage of faith and reason.

Prerequisites: (CCE 120 or 1030).

PHIL 4110. Advanced Logic. (3 Credits)

This course explores the important results of mathematical logic for computability, first order predicate logic, and arithmetic. Students will learn to distinguish computable and non-computable functions, learn why there is no algorithm for evaluating arguments of first order logic, and explore the construction and implications of Gödel's famous theorems. Along the way, we consider the apparent philosophical and theological implications of these results for the nature of human reason.

Prerequisites: (PHIL 211 or 2110).

PHIL 4250. Advanced Christian Apologetics. (3 Credits)

This course provides a thorough immersion in a wide range of advanced topics in apologetics, including the epistemological need for apologetics, the defense of biblical authority, training in understanding and responding to the claims of rival cults, sects, and world religions, and specialized study in cultural, historical, legal, literary, medical and scientific apologetics and in the foundations of human rights. The 45 hours of instruction are supplemented by a substantial reading list. Classes are held at the International Academy of Apologetics, Evangelism and Human Rights in Strasbourg France. Students who wish to take this class for credit must register both for the International Academy (full details here: <http://www.apologeticsacademy.eu/>) and for PHIL 4250.

Prerequisites: (REL 100, 201, 1000 or 2010) and (REL 203 or 2020) and (REL 110, 204, 1100 or 2030).

PHIL 4500. Modern Philosophy. (3 Credits)

This course surveys philosophy in the modern period (from the 16th to the 19th century) and then discusses foundational primary sources. Philosophers studied include Francis Bacon, René Descartes, Thomas Hobbes, Baruch Spinoza, John Locke, Gottfried Leibniz, George Berkeley, David Hume, Thomas Reid, Jean-Jacques Rousseau and Immanuel Kant. The course emphasizes how each of these philosophers responded to his predecessors and how each provoked controversies in subsequent thought. Note: for Philosophy majors, PHIL 400, PHIL 410, and junior standing are strongly recommended.

Prerequisites: (CCE 120 or 1030).

PHIL 4600. Research Ethics. (3 Credits)

This course provides a foundation for the responsible conduct of research. Students will identify key issues relating to ethical standards of research, and they will develop an understanding of their own personal responsibility for scientific integrity based on non-religious and Christian norms. This course will cover ethical issues involving human subject biomedical research, social science and behavioral research, animal research, plagiarism, scholarship misconduct, data fabrication, ownership and authorship issues, conflicts of interest, peer review, mentor/mentee relationships, whistle-blowing, biosecurity, and others. An introductory course in philosophy, bioethics, or ethics is required.

PHIL 4910. Senior Seminar I. (1 Credit)

This course provides the methods and tools required to develop a significant, original undergraduate research project. Students learn how to: identify an issue worthy of further research; formulate an initial thesis; gather and evaluate relevant resources; and make a clear and coherent plan of their project. In addition, they are thoroughly trained in proper writing mechanics, following The Chicago Manual of Style. Note: Senior standing is required for registration.

Prerequisites: (CCE 120 or 1030) and (PHIL 201 or 2010).

PHIL 4920. Senior Seminar II. (3 Credits)

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

Prerequisites: (PHIL 491 or 4910).

Philosophy, Politics and Economics (PPE)

PPE 3990. PPE Internship. (3 Credits)

This course provides opportunities for students to work and gain experience in a variety of contexts relevant to philosophy, politics, and economics. Students may intern at the local, state, national, or international level, including a Washington, D.C., semester.

PPE 4910. Senior Seminar I. (3 Credits)

This course provides the methods and tools required to develop a significant, original undergraduate research project. Students learn how to: identify an issue worthy of further research; formulate an initial thesis; gather and evaluate relevant resources; and make a clear and coherent plan of their project. In addition, the course examines the nexus between philosophy, politics, and economics.

PPE 4920. Senior Seminar II. (3 Credits)

This course is a continuation of Senior Seminar I. Working with the course instructor or a faculty advisor who specializes in the subject area of their research, students draft and redraft their thesis project. Students produce an original paper that deals with a topics in philosophy, politics, economics or a combination of these disciplines. This course culminates in a public presentation and defense of their thesis and produce a final version of their written project.

Prerequisite: PPE 4910.

Physics (PHYS)

PHYS 1204. Introductory Astronomy. (4 Credits)

This course includes the scientific and historical foundations of astronomy, solar system mechanics, Earth's seasons and sky motions, life-cycles of stars, life-cycles of galaxies, life-cycles of solar systems, cosmology, and space exploration. Competency in basic algebra and trigonometry will be expected.

PHYS 1514. General Physics I. (4 Credits)

This introductory course includes classical mechanics, mechanical waves, and sound. It involves the use of algebra and trigonometry, and it emphasizes both numerical problem-solving and building logical arguments based on physics concepts. Note: Advisor placement, satisfactory performance on the physics placement exam, or completion of MATH 1280 with a C- or better is required.

Prerequisites: (MATH 128, 128, 1280, 1280 or minimum score of 0000 in 'MATH 1280 not required').

PHYS 1524. General Physics II. (4 Credits)

This course is a continuation of PHYS 1514 and includes classical electricity and magnetism, electric current and circuits, light waves, geometric optics, and the atom. Note: Completion of PHYS 1514 or 1714 with a C- or better is required.

Prerequisites: (PHYS 151, 171, 1514, 1417 or minimum score of 0000 in 'MATH 1280 not required').

PHYS 1714. University Physics I. (4 Credits)

This course is a calculus-based introductory course in physics that includes classical mechanics, mechanical waves, and sound. It involves the use of algebra, trigonometry, derivatives, and integrals. Both numerical problem-solving and building logical arguments based on physics concepts are emphasized. Note: Completion of MATH 2010 is required.

Prerequisites: (MATH 201, 201, 2010, 2010 or minimum score of 0000 in 'MATH 2010 not required').

PHYS 1724. University Physics II. (4 Credits)

This course is a calculus-based continuation of PHYS 1714 and includes classical electricity and magnetism, electric current and circuits, light waves, geometric optics, and the atom. Note: Completion of PHYS 1714 with a C- or better is required.

Prerequisites: (PHYS 151, 171, 1514 or 1714) and (MATH 201 or 2010).

PHYS 2703. Modern Physics. (3 Credits)

This course examines the discoveries and historic experiments of the early twentieth century that led to the development of two of the pillars of modern physics-the theory of special relativity and quantum mechanics. This course emphasizes an evidence-based view of modern physics, as well as a basic overview of the theoretical tools of special relativity and quantum mechanics. It is a part of the Great Texts Pathway. Texts for this course will include Relativity-The Special and General Theory by Albert Einstein and excerpts from the Bohr-Einstein debates. Additional texts may be covered as well. Note: Completion of PHYS 1524 or 1724 with a C- or better or consent of the instructor is required.

Prerequisites: (PHYS 152, 172, 1524 or 1724).

PHYS 4990. Undergraduate Research. (1-3 Credits)

This course provides the student the opportunity to work on a research topic under the direction of a member of the physics faculty. The experience must be approved in advance by the Department Chair. Note: Students must have completed 8 credits of physics and have the consent of the instructor prior to enrollment.

Political Science (POLS)

POLS 1010. Introduction to Political Science. (3 Credits)

This course is an analysis of the structure and operation of American political system, along with a comparison of the characteristics of liberal democracy with those of such competing ideologies as nationalism, communism, socialism, anarchism, and fascism.

POLS 1350. Voices in Democracy. (3 Credits)

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

POLS 2010. American Government. (3 Credits)

This course studies the basic foundations and underlying principles of American national, state and local government.

POLS 2550. Presidency. (3 Credits)

This course introduces students to the history, theory, and practice of the office of the U.S. presidency. Activities will help students appreciate how the presidency has evolved, explore the powers and limitations of the contemporary presidency, and recommend improvements and modifications to the office. The course is suggested as an advanced level course for students who have taken POLS 2010 (American Government), though it is not a prerequisite.

POLS 2850. American Politics and Health Care Policy. (3 Credits)

In this course students will learn the fundamentals of the American political system as well as its origins. They will compare a federal political system to unitary and confederal systems in terms of policy outcomes and variation. Students will engage in research, both individually and in small groups, with the purpose of assessing the current state of health in the United States and formulating practical policy ideas to improve it. Students will contribute their individual data to a data pool for common use. The group projects include researching and leading a panel discussion as well as a debate in class. The final exam will require students to do further individual research on specific health policy problems and to formulate their own practical policy suggestions.

POLS 3000. Comparative Politics. (3 Credits)

This course introduces students to central concepts of comparative politics, including power, state formation, political economy, political culture, nationalism and identity, democratization, and globalization. Prerequisites for Political Science majors and minors: POLS 1010 and POLS 2010.

Prerequisites: (POLS 101 or 1010) and (POLS 201 or 2010).

POLS 3100. International Relations. (3 Credits)

This course introduces students to the fundamentals of international politics and international organization, particularly the United Nations and its specialized agencies.

Prerequisites: (POLS 101 or 1010).

POLS 3310. American Political Thought. (3 Credits)

This course will explore American political thought and American political philosophy. There will be a heavy emphasis on primary documents, especially those related to the founding fathers. Thematic political ideas such as democracy, liberty, freedom, conservatism, progressivism, and liberalism in the American context will be addressed.

POLS 3320. Conservative Political Thought. (3 Credits)

This course is a survey of the political tradition of conservatism. We will analyze the philosophical foundations of conservatism and the various theories of conservatism. The course will address historical, thematic, intellectual, and policy issues and concepts. We will explore questions: Is conservatism an ideology, tradition, or perspective? Are the different schools of conservatism more unified or disparate? How has conservatism changed, and what is the conservative movement's future?

POLS 3400. U.S. National Security Policy. (3 Credits)

This course will examine the problems and issues regarding United States National Security Policy. There will be a brief overview of national security theory and philosophy. Next, a large section of the course will deal with the principal actors and institutions involved in making and creating a national security policy. Lastly, there will be a thematic look at the threats and concerns that United States national security has dealt with and must continue to deal with. The instructor will call upon his experience as a diplomat for the Department of State and the U.S. Space Force to enhance the classroom. Time will also be spent on career options in national security.

POLS 3500. Methods for Political Science. (3 Credits)

This course provides an introduction to the research methods used in political science. Students will develop the skills necessary to formulate questions and hypotheses, carry out, and analyze research questions in political science. Emphasis will be placed on research design and quantitative methods, culminating in a student research project.

Prerequisites: (MATH 205 or 2050).

POLS 3590. Constitutional Law. (3 Credits)

This course analyzes individual rights and responsibilities as developed by the United States Supreme Court in its interpretation of the United States Constitution.

POLS 4100. Faith and Politics. (3 Credits)

This course examines the relationship between religion and politics in the United States and how Christians may respond to and be a part of the public square. Prerequisites for Political Science minors: POLS 1010 and POLS 2010.

Prerequisites: (POLS 101 or 1010) and (POLS 201 or 2010).

POLS 4800. Internship/Fieldwork. (1-6 Credits)

This course provides opportunities for students to work and gain experience in a variety of political contexts. Students may intern at the local, state, national, or international level, including a Washington, D.C., semester.

Prerequisites: (POLS 101 or 1010) and (POLS 201 or 2010).

POLS 4900. Senior Seminar I. (3 Credits)

This course provides the methods and tools required to develop a significant, original undergraduate research project. Students learn how to: identify an issue worthy of further research; formulate an initial thesis; gather and evaluate relevant resources; and make a clear and coherent plan of their project. In addition, the course examines the nexus between faith and politics, and explores how Christian political and law practitioners may impact society.

Prerequisites: (POLS 100 or 1010) and (POLS 201 or 2010).

POLS 4910. Special Topics in Politics. (3 Credits)

Special Topics in Politics allows in-depth study of an area of politics and government of mutual interest to staff and students. This course may be taken more than once as long as there is substantially different content in each course. Prerequisites: POLS 1010 and POLS 2010 for Political Science majors and minors; or permission of the instructor.

Prerequisites: (POLS 101 or 1010) and (POLS 201 or 2010).

POLS 4990. Senior Seminar II. (3 Credits)

This course is a continuation of Senior Seminar I. Working with the course instructor or a faculty advisor who specializes in the subject area of their research, students draft and redraft their thesis project. Students produce an original paper that deals with contemporary politics in one of the great sub-fields of the significant (International Relations, Political Philosophy, Comparative Politics, and American Government and Politics), culminating in a public presentation and defense of their thesis and produce a final version of their written project.

Prerequisite: POLS 4900.

Psychology (PSY)

PSY 1010. General Psychology. (3 Credits)

This course is an introductory survey course acquainting the student with the procedures, principles, theories, and vocabulary of psychology as a science.

PSY 2050. Theories of Learning. (3 Credits)

This course is a focus on how people learn. Inseparable from a discussion of the history of Psychology, PSY 2050 presents information of basic learning theory along a timeline in the science of psychology. Classical conditioning, instrumental conditioning, and cognitive mapping, to name a few learning strategies, are described. The words of Thorndike, Tolman, and Skinner are highlighted along with the research of other learning theorists.

Prerequisites: (PSY 101 or 1010).

PSY 2210. Child Development. (3 Credits)

This course discusses changes throughout childhood from conception until the onset of puberty; emphasis is on development from conception through six years of age—early childhood. Of primary importance are the changes that occur within the three domains of development—the physical, the cognitive, and the socio-emotional. Students are given the opportunity to conduct basic research in the field.

Prerequisites: (PSY 101 or 1010).

PSY 2220. Adolescent Development. (3 Credits)

This course will focus on adolescent development within the context of contemporary society. Students will learn to understand how the world in which adolescents live impacts their behaviors and social relationships. Students will also learn about current debates in the field of adolescent development. Students will develop critical and insightful thinking skills through reading, writing and discussing course materials. The impact of multicultural issues (e.g., ethnic culture, class and religion) will also be addressed.

Prerequisites: (PSY 101 or 1010).

PSY 2300. Life Span Development. (3 Credits)

This course covers changes throughout the life span from conception until death. Of primary importance are the changes that occur within the three domains of development—the physical, the cognitive, and the socio-emotional.

Prerequisites: (PSY 101 or 1010).

PSY 2710. Social Psychology in the Workplace. (3 Credits)

This course introduces students to the study of social psychology applied to the workplace. Students learn how an individual's thoughts, feelings and behaviors are affected by others. Topics include social psychology methods, understanding the self, cognition, social influence, groups and leadership, pro-social behavior, aggression and prejudice.

PSY 3050. Psychology of Teaching and Learning. (3 Credits)

This course fosters critical understanding of modern teaching and learning theories in the context of classical education. This course builds on the historical theories of learning, from philosophers to psychologists, and examines their strengths and weaknesses in the light of classical education authors and Church Fathers.

PSY 3090. Educational Psychology. (3 Credits)

This course will offer an overview of psychological principles, theories, methodologies and practices applied to issues of teaching and learning in the undergraduate classroom. The elective course is intended for students who are serving as Peer Leaders. It provides Peer Leaders with an opportunity for practice, application, reflection and revision of skills and knowledge in the undergraduate classroom setting.

Prerequisites: (PSY 101 or 1010).

PSY 3100. Theories of Personality. (3 Credits)

This course is a seminar focusing on various concepts of personality as addressed by theorists within the disciplines of psychology and sociology.

Prerequisites: (PSY 101 or 1010) and (PSY 221, 222, 230, 2210, 2220 or 2300).

PSY 3120. Marriage and Family Relations. (3 Credits)

This course considers the major facets of marriage and family life American culture. It emphasizes such aspects of marriage and the family as personality development, role and status sets, communication patterns, adjustment and conflict.

Prerequisites: (PSY 101 or 1010) or (SOC 101 or 1010).

PSY 3150. Social Psychology. (3 Credits)

This course introduces basic concepts of social psychology and leadership as an aspect of social power, small group behavior, communication, development of attitudes and interactional dynamics.

Prerequisites: (PSY 101 or 1010) and (COMM 201, PSY 201 or COMM 2100) and (PSY 221, 222, 230, 2210, 2220 or 2300).

PSY 3160. Special Topics in Psychology. (3 Credits)

This course varies in topic and focuses on special areas of psychology, often from an interdisciplinary perspective.

PSY 3240. Introduction to Psychopathology. (3 Credits)

This course examines the complex factors that cause behavioral disorders, presents biological, psychological, and environmental influences, and demonstrates psychological, biological, and social approaches to the treatment of abnormal behaviors.

PSY 3410. Cognitive Psychology. (3 Credits)

This course focuses on the study of thinking, reasoning, memory, consciousness, information processing, and other aspects of "mind" or "mental life." Cognitive behaviors, neuroscience, and links among psychology, anatomy and physiology are studied.

Prerequisites: (PSY 101 or 1010).

PSY 3500. Experimental Psychology. (3 Credits)

This course provides practice in a variety of research methods and includes design of experiments, techniques for data collection, control of experimental events, and data analysis. Individual laboratory projects and preparation of scientific reports are required.

Prerequisites: (PSY 101 or 1010) and (MATH 205 or 2050).

PSY 4210. Human Sexuality. (3 Credits)

This course presents an examination of human sexuality through developmental and sociocultural lenses.

Prerequisites: (PSY 101 or 1010) and (PSY 221, 222, 230, 2210, 2220 or 2300).

PSY 4250. Abnormal Psychology. (3 Credits)

This course studies behavioral disorders in adults and children with special emphasis on the effects of social conditions and social change on the nature and incidence of maladaptive behaviors in American society and an emphasis on the major contemporary approaches to therapy used in the treatment of these disorders.

Prerequisites: (PSY 101 or 1010) and (PSY 310 or 3100) and (PSY 221, 222, 230, 2210, 2220 or 2300).

PSY 4450. Principles of Counseling. (3 Credits)

This course introduces the student to the theory and practice of clinical psychology centering on major approaches to counseling and psychotherapy. Theory and practice are integrated and applied to practical settings and interpersonal relationships. Attention will be given to role playing, interviewing techniques, and the dynamics, purpose and goals of a helping relationship.

Prerequisites: (PSY 101 or 1010) and (PSY 310 or 3100).

PSY 4500. Psychology Practicum. (3 Credits)

This course will offer students supervised field experience at local agencies and institutions providing psychological services. Students will learn the basics of ethical practice, record keeping, helping skills, and professional options in the field of psychology. Students will also gain insight into their own personal development as a helper.

Prerequisites: (PSY 310 or 3100) and (PSY 425 or 4250).

PSY 4650. Psychology Capstone. (3 Credits)

This course provides students with the opportunity to synthesize and integrate knowledge gained in their prior coursework and to analyze current research in the field of psychology.

PSY 4850. Research Proposal. (1 Credit)

This course focuses on preparing the senior seminar research project. Students are required to submit a formal research proposal; university approval of the proposal will be required. Enrollment for this course is during fall of the senior year.

Prerequisites: (PSY 350 or 3500).

PSY 4900. Psychology Senior Seminar. (3 Credits)

This course provides opportunity for students to work with special schools or topics in the fields of sociology, psychology, economics, political science and education. Individual research or group projects will be required. Enrollment for this course is during spring of the senior year. Prerequisites: (PSY 101 or 1010) and (PSY 350 or 3500) and (MATH 205 or 2050) and (PSY 485, 4850 or POLS 492).

Public Health (PH)

PH 1050. Introduction to Public Health. (3 Credits)

This course is a foundational and broad overview to the study and practice of public health. Students will be introduced to the history, philosophy, core values, key concepts, and functions of public health across the world. After completing this course, students will be able to describe public health activities and how they as individuals might serve their community to promote health and prevent disease in their own life and future career.

PH 2050. A Public Health Perspective on Community, Culture, and Advocacy. (3 Credits)

Part of being an effective public health professional is being able to define the community and specific population(s) you are working with and understanding how to best serve and advocate for those individuals. This course will focus on cultural humility, cultural competence, and related concepts (e.g., social and political determinants of health). The goal is to prepare students to be able to work with a wide variety of communities, even if they are not part of that community themselves.

PH 2100. Public Health Research, Evaluation and Ethics. (3 Credits)

Public health work involves data and interventions within large populations. To be effective, public health professionals must understand basic concepts surrounding research, evaluation, and ethics related to interventions. In this course, students will learn basic concepts surrounding research methods, statistics, epidemiology, big data, and ethical considerations, especially as they relate to public health.

PH 3000. Introduction to the U.S. Health Care System. (3 Credits)

The course will cover the major concepts related to the structure and functioning of the U.S. health care system. Emphasis will be placed on analyzing issues associated with health care, personnel, and the organization of health care and its delivery, how it is financed and regulated. In addition, students will be introduced to other issues related to the current US health care system including health disparities, vulnerable populations, and health care safety net. This course will also discuss how the Health Reform Act of 2010 (ACA or PPACA) and ongoing efforts to improve (including repeal and replace) may shape the future of US healthcare.

PH 3050. Public Health Communication. (3 Credits)

Public health professionals must be able to effectively communicate with a wide array of stakeholders, from low health literate individuals in their community, to the general public, to health care workers, to top administrators and policy makers of their state or country. This course will focus on public health-specific communication considerations related to health literacy, advocacy, messaging, and more. Prerequisites: (PH 205 or 2050).

PH 3100. Public Health Interventions and Program Planning. (3 Credits)

Much of public health action is through targeted, data-driven, evidence-based interventions and programs. In this course, students will learn about examples of and how to carry out such interventions, as well as learn the fundamentals of program planning. The course will cover foundational concepts around project implementation, such as the planning process, assessment, and evaluation. Prerequisites: (PH 210 or 2100).

PH 3150. Introduction to Global Health. (3 Credits)

This course provides an introduction to key principles and topics in global health including measures of global burden of disease, identification of key health problems around the world and the main determinants, health systems and international public health organizations. In addition, we will discuss cross-cutting and timely issues in health promotion, disease control programs, and operational research in international settings. Through this course you will also travel abroad to learn about another country and culture while also enriching your educational experience.

PH 3200. Navigating Public Health Careers. (3 Credits)

Many people want to know, "what can you do with a degree in public health"? While not always so easy to explain succinctly with such a broad field of study, this course will help students explore just that. There are many career paths within the world of public health to discover. This course will help to break down public health-specific considerations related to organizational dynamics, systems, networking, professionalism, and more. After completing this course, individual students will have some concrete next steps to take in the direction that interests them.

PH 3300. Special Topics Public Health. (1-3 Credits)

This course provides a discussion, lecture, and/or research forum (including individual research) for special or current areas of interest in public health subjects not addressed by the regular curriculum.

PH 4500. Baccalaureate Project in Public Health. (3 Credits)

Students will complete a cumulative, integrative, experiential or scholarly project designed to demonstrate students' mastery of the overarching curriculum goals for the undergraduate major in public health; demonstration of critical thinking and analytic skills. Course Information: Pass/Fail grading only. These experiences may include, but are not limited to, internships, service-learning projects, portfolio projects, and research papers or honors theses. Programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

Prerequisites: PH 3050, 3100 and 3200.

Public Service (PS)

PS 1010. Foundations of Leadership. (3 Credits)

This course explores foundational theories, principles, and concepts of leadership. Public Service prepares the student to develop a greater understanding of the concepts and principles of ethical leadership in order to maintain public trust.

PS 1020. Intro to Public Policy. (3 Credits)

This course provides an overview of the field of public policy and introduces students to the interactive relationship existing between politics and the policymaking process. This course studies how institutions such as federalism, Congress, the presidency, and elections impact the American policymaking process, including the local level. The course explores how policy "correction" and policy change occurs.

PS 2010. Crisis and Emergency Management. (3 Credits)

This course develops an understanding of the philosophical and theoretical foundations of crisis and emergency management principles defining effective public management.

PS 2020. Public Information and Community Relations. (3 Credits)

This course assists students in framing a practical approach to the principles of communicating before, during, and after an incident, and gaining knowledge needed to respond to diverse community interests.

PS 4090. Leading in an Inclusive, Diverse and Equitable Organization. (3 Credits)

This capstone course explores public service leadership in organizations in the context of internal and external environments. Students will understand the limitations and implications of leadership decisions on equitable, diverse and inclusive organizations.

Prerequisites: (PS 101 or 1010) and (PS 220 or 2010) and (PS 225 or 2020) and (JPP 330 or 3080) and (JPP 415 or 4010).

Radiologic Technology (RT)

RT 3120. Medical Terminology. (1 Credit)

RT 3120 introduces a word-building system for medical terms through the use of a programmed text and facilitates appropriate pronunciation and use of the words derived from Greek and Latin components.

Rehabilitation Science (RSC)

RSC 1020. Foundations of Rehabilitation Science. (3 Credits)

This course is designed as a broad introduction to the field of rehabilitation for students pursuing graduate education in a rehabilitation profession. Students will explore fundamental concepts of health, ability, and function as a basis for understanding disability. The scope of rehabilitation services and settings, and the unique roles of rehabilitation professionals are covered.

RSC 1031. Clinical Conditions I. (1 Credit)

RSC 1031 is the first of a two-course sequence intended to expose students to a broad range of clinical conditions commonly encountered by rehabilitation professionals. This course will cover basic knowledge about the underlying condition including pathophysiology, etiology, signs/symptoms, diagnosis, prognosis, and common medical and rehabilitation services. This course is intended to provide students with knowledge about conditions that will be discussed in more detail in graduate level physical therapy and occupational therapy programs.

RSC 1032. Clinical Conditions II. (1 Credit)

RSC 1032 is the second of a two-course sequence intended to expose students to a broad range of clinical conditions commonly encountered by rehabilitation professionals. This course will cover basic knowledge about the underlying condition including pathophysiology, etiology, signs/symptoms, diagnosis, prognosis, and common medical and rehabilitation services. This course is intended to provide students with knowledge about conditions that will be discussed in more detail in graduate level physical therapy and occupational therapy programs.

RSC 1050. Medical Terminology for the Healthcare Professional. (3 Credits)

This course introduces a word-building system for medical terms through the use of a programmed text. This course facilitates appropriate pronunciation, analysis and application of medical terminology derived from Greek and Latin components. Students will be prepared for accepted use of professional and medical terms to articulate knowledge and understanding of human body structure and function within science coursework and clinical rehabilitation practice.

RSC 2010. Evidence Based Practice and Basic Statistics. (3 Credits)

This course is designed to help rehabilitation professionals acquire skills related to consuming rehabilitation research. Fundamental scientific inquiry skills related to searching electronic data bases, reading, understanding, and appraising the rehabilitation research literature for the purpose of evidence-based practice is emphasized. Students are exposed to basic concepts of research methodology and a review of conceptually-based statistics that further enhances skills with consuming the scientific literature. Students will practice reading and critiquing professional literature.

RSC 2020. Basic Neuroscience for Health Professionals. (3 Credits)

This course is designed to help rehabilitation professionals acquire knowledge related to basic neuroscience important to their practice. Basic Neuroscience for health professionals covers basic principles of human nervous system structure and function. The cellular anatomy and physiology of neurons and synapses are described. The course covers somatosensory, motor, limbic, cognitive and special sensory systems.

RSC 3020. Advanced Anatomy. (4 Credits)

This course is an integrated approach to the anatomy of the human body, with particular emphasis on the musculoskeletal, cardiovascular and nervous systems and their application to movement and clinical conditions. Additionally, the course will include the study of cadavers, guiding the student in the identification and function of various systems. Prerequisites: (BIO 191 or 1801) and (BIO 192 or 1802).

RSC 3510. Ethical Considerations in Rehabilitation. (3 Credits)

This course is taken as part of the Bachelor of Science in Rehabilitative Science degree and organized to give occupational and physical therapists the knowledge and tools they need to address ethical dilemmas. It assists the student to recognize and apply ethical and legal principles in clinical practice. Students will acquire information and tools from several fields and apply them to contemporary medical ethical issues.

RSC 3530. Teaching and Learning in Rehabilitation. (3 Credits)

This course will introduce students to various learning theories and teaching strategies as it relates to rehabilitation. This exploration will pay particular attention to the needs of an adult learner. Activities will help students to appreciate how teaching is a part of working in a rehabilitation setting. Concepts of motivation in learning will be explored along with the impact of physical, cognitive and psychosocial deficits on learning.

RSC 3540. Culture and Rehabilitation. (3 Credits)

This course reviews the concept of interacting with other cultures in professional contextual environments (i.e. medicine, education, community). It includes an investigation of the scope of the language surrounding cultural diversity, how to develop a framework for cultural competency, how to negotiate cultural differences in working with individuals, evaluating and designing interventions in a diverse world, and assessing intercultural interactions and interventions.

RSC 3550. Physical Therapy Treatment. (3 Credits)

This course provides an integrated approach to physical therapy treatment techniques appropriate for conditions in the neuromuscular, musculoskeletal and cardiovascular systems. Particular emphasis is placed on functional movement across the life span. In addition, the course assists in the development of effective clinical reasoning skills and provides opportunities to incorporate evidence-based practice into treatment decisions.

RSC 3560. Occupational Therapy Treatment. (3 Credits)

This course introduces students to a variety of occupational therapy treatment techniques, with particular emphasis on 9 domains of occupation across the life span. Students will learn how to determine appropriate interventions to use based on evaluation results and how to get occupation-based outcomes. Additionally, the course will provide information on assistive technology and integrate evidence-based practice.

RSC 3571. Rehabilitation Experience I. (1 Credit)

This course offers students from Tianhua College in Rehabilitation Science the opportunity to explore and observe a range of clinical practice settings, types of services, and diversity of clients that receive rehabilitation services in the U.S.

RSC 3572. Rehabilitation Experience II. (1 Credit)

This course offers students from Tianhua College in Rehabilitation Science the opportunity to explore and observe a range of clinical practice settings, types of services, and diversity of clients that receive rehabilitation services in the U.S.

RSC 3600. Clinical Observation. (2 Credits)

This course will provide students information about clinical methods and practices in rehabilitation science. In addition, students will explore the policies and regulations that govern clinical practice and professional behaviors expected in patient care settings. Students will have an opportunity to observe clinical practice and engage in guided reflection. Prerequisites: RSC 1020 and 1031.

RSC 3640. Service in Rehabilitation. (3 Credits)

This course will provide students with an introduction to service-learning and an opportunity to participate in a service-learning experience that allows them to apply academic knowledge and critical thinking to address a genuine community need related to health or rehabilitation.

Religion (REL)

REL 1000. The Bible. (3 Credits)

This course 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 program that requires the enhanced church-work core.

REL 1000C. Worldviews. (3 Credits)

This course 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 the Bible content for students who are not in a program that requires the enhanced church-work core.

REL 1100. Christian Faith. (3 Credits)

This course is an overview of Christian theology intended to acquaint the student with key theological concepts as they relate to everyday life. This introductory course satisfies the core curriculum requirement for Christian doctrine for students who are not in a program that requires the enhanced church-work core.

REL 1100C. Systematics. (3 Credits)

This course is an overview of Christian theology intended to acquaint the student with key theological concepts as they relate to everyday life. This introductory course satisfies the core curriculum requirement for Christian doctrine for students who are not in a program that requires the enhanced church-work core.

REL 1590. Heritage of Faith. (3 Credits)

This course examines the faith stance of various biblical personalities as well as various literary forms used by biblical authors to enable the student to read the Bible with a more profound grasp of its message as well as a deeper appreciation for its role in the literature of the Western world.

REL 2010. Old Testament. (3 Credits)

This course is an overview of the Old Testament intended to acquaint the student with its background, content, and messages. This introductory course satisfies the core curriculum requirement for Bible content, but students who take it must also take REL 2020 New Testament elsewhere in their programs. It is required for students in a church-work program.

REL 2020. New Testament. (3 Credits)

This course presents an overview of the New Testament intended to acquaint the student with its background, content, and messages. The New Testament is read with a focus on the life of Jesus, his teaching and miracles, death and resurrection. The other major people of New Testament are also studied through their writings, especially the apostles Paul, Peter, and John.

REL 2030. Biblical Theology. (3 Credits)

This course 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 teaches. This introductory course satisfies the core curriculum requirement for Christian doctrine, and is required for students in a church-work program. Note: For registration, enrollment in a church-work program or permission of the instructor is required.

REL 2500. Great Commission Evangelism. (3 Credits)

This course presents an overview of the Biblical and systematic foundations for evangelism. The course begins with a systematic study of the theology of evangelism. It continues with an exegetical study of the Great Commission of Jesus as it was presented to the disciples in Matthew 28. It is noted how they were trained by Jesus before the Great Commission was given to them and how they were equipped for the task of evangelism by the Holy Spirit in the book of Acts after they received the Great Commission. The course then focuses on how the disciples followed through with the Great Commission as we observe their service to God in the Book of Acts. Key terms and concepts are examined. Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 2550. Friendship Evangelism. (3 Credits)

This course develops the ability of the student to share the Gospel with a non-Christian in the context of a growing friendship. Prior enrollment in REL 2500 is recommended. Outreach elective (evangelism). Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 2570. Youth Ministry: Theology and Practice. (3 Credits)

This course equips the student with the understandings, attitudes and skills needed to begin youth ministry in a congregation. Along with the scriptural and theoretical principles of youth ministry, this course prepares students for practical experiences encountered in REL 3000 Ministry Practicum.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 2590. Religious Education of Youth and Adults. (3 Credits)

This course equips the student 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. Religious education elective. Religion elective.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 2630. Communicating Bible Messages. (3 Credits)

This course examines the preparation and delivery of devotional messages based on a careful study of the biblical text. Classroom discussions center on the proper distinction between Law and Gospel, the correct interpretation of biblical texts, the structure of effective devotional messages, and the techniques of delivering these messages. Religious education elective.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 2750. Theology and Film. (3 Credits)

This course explores the medium of film and how film may communicate biblical theology for a visual age. Motion pictures contain many theological ideas, and because films can be persuasive without arguing their case, it is important to be able to critique their content impartially, and to distinguish between an appreciation of artistic integrity and truth as revealed in Scripture. Special attention will be given to Christianity in the interrelationship of faith and culture.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 2870. Christian Care Giving. (3 Credits)

This course offers the student the opportunity to understand and apply the theology of the cross and the practice of the church in Christian care giving.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 2980. Faith and Culture. (3 Credits)

This course explores the role of religion in defining our way of life and self-understanding and how culture, in turn, may shape spirituality. Major world views and their influence on the faith experience will be analyzed. Special attention will be given to Christianity in the interrelationship of faith and culture.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3000. Ministry Practicum. (3 Credits)

This course is intended for students interested in practical experience in a specified area of church work. Forty hours for each credit hour earned will be spent in a parish or institution with involvement in hands on, supervised training with a skilled supervisor. Time will also be devoted to readings and discussion sessions. REL 3000 may be repeated in subsequent semesters with different ministry specializations.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3100. Religion in America Today. (3 Credits)

This course gives the student an overview of the religious life of people in the United States. It begins with a discussion of the relationship between church and state in this country. The majority of the class will examine the beliefs, organization, and worship of the most prominent and practiced religious systems in America.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3110. Church in Mission. (3 Credits)

This course studies the mission of the church with a vision toward contemporary ministry and outreach. Emphasis will be given to cross-generational and cross-cultural outreach methods. Outreach elective (evangelism).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3120. Office of the Professional Church Worker. (3 Credits)

This course studies the role of auxiliary ministries in light of the New Testament and the Lutheran Confessions. It pays particular attention to church administration and conflict resolution in congregations.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3130. Women and the Church. (3 Credits)

This course explores the multiple dimensions of women's gifts and activities as recorded in the Christian Scriptures and experienced throughout the history of Christianity, with particular interest in applying biblical principles to contemporary feminist perspectives as well as that of women in the church.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3140. Christian Ethics. (3 Credits)

This course explores the distinct nature of Christian ethics in dialogue with other forms of ethical inquiries. Contemporary Christian responses to timely ethical issues (including medical topics) will also be explored.

Prerequisites: (REL 100, 159, 1000, 1590, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3150. Christian Care-Giving for Health Professionals. (3 Credits)

This course offers the student preparing for a vocation in Health Care to understand and apply the theology of the cross and the practice of the church in Christian care giving.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3160. World Missions I. (3 Credits)

This course explores the biblical foundations, the theology, and practice of Christian missionary work and provides students with some initial background in preparation for missionary service. Outreach elective (missions).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3170. World Missions II. (3 Credits)

This course provides additional background information for students considering missionary service, continuing the exploration of missions begun in REL 3160 World Missions I. This course looks into the history of missions, contemporary issues of missions, and the practice of missions. Outreach elective (missions).

Prerequisites: (REL 316 or 3160).

REL 3175. World Religions. (3 Credits)

This course surveys living, non-Christian religions in terms of worship, beliefs, values, history, and their relationship to Christianity. Comparative religions elective.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3180. Family-based Youth Ministry. (3 Credits)

This course helps a student develop ministry to both youth and family, primarily, but not exclusively, in a congregational setting. In addition to learning skills on how to lead youth according to God's Word, the student will also be directed toward the larger dynamic of ministering to families, who then minister to the youth in the home. Attention will also be given to unique issues and obstacles teenagers face, offering possibilities of Biblical responses.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3190. Family and Youth Ministry. (3 Credits)

This course explores congregation ministry with and for families by providing students with an understanding of parent and child relationships, teen development, and the place of faith and the church in family life. Special attention is paid to family life education, intergenerational ministry, and strategic planning, with the goal of building ministries that strengthen family relationships.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3200. Genesis. (3 Credits)

This course covers the teachings of Genesis with special reference to the origins of the human race, the creation-evolution debate, the flood, and the patriarchs. Bible elective (OT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3250. Prophets of Israel. (3 Credits)

This course studies Old Testament prophecy and the prophetic movement, including its origin, development, purpose, methodology, message, and impact. Bible elective (OT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3300. Wisdom of Israel. (3 Credits)

This course is an examination of the wisdom literature of the Old Testament: Job, Psalms, Proverbs, Ecclesiastes, and the Song of Songs. The course studies biblical poetry, devotional literature, and the major questions of life. Bible elective (OT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3310. Psalms. (3 Credits)

This course is a study of the hymnal of ancient Israel, with its interpreters, historical context, and enduring liturgical and theological value. Bible elective (OT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3340. Dead Sea Scrolls. (3 Credits)

This course investigates how these two-thousand-year-old documents have changed the way people think and write about the Bible and provide a valuable window into the early history of Jews and Christians. Students will be challenged to discover answers to the continuing questions of modern biblical and historical scholarship as it relates to the Christian faith. Bible elective (OT/NT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3350. Life of Christ. (3 Credits)

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, with an overview of the opinions expressed in the apocryphal Gospels, the ancient Church, and modern historical criticism. Bible elective (NT). Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3370. The Gospel of Mark. (3 Credits)

This course covers the Gospel of Mark as a distinct presentation of the ministry of Jesus. The course will focus on Mark's choices of Jesus's miracles, parables, and travels. The deliberate structure of the Gospel will be highlighted. Bible elective (NT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3380. Gospel of Luke. (3 Credits)

This course surveys foundational principles and techniques in biblical interpretation using the Gospel of Luke. The life and ministry of Jesus is studies through the distinctive parables, songs, characters, and events of Luke. Bible elective (NT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3390. Johannine Literature. (3 Credits)

This course presents the writings of St. John in the New Testament, namely his Epistles, Gospel, and Revelation. Students examine the Johannine message concerning the person and work of Jesus Christ. Characteristic terms, themes, and doctrines are made the subject of special study. Bible elective (NT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3400. Pauline Literature. (3 Credits)

This course presents selected writings of the Apostle Paul to familiarize the student with the historical background, content, purpose, message, and distinctive characteristics of five of Paul's epistles. Bible elective (NT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3410. Life of Paul. (3 Credits)

This course gives an overview of the life and teachings of the Apostle Paul in terms of his place in the New Testament as an apostle of Jesus Christ against the background of his birth and development. Studies are based on selected texts from Acts and the Pauline Epistles. Bible elective (NT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3480. Revelation and End Times. (3 Credits)

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

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3500. A Survey of Christian Thought. (3 Credits)

A Survey of Christian Thought examines how Christians have probed and presented the mystery and majesty of God's interaction with human beings, from early Christian writers to modern theologians. With a focus on close reading of primary sources, discussion, and writing, this course familiarizes students with some of the most influential thinkers of Christianity, allowing them to explore themes that have fascinated generations of Christians through the centuries.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3510. Christ's People through the Ages. (3 Credits)

Christ's People through the Ages surveys Christian history from Pentecost to the present. Distinctive eras in Christian history will be discussed, with attention given to their main contours and the principal dynamic forces at work within them. Special attention is given to the development of world Christianity within the history of the church.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3550. Christian Origins. (3 Credits)

Christian Origins traces the roots of Christian theology from late first century through the sixth century. In this vibrant and turbulent period, as Christianity moved from being a persecuted sect to a sanctioned religion of a crumbling empire, Christian thinkers clarified the place and claims of their faith to Jews, Pagans, and one another. Attention will be given works illustrative of this formative era.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3560. Spirituality of the Middle Ages. (3 Credits)

This course explores the flourishing of spirituality and thought about God from the Fall of the Roman Empire to the Reformation. Rejecting the false caricature that the Middle Ages were a time of uniformity and ignorance, this course surveys the development of Christian thought from antiquity to the Reformation. Special attention is given to how medieval theology and institutions continue to shape today's world.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3570. Life and Thought of Luther. (3 Credits)

This course is a study of Luther the man and the theologian in relation to the world in which he lived. The student will be asked to read and analyze some of Luther's major works.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3580. Theology in the Age of Lutheran Orthodoxy (1546-1700). (3 Credits)

This course is intended to acquaint students with the theological figures and works of the sixteenth and seventeenth centuries, such as Martin Chemnitz, Johann Gerhard, Abraham Calov, and others. Attention will be given to the major controversies and developments in the Age of Orthodoxy, such as the authority of Holy Scripture, the role of reason and human will, and the person of Christ, to name a few. Students will also become familiar with the many great contributions of this Age to dogmatic theology, biblical interpretation, devotional life and catechesis, and hymnody. Priority will be given to the Lutheran theological tradition, but students will discover how that tradition grew among broader theological and historical developments.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3800. God, Man, and Creation. (3 Credits)

God, Man, and Creation examines what it means to be human in view of God and in relation to the world around us. The course will address the nature and attributes of the Triune God, man as the bearer of His image, and the cosmos as his willed and precious creation.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3820. The Person and Work of Christ. (3 Credits)

The Person and Work of Christ studies the heart of the Christian confession, the God-Man Jesus Christ and His redemptive work to save humanity. Students will explore the apostolic confession of Christ in Holy Scripture, the ecumenical creeds, and early and modern Christological writings, to learn what it means for a Christian to believe today what the church has always confessed, namely, that Jesus Christ is LORD.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3840. Holy Things and Holy People. (3 Credits)

This course examines three holies: the sacraments, the ministry, and the church. Thus, it explores how God, who is holy, allows human beings to interact with him and share in his holiness. The doctrines of the sacraments, the ministry, and the church will be explored in view of the Holy Scriptures and pertinent historical sources, while holding an eye to contemporary questions.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 3860. Law and Gospel in the Life of the Church. (3 Credits)

Law and Gospel in the Life of the Church leads the student to see more clearly the significance of two major Christian doctrines and the correct relationship between them for a Christian's life. Sections of Scripture, of the Lutheran Confessions, and of current theological literature are analyzed in the light of these fundamental teachings.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 4000. Lutheran Confessions. (3 Credits)

This course is an overview of the historical background and major teachings of the documents of The Book of Concord, the confessions of the Evangelical Lutheran Church. Students will explore the confessional heritage of the Lutheran tradition as expressed in the ancient creeds and in confessions of the Lutheran Reformation, which serve as norm for contemporary teaching and practice among Lutherans and as a model for confessing the faith today.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 4010. Lutheran Worship: Theology and Practice. (3 Credits)

This course introduces the terms, history and theology of worship in the Lutheran Church. The student is exposed to a variety of art forms and ways in which they can be incorporated into the worship experience. Along with learning the principles involved in developing and leading a worship service, the student practices these skills in class.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 4200. Church Ministries Internship. (3 Credits)

This course puts theory into practice in a specialized setting unique to the individual student's need. The student intern is introduced to the congregational or institutional arena of professional church work. This presents the student intern the opportunity to experience the vocational option of service as a professional church worker. Requires completion of Level I and Level II of the online Director of Church Ministries certificate program.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 4500. Topics in Theology. (3 Credits)

This course is an elective in which students travel to the annual Lutheran theological symposium in Fort Wayne. Students attend the five-day conference and participate in all conference activities related to both exegesis and theology. This course will include both pre-conference readings and a post-conference paper.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 4510. Holy Land. (3 Credits)

This course offers students the opportunity to experience the land of Israel in person. Students will walk the streets of Jerusalem and Bethlehem, sail on the Sea of Galilee, and taste the brackish waters of the Dead Sea. Guided sightseeing will be supplemented with on-site lectures by scholars, museum visitations in Jerusalem, and background readings. Bible elective (OT/NT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 4520. Luther in Context. (3 Credits)

This course is a study of Luther the man and the theologian in relation to the world in which he lived. The student will be asked to read and analyze some of Luther's major works. The travel course affords the experience of the Land of Luther, with opportunities to see where he was born, studied, worked, served and died. Guided sightseeing supplements, on-site lectures, museum visitations, and background readings.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 4900. Senior Seminar I. (3 Credits)

This course will lead students to demonstrate the ability to synthesize knowledge, skills, and attitudes from two or more areas in order to create and support a new point of view in a senior seminar project that contributes to the discipline, in a culminating undergraduate experience.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

REL 4910. Senior Seminar II. (3 Credits)

This course will lead students to demonstrate the ability to synthesize knowledge, skills, and attitudes from two or more areas in order to create and support a new point of view in a senior seminar project that contributes to the discipline, in a culminating undergraduate experience.

Prerequisites: (REL 490 or 4900).

Science (SCI)

SCI 1000. Introduction to Natural Science. (4 Credits)

This course studies selected topics from the natural sciences with emphasis on practical implications of an understanding of those topics. Laboratory course.

SCI 1100. Introduction to Life and Physical Sciences. (4 Credits)

This course provides education and athletic training students with an understanding of the nature of science and how it coheres with a Christian worldview. Inquiry-based experiences in physical, life, earth space, and environmental sciences reinforce content areas and practices addressed by state and national science standards. Laboratory course.

SCI 2100. Atmospheric and Space Science. (4 Credits)

The first half of the course will include a study of the dynamics of the atmosphere including the processes atmospheric motion, global circulation, weather patterns, severe weather and the techniques used in weather forecasting. The second half of the course will include a study of the dynamics of earth's motions relative to the sun, moon and stars as well as an exploration of planets, comets, asteroids and cosmogony. Laboratory Course.

SCI 2400. Cosmogony. (3 Credits)

This course is the study of origins. Questions regarding the origin of the physical universe and life (including human beings) will be explored and possible answers will be offered. The two possible cosmogonic models, Evolution and Creation, will be treated in-depth from a scientific perspective. The nature of science and the differences between operational science and origin science will also be investigated. The primary emphasis of this course concerns scientific evidences for origins; however, philosophical and theological evidences will also be discussed. Students must have a college-level physical or biological science course prior to taking this class.

Sign Language (SIGN)

SIGN 1010. Beginning Sign Language I. (3 Credits)

This course is designed for students who have had no formal learning of ASL. Students will develop skills in producing and understanding signs and will be introduced to deaf culture.

SIGN 1020. Beginning Sign Language II. (3 Credits)

Beginning Sign Language II is an introductory course designed for students who are preparing to work in professions or mission work where they may have contact with persons who are deaf or hard of hearing. This course is a continuation of Beginning Sign Language I and is designed to further provide students with a knowledge of fundamental survival signs. Students also acquire an awareness of the differences between deaf and hearing cultures. This course will be taught in American Sign Language. Prerequisites: (SIGN 101 or 1010).

Social Work (SW)

SW 1100. Diverse Populations. (3 Credits)

This course addresses issues of vulnerability and social justice experienced by individuals and families in today's world. The material covers categories of vulnerability such as AIDS, Alcoholism, Disabilities Personality Disorders, and Depression. Other discussions will cover issues of life circumstances such as Immigrants and refugees, returning servicewomen and veterans, survivors and victims of terrorism, homelessness, individuals with intellectual disabilities and children in foster care or bullying. Students will also explore and discuss the problems facing social work professionals. Issues to be discussed will include the significantly increasing difficulty of providing services to vulnerable populations, the concern serious problems continue to emerge in modern society and resources are not as available as experienced by previous generations.

SW 1110. Social Work & Social Welfare. (3 Credits)

This course is the first in the social work curriculum to begin the process of establishing a knowledge base for practice. As a foundational level course, it is of significant importance in the curriculum. Students will study the history of social work through the eyes of those who set out to change the world through the establishment of the profession of social work and their advocacy in the field of social welfare. They will be introduced to the roles and responsibilities of professional social workers, the mission of the profession as it relates to social and economic justice, and the importance of advocating for the poor and the disadvantaged. Students will learn skills of self-reflection and self-regulation in the management of personal values and professionalism. Students will learn the importance of ethical behavior. They will learn about advocacy and the importance of research and life-long learning. This course addresses the multitude of current and dynamic issues facing social workers today. It addresses the importance of professional social work in critical practice settings and how the profession is making a difference in changing the world through advocacy for social and economic justice.

SW 1200. Introduction to Child Welfare. (3 Credits)

This course provides the student with foundational level knowledge on the historical and statutory basis for child welfare practice. The students will examine all components of the current child welfare system and its federal mandate. Students will learn about and discuss issues of child maltreatment/abuse, the rights of children and parents, and the significance of family in a system with the authority of the government to intervene and/or remove children who are at risk of harm. Students will gain a working knowledge of the definitions of child abuse and neglect. They will learn about and discuss theories of practice, family systems, and the policies that effect practice in child welfare.

SW 1210. Agency-Centered Volunteer Social Work Experience. (3 Credits)

This course provides students with an experience in a social service agency through 120 hours of volunteer service. Students will volunteer in a social service agency 8 hours a week for 15 weeks. Additionally, students will meet as a group four times in person and four times online throughout the semester to share information about their respective placements. This course provides an introduction to agency-based social work practice. The placements are determined the semester prior to taking the course.

Prerequisites: (SW 225 or 1110).

SW 2100. Trauma: Prevalence, Impact, and Coping. (3 Credits)

This course is designed to provide an introduction to the prevalence and impact of trauma on both our clients (individuals, families and communities) and on the helping professionals who are serving those coping with trauma. The coursework presented will enhance the skills and knowledge base of all students of health and mental health professions and will be particularly useful to students interested in working directly with survivors of trauma. The impact of trauma is surrounded by a complex set of issues and topics that will be addressed such as survivors of domestic violence, veterans, individuals struggling with addictions, individuals with life-threatening illness/injury, survivors of abuse and neglect, and other vulnerable populations. There will be a particular emphasis on strengths, resiliency, coping, multicultural issues, and systems factors. This course also introduces beginning skills of helping individuals, families and groups within a trauma-informed framework. Grounded in the values and ethics of the profession, students learn the application and evaluation of direct practice skills used in the initial phase of helping. Finally, students will evaluate the secondary stresses connected with a helping profession.

SW 2110. Drugs, Society, and Human Behavior. (3 Credits)

This course introduces students to the effects of drugs on the brain and how drugs affect cognition, personality, and behavior. Students will learn how drugs get into the body/brain and how they exert their psychoactive effects. The course will cover the role of drugs throughout history and in today's society; the biological actions of drugs and the influence on society and behavior; and drug treatments and prevention.

Prerequisites: (PSY 101, SOC 101, PSY 1010 or SOC 1010).

SW 2120. Understanding Death and Dying. (3 Credits)

This course examines the role of family, church and other social institutions in our experiences with death and dying. The student will study current theories and practices related to death and dying from the standpoint of developmental and learning theory, and social and cultural attitudes and practices. Theories regarding grief and loss are included. The student will learn social work intervention skills and methods for working with the dying and survivors.

Prerequisites: (PSY 101, SOC 101, PSY 1010 or SOC 1010).

SW 2200. Aging and the Social Environment. (3 Credits)

This course investigates the processes of human aging within the social environment. Social gerontology is concerned with the nonphysical aspects of aging. Emphasis is placed on its social, psychological, and spiritual aspects, although attention is given to the impact of aging on biological functioning. The course examines many facets of aging including group processes, mental health, dementia, skills for working with older adults, theories, ageism, death and dying, and broader social forces that affect the aging process.

Prerequisites: (PSY 101, SOC 101, PSY 1010 or SOC 1010) and (PSY 230 or 2300).

SW 3100. Research Methods I. (3 Credits)

This course introduces research methodology pertinent to the evaluation of human service programs, and discusses the rationale for conducting evaluations. Among the topics discussed are the relationship of evaluative efforts to program design and implementation, threats to validity of program evaluation, constructing a measurement plan and designs for program and evaluation. Program evaluation knowledge, skills and techniques, such as needs assessment, operationalization of variables, levels of measurement, statistical significance, efficiency and outcome evaluation are introduced. This course emphasizes this methodology when conducting formative evaluations, i.e., needs assessment, program development, and market research.

SW 3110. Human Behavior in the Social Environment I. (3 Credits)

This course develops the person-in-environment framework used in social work practice. Using the theoretical lens of systems theory, the course focuses on a comprehensive examination of human behavior across time using a multidimensional framework. Students will explore both the predictable and unpredictable changes that can affect human behavior through all the major developmental stages of the life course, from conception to very late adulthood. Students will learn about the multiple factors that comprise diverse experiences throughout life, and how those factors influence the formation of identity. Factors that will be examined include age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sexual orientation, and tribal sovereign status.

SW 3120. Skills & Methods of Social Work Practice I. (3 Credits)

This course is the first in a sequence of three required social work practice courses. Practice I focuses on the development of skills and strategies for helping individuals within a variety of social work and host settings. Key concepts of generalist practice are applied to the development of relationship building and interviewing skills. Generalist Practice is examined as a problem-solving process, which includes engagement, assessment, intervention, and evaluation. Students learn to view clients and client systems from a strengths perspective.

Prerequisites: (SW 225 or 1110) and (SW 235 or 1200).

SW 3200. Research Methods II. (3 Credits)

This is the second in a series of two research courses designed to teach students research methodology pertinent to the evaluation of human service programs and individual practice. Students will learn about and discuss the rationale for conducting such evaluations. The written research report is emphasized with student participation in a class designed research project and written paper. Each section of the written research design and report is discussed in depth with continued knowledge building of research methodology. Among the topics discussed and practiced through assignments and written paper are: writing a title, an abstract, the literature review, hypothesis formation, and methodology including the operationalization of variables, sampling, data collection and tools, procedures, and ethics, analysis of and writing results, and the ethical dissemination of findings. For Social Work majors with upper division status or consent of instructor.

Prerequisites: (SW 310 or 3100) and (MATH 205 or 2050).

SW 3210. Human Behavior in the Social Environment II. (3 Credits)

This course uses the generalist practice model to examine the multidisciplinary and interprofessional theoretical content and theories of individual behavior, as well as theories of families, small groups, communities, organizations, social institutions, and social movements. Students will learn the skills, techniques, and practice principles for applying knowledge about human behavior for engagement, assessment, intervention, and evaluation. Students will engage in ongoing critical examination of personal biases, conceptual frameworks, and empirical research. Issues of human rights and social, racial, economic, and environmental justice are emphasized throughout the course, as are issues of racism, oppression, diversity, equity, and inclusion. Students will be presented with multidisciplinary and interprofessional research findings about human behavior that can be used to improve practice, policy, and programs. Students will apply knowledge and skills to assess the environment and create change at all levels of practice. Theoretical frameworks utilized include Systems Theory and the Strengths Perspective.

Prerequisites: (SW 346 or 3110).

SW 3220. Skills & Methods of Social Work Practice II. (3 Credits)

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

SW 3230. Social Welfare Policy and Programs. (3 Credits)

This course helps students develop a framework for understanding social problems and social welfare policies so they may function as informed and competent practitioners in providing social services, and as committed participants in efforts to achieve change in social policies and programs. The course examines the current structure of social welfare programs in the United States, their historical evolution, and the role ideological, political, economic, and social forces have played in the development of the social welfare system and its present character. In particular, the course examines the ways in which discrimination and oppression have affected the structure of social welfare policies and the impact of those policies on the poor, minorities, women, the disabled, and other populations-at-risk. To facilitate understanding of the social welfare system, students will learn approaches to social policy analysis. The course explores the political process in the United States and how involvement in this process can advance the goals of the profession of social work. The historical development of the profession of social work and its role within the social welfare system is another focus of study. Students will examine the values and ethics of the profession, such as self-determination and respect for individuals and human diversity, in the context of the development and implementation of social policy. The course looks at how social policy and the institutions that implement that policy can be made more responsive to the needs of people.

SW 4100. Field Education I. (3 Credits)

This course is taken concurrently with SW 4110. This course engages the student in the practice of beginning social work skills and tasks within an agency setting over a period of one semester (16 weeks). It is designed for the senior level student and requires an average of 14 hours per week in the agency for a minimum of 200 hours.

Prerequisites: (SW 306 or 3230) and (SW 310 or 3100) and (SW 346 or 3110) and (SW 347 or 3210) and (SW 410 or 3200).

SW 4110. Field Seminar I. (3 Credits)

This course is taken concurrently with SW 4100, Field Education I. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments. For Social Work majors with senior standing.

SW 4120. Skills & Methods of Social Work Practice III. (3 Credits)

This course focuses on developing an understanding of larger systems, and skills for practice within that context. The material includes a macro level perspective of social justice, oppression and advocacy, and a review of various theoretical perspectives, including systems theory and the strengths perspective, as they apply to macro level practice. Discussion will center around an examination of traditional and nontraditional social action strategies, including community organization, development and advocacy. Students learn agency and legislative advocacy skills with a specific focus on human rights and social and economic justice. Social work values and ethical perspectives related to social change are analyzed.

Prerequisites: (SW 306 or 3230) and (SW 310 or 3100) and (SW 326 or 3120) and (SW 346 or 3110) and (SW 347 or 3210) and (SW 410 or 3200) and (SW 426 or 3220).

SW 4200. Field Education II. (3 Credits)

This course is designed for the senior level student and engages the student in supervised direct service activities within an agency setting. This course is the second course in a series, and successful completion of SW 4100 and SW 4110 is required in order to enroll in SW 4200 and SW 4210. This course provides practical experiences in the application of theory and skills acquired in the social work curriculum. The placement requires an average of 14 hours per week in an agency for a minimum of 200 hours.

Prerequisites: (SW 327 or 4100) and (SW 328 or 4110).

SW 4210. Field Seminar II. (3 Credits)

This course is taken concurrently with SW 4200 Field Education II. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments.

Prerequisites: (SW 327 or 4100) and (SW 328 or 4110) and (SW 436 or 4120).

SW 4230. Senior Integrative Seminar. (3 Credits)

This course provides the student with the opportunity to integrate classroom and practicum experience for application in their entry level professional practice. This course is the culminating integrative process for the baccalaureate generalist practice social work student to further develop and refine communication and problem solving skills, to exercise peer support and evaluation skills; and to increase self-awareness through group interaction, values clarification, and discussion and analysis of policy and practice issues in the context of social work values and ethics. This course is a self-directed readings, critical inquiry, and discussion seminar. For Social Work majors with upper Division Status. Taken concurrently with SW 4200 and SW 4210.

Prerequisites: (SW 327 or 4100) and (SW 328 or 4110).

Sociology (SOC)

SOC 1010. Introduction to Sociology. (3 Credits)

This course is an introduction to the study of social groups and social relationships. The course analyzes basic sociological concepts to acquaint the student with the fundamental laws governing human relationships. Problems of social structure, social processes and social motivations will be considered.

SOC 1750. African American Reality and Culture. (3 Credits)

This course will examine historical and current structural issues, experiences and accomplishments of African Americans in context of cultural expressions and the American experience. This study of African Americans is a documented individual and collective perspective in research and interdisciplinary methodologies from the Social Sciences and African American Studies.

SOC 2030. Contemporary Social Problems. (3 Credits)

This course provides the student with a perspective for viewing major problems confronting American society. An eclectic approach is utilized in the analysis of these problems, selected research studies are evaluated and field research trips are conducted as time allows. Special attention is given to mental health, crime, delinquency, poverty, mass media communication, prejudice, discrimination, and urbanization.

Prerequisites: (SOC 101 or 1010).

SOC 2550. Urban Society. (3 Credits)

This course introduces the student to the complex nature of the urban area; sensitizes the student to the complexities of urban life; helps the student appreciate what it means to become meaningfully involved in their community and in today's urban society. The course examines racial and ethnic diversity, concepts of the city, historical urbanization in diverse cultures, transportation, housing, population shifts, urban economics, employment, education, industrialization, international population and urbanization, community organization and planning, the church and urban society.

Prerequisites: (SOC 101 or 1010).

SOC 3330. Families in Society. (3 Credits)

This course will provide students with an understanding of families within the ecological contexts in which they exist. Students will connect their own experiences with marriage and family to form new information and perspectives in order to broaden their understanding of the role of the family within society as a whole.

SOC 3450. Adulthood & Aging. (3 Credits)

Adulthood and Aging as a life stage continues the normal developmental process that all human experience just as they did in adolescence. Study of that process allows us to maximize life's potential no matter what stage we are in ourselves or working within the Church, community or institutions such as schools, hospitals and nursing homes. We will review facts and information on aging and those issues that most older people and their families face. We will look at issues an aging society will raise for all of us and the interaction between personal aging and social institutions.

SOC 4510. Issues in Social Science. (3 Credits)

Students examine selected current issues in social science from multidisciplinary perspectives. May be repeated for additional credit when content varies.

SOC 4900. Senior Seminar. (1-3 Credits)

Secondary and elementary teacher education candidates and candidates seeking liberal arts degrees who are social studies majors document both their content knowledge in the major and their mastery of institution-wide student learning outcomes. Offered through approved application only.

Spanish (SPAN)

SPAN 1000. Beginning Spanish I for Health Care Professionals. (3 Credits)

This course introduces basic terminology, cultural information, and grammatical concepts of the Spanish language related to certain aspects of human care in the nursing profession. SPAN 1000 will provide nursing students basic grammar, cultural knowledge, and vocabulary to help students communicate with accuracy and clarity and in culturally appropriate ways at a beginning level.

SPAN 1010. Beginning Spanish I. (4 Credits)

Students are introduced to Spanish grammar, vocabulary, and readings which seek to improve their skills thus gaining knowledge and a greater understanding of the Spanish-speaking world.

SPAN 1020. Beginning Spanish II. (4 Credits)

Students review and build upon grammar, increase vocabulary, and include using readings which continue to improve their skills thus gaining knowledge and a greater understanding of the Spanish-speaking world.

SPAN 2010. Intermediate Spanish I. (3 Credits)

Intermediate Spanish I is a continuation of SPAN 1020.

SPAN 2020. Intermediate Spanish II. (3 Credits)

Intermediate Spanish II is a continuation of SPAN 2010.

SPAN 3010. Spanish Conversation and Composition. (3 Credits)

This course focuses intensively on enhancing conversational skills by increasing oral and auditory proficiencies as well as on improving the writing skills through related activities.

SPAN 3050. Spanish Immersion Experience. (0 Credits)

This course is the designation on the transcript for the Spanish Majors that students have successfully completed an immersion experience and written a paper about their time abroad.

SPAN 3070. Linguistics. (3 Credits)

This course introduces the basic terminology and concepts of linguistics as applied to the Spanish language. It also presents the sound system, morphology, and syntax of Spanish as compared to English and investigates topics in language acquisition. Required for Spanish Education majors and minors.

SPAN 3080. Master Literary Works of Spain. (3 Credits)

This course focuses on the major literary work that is on the list of nearly all great books lists, Don Quijote de la Mancha, and its literary and cultural importance in the Iberian Peninsula and the world. This canonical text is read in this course from a Christian perspective and is discussed in relation to the Church and the World, and this foundational modern novel is studied in dialogue with Lutheran doctrine, which ultimately prepares students to conduct literary studies from a Christian perspective.

Prerequisites: (SPAN 301 or 3010).

SPAN 3090. Master Literary Works of Latin America. (3 Credits)

This course focuses on the major literary works in Latin America, some of the foundational fictions which put Latin American literature out into the world. Canonical texts from this Spanish-speaking region will be read from a Christian perspective and discussed in relation to the Church and the World, and in particular, how these novels dialogue with Lutheran doctrine, which will prepare students to conduct literary studies from a Christian perspective.

Prerequisites: (SPAN 301 or 3010).

SPAN 3100. Special Topics. (1 Credit)

This course is designed for flexible scheduling and the ability to discuss a wide range of topics to serve the needs of majors, minors, and others who simply want to maintain and improve their language skills. This course will help students review and expand their vocabulary through out-of-class preparation on a variety of topics. Each 1-credit course will have a different topic, and majors and minors must take this course three different times for a total of three credits.

SPAN 3200. Latin American Literature. (3 Credits)

This course studies selected literary works by Latin American authors.

Prerequisites: (SPAN 301 or 3010).

SPAN 3300. Advanced Spanish Grammar. (3 Credits)

This course focuses on the review and syntax of more difficult grammatical structures of the Spanish language and on writing and conversational skills at the advanced level.

Prerequisites: (SPAN 301 or 3010).

SPAN 3510. Span&SpanAmCiv&Cul I (up 1800). (3 Credits)

This course studies the history, the cultures and the political, economic and social changes on the Iberian peninsula and in the Americas from antiquity through the colonial period. Recommended successful completion of SPAN 2020 or equivalent, 4 years of Spanish in high school, or consent of instructor.

Prerequisites: (SPAN 202 or 2020).

SPAN 3520. Span&SpanAmCiv&Cul (after 1800). (3 Credits)

studies the history, the cultures and the political, economic and social changes on the Iberian peninsula and in the Americas from the late colonial period through the present. Prerequisite: successful completion of SPAN 2020 or equivalent, 4 years of Spanish in high school, or consent of instructor. 3 credits.

Prerequisites: (SPAN 202 or 2020).

SPAN 3550. Span&SpanAm Lit (up to 1800). (3 Credits)

surveys major literary developments and works in Spain and the Americas from the earliest days through about 1700. This course is required for majors. Minors must take either SPAN 3550 or SPAN 3560. Prerequisite: successful completion of SPAN 2020 or equivalent. 4 years of Spanish in high school, or consent of instructor. 3 credits.

SPAN 3560. Span&SpanAm Lit II(after 1800). (3 Credits)

This course surveys major literary developments and works in Spain and the Americas from about 1700 to the present. This course is required for majors. Minors must take either SPAN 3550 or SPAN 3560. Recommended successful completion of SPAN 2020 or equivalent. 4 years of Spanish in high school, or consent of instructor.

SPAN 3600. Civilization and Culture of Spain. (3 Credits)

examines Spain through its art, history, architecture, religion, music, literature, geography, culture, language, and people. It also looks at the influence of Roman, Muslim, Jewish, and Christian civilizations in Spain. Taught in Spanish.

Prerequisites: (SPAN 301 or 3010).

SPAN 3640. Health Issues in the Hispanic World. (3 Credits)

This course presents students with disparities in health care among minority and Hispanic communities. In the course students will study how disproportionate care affects Hispanics, why there exists such a gap in care, and what might be done to level the playing field in care received from health care professionals. Hispanic beliefs towards care, cultural approximations to seeking care, and varying customs about what works in medicine will be examined. Also, a study of which issues in health care are dominant in the Hispanic community will be studied.

SPAN 3650. Spanish for Human Service Professionals. (3 Credits)

Spanish for Human Service Professionals focuses on the vocabulary, grammatical structures, and cultural nuances necessary for human service professionals to communicate in a work setting.

SPAN 3700. Hispanics in the United States. (3 Credits)

The population of the United States is comprised of an increasingly diverse group of cultures. We cannot identify one distinctive American culture. Instead we have a constantly changing, inclusive multicultural society that encompasses a diverse population related to all people and nations on the planet. This course is designed to present students with an understanding of the identity dynamics of the major Hispanic groups in U.S. history. Special attention is given to key geographical areas, immigration and demographics, process of acculturation and assimilation to mainstream society, the diversity within Latino ethnic and national communities in the U.S., Hispanic literary history and consciousness, bi-culturalism, the ramifications of the intersection of the different Hispanic cultures and the realities of the past and current presence of Hispanics in the U.S. as the first colonizers and special immigrants.

Prerequisites: (SPAN 301, 301, 3010 or 3010).

SPAN 3750. Spanish for Human Services Professions II. (3 Credits)

Spanish for Human Service Professions II is an upper-level course designed to help students develop the linguistic and cultural competence necessary to interact with Spanish-speaking individuals in service-related professions and mission experiences, particularly as related to health care fields. Span 3750 is a continuation to Span 3650 and is meant to further prepare healthcare professionals in their acquisition of specialized vocabulary based on students' current and future needs, gaining oral proficiency and competence, and increased understanding of and sensitivity to culture.

Prerequisites: (SPAN 301 or 3010).

SPAN 4000. Spanish Internship. (1-6 Credits)

The topic of the internship is determined in conjunction with the responsible faculty, the on-site supervisor, and the student.

Sport and Hospitality Business (SHB)

SHB 1100. Introduction to Sport & Entertainment Business. (3 Credits)

This course exposes students to the expanding roles of sport and entertainment in society. Strong emphasis is placed on framing sport and entertainment management as a leading business sector in today's marketplace; thus the content includes a broad-based examination of the foundations of theory, techniques, culture and practices of management, and as applied to all segments of sport and entertainment business within the local, regional, national and international communities.

SHB 1200. Introduction to Hospitality & Event Business. (3 Credits)

This course examines the principles of the entertainment and hospitality industries. This course focuses on the applications of industry knowledge and exposes students to the fundamentals and best practices of hospitality, event and entertainment management.

SHB 1400. Exposition & Special Event Management. (3 Credits)

This course challenges students to understand the breadth and depth of industry standards relative to planning, implementing, evaluating and managing trade shows, exhibitions, conventions, conferences, or other hallmark-caliber events. Students will test and analyze hypothetical events and review case studies in order to prepare in-depth analysis of the proposed events, and offer detailed support or critique based on their review.

SHB 2000. Contemporary Leadership Behavior. (3 Credits)

In this course students will examine the concepts of "effective leadership" through evaluation of the roles and responsibilities of leaders as communicators and agents of change. This course will focus on various issues such as moral and ethical dimensions of leadership, interrelationships among individuals and organizations, problem finding and problem solving, and participatory decision-making. Additionally, this course will have a strong focus on self-awareness and relatable conceptual frameworks for individual and personal constructs.

SHB 2020. Professional Development - Intro to Field Experience. (1 Credit)

This course will provide the student with an introduction to field experience. This field experience provides the student with a structured, supervised experience with an athletic, hospitality and event business department within Concordia University. Instructor approval is required before starting the internship.

SHB 2100. Facility Design & Management. (3 Credits)

This course examines the concepts of design and management of sports and recreation facilities. This course will focus on various issues such as site selection, layout, plan and design, maintenance, staffing, fiscal management, and risk management.

SHB 2150. Intro to Culinary Management. (3 Credits)

This course will build knowledge and experience in culinary production and management in a foodservice operation. Basic principles of foodservice management and its application to volume food production, menu development, food safety, procurement, kitchen equipment, customer service, and marketing will be covered during the semester. Basic cooking assignments will allow for hands-on experience in food preparation. The final project will consist of analyzing a menu for a foodservice operation; this will provide experience in various aspects of foodservice management.

SHB 2200. Concessions, Catering, & Vendor Strategies. (3 Credits)

This course introduces students to the food, beverage, merchandise, and vendor relations side of hospitality and event management. This course provides the student with a diverse foundation of current industry knowledge through a variety of simulated professional environments allowing students to explore conventions, private event space(s), athletic facilities and more.

SHB 2300. Ceremonial Management. (3 Credits)

This course offers an introduction to the planning and management of weddings. The social, political, economic, cultural, religious and historical influences on wedding planning decision-making and business strategies will be explored. Practices relevant to successful wedding planning and consultancy for diverse clients and settings will be reviewed.

SHB 2350. Intro to Beer, Wine, and Spirits Management. (3 Credits)

This course serves as an introduction to beers, wines and spirits. Topics covered include the production and styles of alcoholic beverages. Legal responsibilities of alcohol service. Introduction to responsible beverage service and management. Focuses on the development of a business plan for a beverage business.

SHB 2400. Administration & Organization of Sport & Entertainment. (3 Credits)

This course introduces the student to administrative and organizational policies, procedures, budget principles, public relations, legal considerations, event management, safety consideration and other issues at all levels of sport.

SHB 2500. Legal & Ethical Issues of Sport. (3 Credits)

This course creates awareness and understanding of the legal issues prevalent in the sport business industry today from a legal and ethical perspective. Students examine and integrate possible solutions from both a personal and professional perspective of morals and values. The course will examine policies and procedures from the United States legal system and the application of pertinent laws and concepts for the basis of sound and ethical decision making.

SHB 3000. SHB Internship. (1-6 Credits)

This course will provide the student with an intensive, supervised sport and entertainment business OR hospitality and event business experience with a professional, corporate, intercollegiate, interscholastic, not-for-profit, or other related organizations. Prerequisite: Junior standing or higher in major.

SHB 3100. Integrated PR & Social Media. (3 Credits)

This course provides a practical and conceptual foundation for students interested in sport, entertainment, hospitality, and event management. Students will explore the formalized working relationships between the mass media and professional organizations. The course focuses on the interactions among the people and organizations involved in the flow of information to the public, including the connection between the informational and commercial sides of communication and information management. Students will understand the professional and industry standards of using social media as an effective business tool for public relations, community relations, media relations and marketing efforts. Students will be challenged to develop effective content for various public relations and social media platforms; and will understand the importance of analytics, engagement of end markets and measurability of public relations and social media efforts.

SHB 3120. Hotel Administration. (3 Credits)

This course serves as an advanced exploration of hotel and lodging administration. Topics covered include contemporary management issues related to conference management, hotel security, hotel administration, and strategic planning.

SHB 3200. Sport Economics & Finance. (3 Credits)

This course provides an in-depth examination of the economic impact that interscholastic, intercollegiate, and professional sports make in society. It is a comprehensive investigation of fiscal policy and practice with focus on inputs and values from the sports and recreation industries and their impact on local and national economies.

SHB 3220. Front Office Management. (3 Credits)

This course focuses on principles and concepts of effective front office management in the lodging industry. It also discusses current practices and issues in the lodging industry. Topics covered included reservation-related activities, handling guest transactions, guest services, housekeeping, security, and technologies in the lodging industry.

SHB 3300. Financial Aspects of Hospitality. (3 Credits)

This course provides an in-depth analysis of the financial aspects of the hospitality and event management industries. Integrated with industry-specific content, it emphasizes the importance of financial responsibility related to successful planning, implementation and management hospitality and event management. Topics include understanding budgets, profit margins, return on investment, budget design, cost of goods sold, inventory costs and purveyor relations.

SHB 3400. Marketing of Sport & Entertainment. (3 Credits)

This course provides a study of fundamental marketing concepts related to the sport and entertainment industry, sport as a unique product, sport consumer markets, marketing planning process, marketing mix, and determining the target market.

SHB 4000. Sales, Sponsorship, and Fundraising Strategies. (3 Credits)

This course is designed to give students and inside look into the world of sponsorship, its advantages and why it's used. At the same time, they will gain insight into the use of sales development and techniques. They will also learn about the importance of fundraising and how all three areas feed into one other in the worlds of sport hospitality.

SHB 4050. Culinary Management Operations. (3 Credits)

This course provides students an opportunity to exercise their ability and creativity to manage food-related events. Includes practical experience in the operational administration of food service event management. This course will provide opportunities for students to gain experience handling problems and situations routinely faced by food and beverage managers. Prerequisites: (SHB 215 or 2150).

SHB 4100. Event & Production Management. (3 Credits)

This course is designed to acquire an in-depth knowledge about the specialized field of event management; emphasis will be placed on the following broad based sectors including but not limited to sport, entertainment, and hospitality industries. Students will be provided with a complete understanding of management techniques and strategies required for successful planning, promotion, implementation, and evaluations. Students will study objectives, strategies, and tactics of event management; identify costs for events and potential revenue streams; select host cities and venues; understand the event planning process; and understand the accommodation and management of guests at events. Emphasis will be placed on the production and management of an actual event.

SHB 4500. SHB Senior Capstone. (3 Credits)

This course is designed to look at the total environment of sport and entertainment business as viewed by top managers in the field. Concepts developed in other business and sport and entertainment business courses will be implemented in research of topics. Actual sport and entertainment business issues currently being addressed at an organization or institution will be studied. Prerequisite: Senior standing in major.

Theatre (THTR)

THTR 1000. Orientation to Theatre. (3 Credits)

This course explores the history, theory, nature and practice of the Theatre Arts in the United States and the World, as well as fosters an appreciation for Theatre through attendance of live theatrical productions.

Pathway: CRAR

THTR 1200. Basic Dance. (3 Credits)

This course will introduce students to the fundamentals of dance: rhythm, coordination, body alignment, and physical stamina. Students will learn contemporary dance styles used in theatrical performance- Jazz, Hip Hop, Tap, and other styles geared towards Musical Theatre dance performance. Students will learn how to convey character through choreography.

THTR 1400. Stagecraft I: Intro Stagecraft. (3 Credits)

This course gives the student hands-on experience in the various areas of stagecraft including such topics as set design, construction, painting, and decorating; stage lighting; and the making and finding of stage properties.

Pathway: CRAR

THTR 1800. Theatre Practicum. (1 Credit)

This course allows students to earn credit for significant participation in an acting role, technical position, or dramaturg position on a Concordia Theatre production. Roles/positions are designated and approved by Theatre faculty.

Pathway: CRAR

THTR 2000. Voice & Speech for the Actor. (3 Credits)

This course is designed to enhance voice, speech, and dialects for use on stage by the student actor. Vocal projection, variance, breathing, diction, and dialects would be taught to strengthen the vocal performance of the actors. Linklater vocal methodology and Alexander Technique is taught to enhance breathing and vocal performance.

Pathway: CRAR

THTR 2200. Acting I: Intro to Acting. (3 Credits)

This course explores the history, theory, and practice of voice, movement, improvisation and character development for the stage. The course will help students to improve their critical thinking, communication, problem solving, and teamwork/teambuilding skills and will suggest means of growth and application both professionally and personally.

Pathway: CRAR

THTR 2210. Choreography for the Stage. (3 Credits)

This course is a continuation of THTR 1200, with a specific emphasis on the study of choreography used in musical theatre, and the history of the choreographers who popularized their styles in the 20th century. Students will have an opportunity to choreograph dance numbers and to enhance their basic dance knowledge.

Pathway: CRAR

THTR 2220. Acting for the Camera. (3 Credits)

In this course, students will learn the methods and business of acting in film, television, commercials, industrials, and voice-over work. In addition, students will learn how to market themselves in the on-camera performance industry, including resume preparation, how to work with agents and casting directors, and utilizing the right marketing tools to secure work.

Pathway: CRAR

THTR 2230. Musical Theatre and Dancing. (3 Credits)

This course presents the history, theory, and practice of musical theatre performing and auditioning for the stage. The course will help students to improve their critical thinking, communication, problem solving, and teamwork/teambuilding skills in the area of musical theatre and will suggest means of growth and application both professionally and personally.

Pathway: CRAR

THTR 2400. Producing Children's Theatre. (3 Credits)

This course presents the history, theory, and practice of Children's Theatre in the United States and abroad. Students will have an opportunity to work hands-on in the areas of directing, teaching, stage managing, acting, and designing children's theatre for a live children's audience.

Pathway: CRAR

THTR 3000. Drama Ministry. (3 Credits)

This course examines how drama is used in churches and Christian theatre, film, and television programs. Students will have the opportunity to create ministry sketches to be performed at churches and various outreaches to disadvantaged youths in the Milwaukee area.

Pathway: CRAR

THTR 3010. Theatre in Education. (3 Credits)

This course examines the use of drama in the elementary and secondary education classroom to enhance reading, writing, and comprehension skills, as well as enliven a history or social studies class. It would be designed for students pursuing teaching theatre to youth in a classroom, extracurricular, or production setting, as well as for Education majors seeking to use Theatre in the classroom.

Pathway: CRAR

THTR 3020. 20th Century American Drama. (3 Credits)

This course studies the contributions of key American playwrights of the 20th Century in the genres of Realism, PostModernism, and American Expressionism. Writers to be studied may include Eugene O'Neill, Tennessee Williams, Arthur Miller, Lorraine Hansberry, August Wilson, Thornton Wilder, and other notable playwrights of the 20th century.

Pathway: CRAR

THTR 3200. Acting II: Intermediate Acting. (3 Credits)

This course continues with the history, theory, and practice of voice, movement, improvisation and character development for the stage. This course takes a deep look at 19th and 20th Century American and Western classics while delving into deeper characterization and the fusion of the fundamentals of acting. Students will study the works of Ibsen, Chekhov, Wilde, Shaw, and other notables of the Early Modern period.

Prerequisites: (THTR 261 or 2200).

Pathway: CRAR

THTR 3400. Theatre Mgmt and Stage Mgmt. (3 Credits)

This course looks at the business side of theatre as well as Stage Management. Students will study box office procedures, budgeting, producing, and house management, as well as learn the specifics of Stage Management including how to develop a prompt book, development and implementation of reports, properties tracking, and production team communication.

THTR 3410. Stage Design I. (3 Credits)

This course takes the student into more advanced concepts of stage design, the preparation of models and related techniques.

Prerequisites: (THTR 231 or 1400).

Pathway: CRAR

THTR 3420. Stage Directing. (3 Credits)

This course explores the creative process by which a director transforms a literary script into a live performance for the stage. The course covers such topics as selecting and preparing the script, planning rehearsals, developing stage pictures, creating tension, blocking, and types of rehearsals.

Prerequisites: (THTR 261 or 2200).

Pathway: CRAR

THTR 3440. Stage Movement & Combat. (3 Credits)

This course explores stage movement as it applies to varying genres, styles, and time periods, with an added emphasis on stage combat and physical comedy to strengthen movement on stage for the actor.

Pathway: CRAR

THTR 3800. Cultural Experience Through Directed Travel Study. (3 Credits)

This course gives students the opportunity to travel to distant theatre centers in the United States and abroad, developing an interest and understanding of the nature of Theatre and its cultural influences. Students will see a variety of plays, interact with theatre artists, and view other cultural centers while traveling.

THTR 4000. Special Topics in Theatre. (3 Credits)

This course offers variable content as a high-level elective for theatre students. The topic is tied to a University production featured that semester and is recommended for students who plan to be involved in the production.

Pathway: CRAR

THTR 4010. Playwriting. (3 Credits)

This course surveys the history of play writing, considers the differences between writing plays and other types of creative writing, studies the necessary aspects of theatre, and gives students experience in writing for the stage.

Prerequisites: (ENG 104, 104, 1040 or 1040).

Pathway: CRAR

THTR 4200. Acting III: Advanced Acting. (3 Credits)

This course teaches the fundamentals of acting for the Classical stage, exploring the works of ancient Greek playwrights Sophocles and Euripides, as well as Shakespeare. Students learn specifics of voice, language, textual analysis, movement, and enhanced breathing techniques necessary for performing Classical works and auditioning with Classical pieces for professional Classical theatres.

Pathway: CRAR

THTR 4600. Theatre Internship. (1-4 Credits)

In this course, students will have the opportunity to intern with a professional Milwaukee area theatre company in an acting or technical position, arranged by Theatre faculty. Students are expected to complete a number of hours on a single production or half of the assigned company's production season. An evaluation of the student's completed work by the company staff and Theatre faculty will complete the semester.

Pathway: CRAR

THTR 4800. Senior Capstone in Theatre. (3 Credits)

In this course, students with Senior standing who are minoring in Theatre will demonstrate their competence in three culminating components:

1) a major research project (approved by the faculty) which exhibits an appropriate synthesis of their course and production experiences as well as their vocational expectations; 2) a devised work of writing, design, or directing that has been researched and approved by theatre faculty 3) a comprehensive oral presentation or live performance based on the theatre core curriculum and supplemental reading list. Faculty and guest respondents will attend the exam and evaluate the work presented.

Legal Notices

The Family Education Rights and Privacy Act

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

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

The Act provides that no party may review a student's record with the exception of the following, who do not need written consent of the student to view a record: other school officials, officials of other schools or systems in which the student intends to enroll, authorized representatives of:

1. the Comptroller General of the U.S.
2. the Secretary of H.E.W.
3. administrative head of an education agency
4. state educational authorities. Persons working in connection with a student's application for, or receipt of, financial aid.

Any other than those listed above can obtain access to a student's file only upon written release from the student. This record will be available for inspection only by the student. The following procedure has been established for CUW students.

A written request, signed by the student shall be presented to the Registrar or appropriate office. The Registrar, or other appropriate office will arrange a time and date, within 45 days after receipt of the request, for the student to review the record.

The following types of information are considered directory information and may be included in publications or disclosed upon request without consent of the student, but only after public notice of these categories of information has been given in order to allow sufficient time for the student to inform the institution that any and all of this information should not be released without prior consent, such requests can be made in writing to the Registrar's Office:

- student's name
- address including e-mail
- telephone number
- dates of attendance
- class standing
- previous institution(s) attended
- major field of study
- awards
- honors (including Dean's List)
- degree(s) conferred (including date)
- past and present participation in official recorded sports activities
- physical factors (height, weight of athletes)
- date and place of birth

The Act provides the student the right to file with the U.S. Department of Education a complaint concerning alleged failures by the education institution to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office - U.S. Department of Education
600 Independence Avenue, SW - Washington, DC 20202-4605

Public Notice Designating Directory Information

Concordia University Wisconsin hereby designates the following categories of student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion.

Category I

Name, address, telephone number, dates of attendance.

Category II

Previous institution(s) attended, major field of study, awards, honors (includes Dean's List), degree(s) conferred (including dates).

Category III

Past and present participation in officially recorded sports and activities, physical factors (height, weight of athletes), date and place of birth.

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974. To withhold disclosure, written notification must be received in the Office of the Registrar prior to the fifth class day of each academic year. Forms

requesting the withholding of Directory Information are available in the Office of the Registrar.

Concordia University Wisconsin assumes that failure on the part of any student to specifically request the withholding of categories of Directory Information indicates individual approval for disclosure.

Jeanne Clery Campus Safety and Campus Crime Report

The safety of all members of our campus community is a high priority at Concordia University Wisconsin. Become an informed member of our campus community to protect yourself and welcome visitors.

A copy of Concordia University's annual campus security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by the University; and on public property within, or immediately adjacent to and accessible from the campus. This report also includes institutional policies concerning campus security/safety, such as alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters.

You may obtain a copy of this report through any one of the means listed below by contacting the Student Life Office of Concordia University requesting either a written copy or an electronic copy (sent via e-mail).

US Mail:

Concordia University Wisconsin - Student Life Office

12800 North Lake Shore Drive - Mequon, WI 53097

E-mail: student.life@cuw.edu

Location: Luther Hall, Room 127 (above address)

Grievance Procedure

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

Non-Discrimination Policies

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).

Title IV

Concordia University fully subscribes to all Federal and State civil rights laws banning discrimination for private, church-affiliated institutions of higher education. CU will not discriminate against any employee, applicant for employment, student or applicant on the basis of race, color, sex, pregnancy, national origin (including ancestry), citizenship status, physical or mental disability, age, marital status, gender, veteran or military status, predisposing genetic characteristics, domestic violence victim status, or any other protected category under applicable local, State or Federal law.

A pamphlet summarizing CU's policy and procedures relating to sexual harassment and gender discrimination, and a full explanation of the

policy, which includes a list of University staff members who can help, can be found at: www.cuw.edu/consumerinformation (<http://www.cuw.edu/consumerinformation/>)

Weapons Prohibited

All persons are prohibited from possessing or carrying a firearm, ammunition or weapons of any kind, as determined in CU's sole discretion, regardless of whether the person has a permit to carry a firearm. Any employee, faculty, student or other representative of the University who violates this policy shall be notified of the violation and subject to disciplinary action, up to and including termination or expulsion.

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