



**GRADUATE &  
PROFESSIONAL STUDIES  
ACADEMIC CATALOG**

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## The University

Concordia University is one of seven 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 result 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](http://www.cuw.edu)

### Campus Information

#### Concordia University Wisconsin

12800 North Lake Shore Drive, Mequon, Wisconsin 53097, Telephone: 262.243.5700, Website: [www.cuw.edu](http://www.cuw.edu)

#### Concordia University Ann Arbor

4090 Geddes Road, Ann Arbor, Michigan 48105, Telephone: 734-995-7300, Website: [www.cuaa.edu](http://www.cuaa.edu)

## Administrative Officers

Position	Name
President	Patrick Ferry
Executive Vice President and Chief Operating Officer	Allen Prochnow
Provost and Chief Academic Officer	William Cario
Senior Vice President of University Affairs	Gretchen Jameson
Vice President of Advancement	Roy Peterson
Vice President of Information Technology	Thomas Phillip
Vice President of Student Life	Steven Taylor
Vice President, CUAA Operations	Ryan Peterson
Vice Provost of Faculty Affairs	Leah Dvorak

Vice Provost of Enrollment and Student Engagement	Michael Uden
Chair, Faculty Senate	Jordan Beck

## Deans

Department	Name
School of Arts and Sciences	Steven Montreal
Batterman School of Business	Daniel Sem
School of Education	James Pingel
School of Health Professions	Linda Samuel
School of Nursing	Sharon Chappy
School of Pharmacy	Erik Jorvig
Student Life CUAA	John Rathje
Student Life CUW	Steven Gerner

## 2020-2021 Academic Year

### Fall Semester

Date	Day	Event
August 16	Monday	Pharmacy classes begin - Mequon
August 29	Sunday	Opening Service - Mequon
August 30	Monday	First day of traditional classes; Opening Service - Ann Arbor
September 6	Monday	LABOR DAY- No classes
September 13	Monday	Last day to add a full semester course
October 21-22	Thursday - Friday	Fall Break - No traditional undergraduate classes
November 5	Friday	Last day to withdraw from a full semester undergraduate course
November 24	Wednesday	Thanksgiving Recess begins – no traditional undergraduate classes meet after 4:00 pm local time
November 25	Thursday	THANKSGIVING DAY - No Classes
November 26	Friday	University closed- no classes
November 29	Monday	Classes resume
December 13-17	Monday - Friday	Final Examinations, Christmas recess begins after last exam
December 18	Saturday	Commencement Ceremony 1:30 pm - Mequon
December 19	Sunday	Commencement Ceremony 2:00 pm - Ann Arbor
December 25	Saturday	CHRISTMAS DAY

### Winterim

Date	Day	Event
January 3	Monday	Classes Resume – Winterim Begins
January 17	Monday	MARTIN LUTHER KING DAY- No classes
January 21	Friday	Winterim Examinations

### Spring Semester

Date	Day	Event
January 10	Monday	Pharmacy classes begin - Mequon
January 24	Monday	First day of traditional classes
February 4	Friday	Last day to add a full semester course
March 7-11		Pharmacy Spring Recess - Mequon
March 14-18		Spring Recess - Traditional undergraduates
April 1	Thursday	Last day to withdraw from a full semester undergraduate course

April 14	Thursday	Easter break begins - no classes meet that start after 4:00 pm
April 17	Sunday	EASTER
April 18	Monday	Classes resume at 4:00 pm
May 9-13	Monday - Friday	Final Examinations
May 13	Friday	Graduate Student Commencement Ceremony 6:00 pm - Mequon
May 14	Saturday	Undergrad Student Commencement Ceremony 1:30 pm – Mequon
May 15	Sunday	Undergrad Student Commencement Ceremony 2:00 pm – Ann Arbor

## Summer Session

May 16-August 19 Summer Semester 2022

Summer semester courses for traditional undergraduate and graduate programs vary in length from 3-14 weeks. Please see the schedule for course meeting date information.

## Accreditation

Concordia University Wisconsin 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 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 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 the Board of Regents 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:** A 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 may share (overlap) a maximum of 9 credits with the undergraduate core curriculum, or with another major.

**Minor:** A minor is an area of study outside of the major that permits students to pursue a secondary academic discipline. Students may not earn a minor in the same field as their major. A minor must include at least 18 credits. Minors are only available to students earning a baccalaureate degree. A minor may share (overlap) a maximum of 6 credits with the core curriculum, with a major, or with another minor.

**Concentration** (AKA “area of emphasis” or “track”): A concentration is a specific subject area of focus within an approved degree program. A concentration must be at least 12 credits.

**Certificate:** 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 or graduate levels and are a minimum of 12 academic credits. The university also offers non-credit, continuing education certificates which consist of continuing education credits (CEUs). CEUs are not interchangeable with regular academic credits. Concordia also offers graduate professional development (GPD) credits for students seeking professional development experiences (in Graduate Education only); these are not interchangeable with regular academic credits.

**Pathway:** A pathway is a set of undergraduate course sections designed to foster particular skills or knowledge that is interdisciplinary in nature. Pathway sections are so designated on the course schedule, and completion of a pathway is indicated on the transcript. Pathways are a minimum of 21 credits.

## Academic Policies

### Initial Courses

The student should contact his or her program director or advisor, who will recommend the courses in which the student should enroll. Ordinarily, the director or advisor will discuss a long-range program with the student at this time.

### Classification of Students

Class	Credits
Graduate Full-time	9+ Credits
Graduate Three-Quarter-time	6-8 Credits
Graduate Half-time	3-5 Credits
Graduate Less than Half-time	0-2 Credits
Degree	Seeking an Doctor of Education, Doctor of Nursing Practice, Doctor of Occupational Therapy, Doctor of Pharmacy, Doctor of Physical Therapy, Masters Degree, Master of Arts, Master of Science, Master of Business Administration, Master of Church Music, Master of Occupational Therapy, Master of Physical Therapy, Master of Science Athletic Training, Master of Science in Occupational Therapy, Master of Science in Physical Therapy, Master of Science in Rehabilitation Science, Master of Science Physician Assistant Studies, Master of Science in Nursing, Master Social Work
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

Students must be full-time or if not full-time, in their last semester prior to graduation, to participate in intercollegiate competition or to hold any campus office.

A student enrolled in a degree program must matriculate through admissions. Upon his/her acceptance, the University is committed to do all it can to help the student successfully complete his/her chosen program.

During the summer term a full-time load is determined by the number of credits the program offers. Half-time load is three semester credits. The maximum load for a summer session is nine semester hours.

## Conditional Student Credit Load

A student who has been accepted as a conditional student may take 9 credits before being unconditionally admitted (or denied admission) to Graduate Studies. Students may receive no grade lower than a B (3.0) on any of these courses. Other conditions may apply to specific individuals. Failure to meet the conditions stated as conditions for admission will result in the student's immediate dismissal.

## Probationary Students

Students, whose grade-point average (gpa) falls below 3.0, will have 9 credits to bring their cumulative gpa to 3.0. If that gpa is not achieved, the student will be dismissed from the University.

The student may use the appeals procedure to present extenuating circumstances which may lead to readmission as a graduate student. He or she will also need to present a plan for successful continuation in the program.

## Expiration of Courses

Students are expected to make steady progress toward their degree. Unless stated otherwise in the department's policies, courses expire after seven years and need to be retaken if they are to count toward the degree.

## Repetition of Courses

Students may repeat a course in which they receive a grade of C (2.0) or lower. The student must request permission to retake the class prior to the beginning of the class, and this permission is placed on file in the Registrar's Office. At the end of the course, the grade the student received in the repetition of the course is recorded on the transcript; this grade is used to recalculate the grade-point average. The original grade is no longer computed in the grade-point average but does remain on the official transcript. The students will be assessed tuition for the retaken course.

## 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-fail course, not computed in grade point average, credits counted.
NC	0.0 points, failure in pass-fail 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)

## Incomplete Grades

An incomplete grade given in any term (i.e., first and second semester, winterim, or summer) may become a failing grade if the work is not completed within three weeks after the end of the final examination period for that term, or by the time agreed to in writing between the instructor and student. 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. Instructors must inform the Registrar's Office if a change needs to be made to the original incomplete extension date.

## Final Examinations

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.

## Individual Instruction/Independent Study/Guided Study

Students may be given the option of taking a course as Individual Instruction, Independent Study or Guided 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.

Guided Study may be offered by the university when a regularly-scheduled course cannot be run due to low student enrollment in that class.

## Winterim

Winterim offers students the opportunity either to explore topics not in their regular course of study or to take courses that are part of their Core, major, or minor programs. Students pay a reduced per-credit tuition for these three week January courses. Two or three credits are typical; four is the maximum permitted.

## 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 drop 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 \$75 per credit fee.

## 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.

## Academic Probation and Dismissal Policy

In general a graduate/professional student, admitted without condition, who does not maintain a cumulative GPA of at least a 3.0 (after taking 9 credits) is placed on academic probation; s/he then has 9 credits to raise his/her GPA to 3.0 or better. If the student fails to achieve this goal, the appropriate Dean (Mequon) or Campus Dean (Ann Arbor), in consultation with the Program Director, will review each case to determine if dismissal is appropriate. Some graduate and professional programs have established their own standards and procedures for academic probation and dismissal, and for an appeal, which take precedence over the aforementioned general procedure.

## Appeal Process

Graduate or professional students who have been dismissed from their program and had their appeal denied by the program may only appeal to the Provost's Office if they believe that the program's appeal process was not properly followed. If that is the case, the student will present an argument in writing to the Provost's Office. The Chief Academic Officer or designee will examine the request, and if s/he ascertains that due process was not followed, s/he may return the appeal to the program for reconsideration. This decision will be communicated to the student within 10 working days of receiving the request.

All dismissed students may appeal a decision to the President of the University (if at Mequon) or to the Chief Administrative Officer (if at Ann Arbor) in writing within 5 working days of the decision only if they can demonstrate that due process was not followed.

## 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 behavior 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, Assistant Vice President of Academics, and the appropriate Dean. If the student is in an accelerated post-traditional program, the appropriate Center Director joins the ACB. 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<sup>[1]</sup> 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.

## Transcripts

An official transcript bears the seal of the University and the signature of the Registrar or his/her representative. Official transcripts may be given to students or alumni or can be mailed directly to institutions or persons considering the applicant for admission or for employment.

An unofficial transcript is given to the student whose credits are listed thereon and is marked unofficial. Concordia University accepts no responsibility for the accuracy of an unofficial transcript after it has been issued.

Federal regulations require the student's signature before the transcript record can be released. You can access the transcript request form by visiting the Registrar's Office page on our university websites. Transcripts will not be released for students who have a financial hold due to an outstanding balance.

## Graduation 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.

## **Doctoral/Master**

Concordia University confers the doctoral and master's degrees on a student of good character who has met the following requirements:

1. accumulated a cumulative minimum grade point average of 3.00 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 Fee**

A fee is assessed for all graduates to cover graduation expenses. The graduation fee is required of all students, whether or not they attend commencement.

## **Commencement Participation**

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

- completed all coursework toward the degree (or be in the process of taking the final class);
- completed the Graduation Application; and
- paid the graduation fee.

## **Change of Enrollment**

### **Adding a Course**

#### **Face-to-Face Courses, Traditional Semester**

Students may add a face-to-face course before no more than 15% of the scheduled class periods have occurred. After the first week of class, consent of the instructor must also be obtained on the schedule change form to add a course.

#### **Face-to-Face, Non-Traditional Terms**

Students may add a course up to the end of the first week of class.

#### **Online Courses, 16 Week Semester and Non-Traditional**

Students may add an online self-paced course up to eight weeks prior to the class end date. Students may add an online collaborative course up to the end of the first week of class.

#### **Online Courses, Non-Traditional Terms, 8 week courses**

Students may add an online collaborative or self-paced course up to the end of the first week of class.

**All Courses:** Please note, students administratively withdrawn from a course due to excessive absences may not re-enroll in the same course during the same term or semester.

## **Dropping a Course**

Students may request to drop a course at any point in the term; however, the timing of when a student drops has both academic and financial implications. A course must be dropped prior to 2/3 completion of the course in order for it to be listed as a withdraw ("W" grade) on the transcript. Courses dropped after this point are no longer eligible for a withdraw and will receive the letter grade earned. Online self-paced courses dropped after 2/3 completion will be a 0% refund and the student will receive the letter grade earned, regardless of the number of assignments completed.

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

### **Administrative Drop from a Course**

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

- Failure to begin the course in the allotted time frame;
- Failure to comply with attendance policies;
- Disciplinary reasons (i.e. academic dishonesty).

If dropped, 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 dropped from a course.

### **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 from the institution may have implications for student status, financial aid, and future athletic eligibility or program progression.

If active in coursework at the time of the withdraw, the student will be removed from all coursework and last date of attendance will be used to determine course grades and financial responsibility following the *Refund Policies*. Prior to a withdraw 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, he/she must reapply for University admission.

Students who are inactive from coursework for two consecutive semesters, and who have not notified the University of their intention to take a stop out, will be withdrawn from the University for inactivity. Students will be required to reapply to the University if they wish to resume coursework.

#### ***Medical Withdrawal***

Students who are seriously injured/ill and cannot continue in coursework due to medical necessity may be eligible for a medical withdrawal. Students must contact their academic advisor to request a withdrawal and discuss the extenuating circumstances. Medical documentation must be provided within 30 days of the student's notification of withdrawal. Medical documentation will be reviewed by the Provost's Office.

If a medical withdrawal is authorized, 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. If a medical withdrawal is not authorized, tuition, room and board responsibility and a grade for courses will follow the *Refund Policies*. Prior to returning following a medical withdrawal, students must reapply to the University and complete a Health and Wellness Meeting. Students will not be authorized for a medical withdrawal more than once during their enrollment at CU.

### **Temporary Stop Out from the University**

Students who wish to temporarily cease coursework, but plan to register in the future, may request a temporary stop out for up to two semesters after the conclusion of a term. Students must contact their academic advisor and financial aid counselor prior to requesting a stop out, as stopping out of coursework may have implications for student status, financial aid eligibility, athletic eligibility, or program progression.

Prior to returning to coursework, the student may be required to reapply to his/her program. Students who do not return to the University within two consecutive semesters must reapply to the University. Students required to reapply will be subject to the program requirements and policies under the current academic catalog.

### **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.

## 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.

### Attendance Definition

Depending on the course delivery, attendance is defined as seated time in the class (face-to-face courses), an assignment submission (online courses), and/or time present for live video conferencing with the instructor (videoconference courses).

### 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.

### No-Show/Never Attend

Students are considered a no-show if they do not attend or participate within the required timeline of a course or laboratory in which they are registered, and they have not contacted the instructor to indicate their intent. The university reserves the right to assess a fee for failure to begin.

- Students will be dropped when they have failed to begin or never attended a course within the first two weeks for courses 8 weeks or longer.
- Students will be dropped when they have failed to begin or never attended a course within the first week for courses that are less than 8 weeks.

### 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).

An instructor may submit a request for an administrative withdraw if the student's last day of attendance was prior to the withdrawal deadline. If administratively withdrawn for excessive absence, the Registrar will assign the grade of "W" if the student's last date of attendance was prior to the withdrawal deadline. 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.

When administratively withdrawn, the Registrar will assign the grade of "W". A student participating in a course past the withdrawal deadline is not eligible for a withdrawal and will be assessed a final grade.

### 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.

Course Duration	Course Delivery Type	Excessive Absence
16 weeks	Face-to-face (Traditional) & Videoconference	7 or more hours of class
16 weeks	Online	No assignment submissions for 3 or more total weeks online
12 weeks	Face-to-face (Extended Campus) & Videoconference	Three or more 4-hour class sessions
12 weeks	Online	No assignment submissions for 3 or more total weeks online
10 weeks	Face-to-face (Traditional) & Videoconference	7 or more hours of class
10 weeks	Face-to-face (Extended Campus) & Videoconference	Three or more 4-hour class sessions
10 weeks	Online	No assignment submissions for 3 or more total weeks online
8 weeks	Face-to-face (Traditional) & Videoconference	7 or more hours of class
8 weeks	Face-to-face (Extended Campus) & Videoconference	Two or more 4-hour class sessions
8 weeks	Online	No assignment submissions for 2 or more total weeks online
7 weeks	Face-to-face (Traditional)	2 or more hours of class
6 weeks	Face-to-face (Extended Campus) & Videoconference	Two or more 4-hour class sessions
6 weeks	Online	No assignment submissions for 1 or more total weeks online
4 weeks	Online	No assignment submissions for 1 or more total weeks online
3 weeks	Face-to-face (traditional) & Videoconference	7 or more hours of class

## Admissions Procedures

Policies apply to all graduate students; on campus, at extended campus locations, and online.

### Admission to Graduate and Professional Studies

All graduate programs offered by Concordia University are administered by the specific academic departments under the general supervision of the Provost.

Students interested in enrolling in graduate and professional studies are encouraged to contact the Graduate Admission Office at 262.243.4300 or by email at [graduate.admission@cuw.edu](mailto:graduate.admission@cuw.edu) for information on admission requirements and the process. Information may be found online at the Concordia websites, [www.cuw.edu](http://www.cuw.edu) or [www.cuaa.edu](http://www.cuaa.edu).

### Admission Requirements - Professional Programs

Admission requirements are specific to professional programs including:

- Nursing
- Occupational Therapy
- Pharmacy
- Physician Assistant Studies
- Physical Therapy
- Speech Language Pathology

Admission requirements and admission process information is located on individual program pages of this catalog.

### Admission Requirements - Graduate Programs

General requirements for admission to Graduate Studies are:

- Minimum undergraduate GPA of 3.00 for full acceptance.
- Bachelor's degree from a regionally accredited institution.



In addition to these general admission requirements, each program may have other requirements. See individual program pages for additional requirements.

## The Admission Process - Graduate Programs

### 1. Application (Please Submit the Following):

- Application form available at: [www.cuw.edu/apply](http://www.cuw.edu/apply) or [www.cuaa.edu/apply](http://www.cuaa.edu/apply).
- Non-refundable application fee.
- One page essay describing your reason for obtaining a graduate degree.
- Resumé of your education and employment experience.
- Two professional recommendations.
- All official transcripts leading to your bachelor's degree.
- English: Students without demonstrated experience in an English medium academic or professional setting must present a minimum TOEFL score of 79 on the internet based test, an overall band score of 6.5 on the IELTS, an overall 61 on the PTE or an overall 100 on Duolingo for regular acceptance. Students may still be considered for conditional admission without providing an English test result.

Please note:

- Graduate entrance exams such as the GRE are not required
  - If you have completed graduate level classes in the last seven years and wish to have them evaluated for possible transfer, please submit official transcripts.
1. Evaluation- When an applicant's file is complete, the file is forwarded to the Admission Committee. The Admission Committee will make one of four decisions:
- The student is fully admitted to the program with no conditions
  - The student is admitted conditionally and continuation in the program is contingent upon meeting certain conditions that are stipulated in the acceptance correspondence.
  - The student is admitted provisionally and is allowed to take prerequisite courses only.
  - The student is denied admission to Graduate Studies. A letter is sent to the applicant, giving the decision of the Admission Committee.\*

*\*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.*

## Application Deadlines

If there are application deadlines, they are specified on the individual program pages.

## Transfer Credits

Depending on the admission policy of the program, a student may be allowed credit for work completed at the graduate level prior to enrolling at Concordia University. The applicant must provide official transcripts documenting the completed work and the grades obtained for this work. These grades must meet the Concordia admission standards. In order to transfer to Concordia, the number of graduate credits for a course taken at another regionally accredited university must be equal to or greater than the number of credits of a comparable course at Concordia (i.e. a two-credit course cannot transfer in for a required three-credit course). Courses in which the student received lower than a 3.0 (B) will not be considered for transfer. No more than six credits may be transferred from another institution.

## Internal Transfer to Another Graduate Program

If a student wishes to transfer from one program to another (e.g. from Education to Church Music), he or she must submit a Change of Program Form and a new essay explaining the reasons for the transfer to the Graduate Admission Office. Ordinarily new letters of reference are not required. All admission procedures for the new program must be followed. Even though a student has been admitted to one graduate program, he or she is not guaranteed admission to or transfer to another graduate program.

## Financial Aid

### Financial Assistance

Concordia University maintains the Financial Aid Office to assist students finance of their graduate programs. The primary sources of assistance available at Concordia University are educational loans. The Stafford Student Loan Program enables students to borrow federally insured loans through Concordia University Wisconsin. The interest can accrue until the borrower graduates. Students must be admitted and registered for a course before they will receive an award letter. Non degree-seeking students are not eligible for financial aid.

All educational loan programs maintain eligibility requirements based on a confidential “needs analysis”. The Free Application for Federal Student Aid (FAFSA) is the required form needed to determine student loan eligibility. The FAFSA Application is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) (<http://www.fafsa.ed.gov>).

## 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.

## 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/smart/signIn.do> 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:

- Chapter 30 Montgomery G.I. Bill®
- Chapter 31 Vocational Rehabilitation
- 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

### State of Wisconsin Benefits:

- 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](http://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/>)

If you have additional questions and would like to speak to someone in our Veteran Services Department, Please feel free to contact our VA Certifying Official Barb Ellmaker at 262-243-4350 or email at [barb.ellmaker@cuw.edu](mailto:barb.ellmaker@cuw.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.

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, 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 in Education	5 years
Bachelor's Degree in All Other Programs	4 years
Certificate Program in Medical Assistant	1 year

4. **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, financial aid eligibility status of "WARNING" is imposed. Aid automatically continues through one semester of financial aid eligibility status of "WARNING". If a student does not make satisfactory progress during the semester of financial aid eligibility status of "WARNING", or the student has reached the 150% of normal completion time, the student's eligibility for financial aid in later semesters is terminated. Eligibility can be regained by raising the completion rate of credits attempted to 67% and CGPA to above 2.0, unless terminated for exceeding the 150% of normal completion time. The appeal procedure detailed in Section E exists for those students whose aid eligibility is terminated. Students in graduate programs (excluding the school of pharmacy) are required to have a cumulative GPA of 3.0.
5. **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 circumstance. The appeal must also include evidence that the academic advisor believes that the student can be successful, as well as including a plan from the student detailing what the extraordinary circumstance(s) were/are and their plan to be successful in future terms. Completed appeal forms must

be returned to the Financial Aid Office, and will be reviewed by the Director of Financial Aid, or their designee. The outcome of student's appeals will be sent via official University delivery. Students reinstated will be placed on Satisfactory Academic Progress "Probation", and if they do not meet the standards in the next term will be terminated again. In circumstances where a student has appealed and is unable to meet both the 67% completion rate and the 2.0 CGPA requirements for SAP the outcome of the appeal may include an academic plan. This plan which will be created from the SAP appeal process will outline specific criteria that a student must meet during the semesters that this plan covers. Students who do not meet these criteria will be SAP terminated. Students in graduate programs (excluding the school of pharmacy) are required to have a cumulative GPA of 3.0.

6. 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.

## Pathways

A Pathway is a University-wide emphasis consisting of select sections of existing courses. Students must complete a minimum of 15 credits in courses assigned to a specific Pathway. Completion of Pathway requirements culminates in a transcript designation and certificate upon degree completion. Pathway options promotes better enrollment decisions and prepares students for future success in an area of interest..

The School of Pharmacy (SOP) Pathways provide optional paths for students enrolled in the Doctor of Pharmacy curriculum to build their expertise within the pharmacy profession. The Pathways expand the breadth and depth of a pharmacy student's education to help them become pharmacy leaders, addressing the healthcare needs of today and tomorrow. The SOP currently offers Pathways with:

- Pharmacy Administration
- Pharmaceutical Sciences
- Residency
- Underserved

Students can choose to apply to one or more Pathways during the spring semester of their P2 year. Upon acceptance to the Pathway(s), students will work with a SOP Pathways faculty coordinator to select on-campus coursework, experiential rotations, and projects to fulfill the Pathways requirement. Students who successfully complete a SOP Pathway will receive a designation on their transcript. Questions about the SOP Pathways may be directed to Dr. Melissa Theesfeld at [melissa.theesfeld@cuw.edu](mailto:melissa.theesfeld@cuw.edu).

## Student Services

### Graduate Academic & Career Advising

Concordia University Wisconsin employs a Faculty-Advising model whereby each student is assigned a faculty member from their respective program, as their Academic Advisor. This role provides students guidance on course selection, program opportunities, and support throughout each student's studies.

The Center for Academic Advising & Career Engagement serves the career needs of graduate students, as well as alum. 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.

### Tools for Professional Development

- Handshake is our Career Services online tool. You can use this to find jobs, internships, and other career resources. This innovative platform will help take you through college and into the first Handshake with your employer.
- Career Document Series: This is located on our [cuw.edu/careers](http://cuw.edu/careers) website. Visit this for a complete list of information that will be helpful in preparing your professional documents, interviewing, and other aspects of your career.
- Focus v2 will help you find out more about yourself with its skills, personality, values, and work interest assessments. Find out what you can do with your major and how to start down a path toward success.
- CUWConnect is a tool that will allow you to connect with current alumni in your field. Alumni can be an invaluable resource as you pursue your vocation. Create an account and begin searching for mentors and connections in your interest area.

## Institutional Review Board (IRB) Use of Human Subjects in Research

Federal regulations and Concordia University policy require that any research involving human subjects must come before the Institutional Review Board (IRB) for review and approval. This policy pertains to projects for classes, independent studies, thesis and dissertation research, as well as faculty/student collaborative projects. Each research protocol involving human subjects must be reviewed and approved by the IRB prior to beginning

the project. While investigators may contact organizations from which subjects might be recruited, contacting subjects for recruitment or obtaining consent are prohibited actions until IRB approval is received.

Examples of research activities that would fall under IRB purview include:

- Clinical trials
- Experimentation with human tissue
- Review of medical records or other personal data
- Pilot studies and feasibility studies (including single subject studies)
- Research using data on human subjects gathered in earlier projects
- Surveys or questionnaires
- Other social science or educational studies involving human subjects

Certain types of research involving only minimal risk procedures (e.g., the study of individual or group behavior in which the behavior is not manipulated and the subjects are not exposed to any stressful situation) or research deemed to be exempt from full board review by the IRB (e.g., survey research) may be eligible for an expedited review process. Expedited review is generally to be used only in special circumstances such as research involving strict time constraints or special unanticipated opportunities.

For more information, log on to the CUW IRB website at [www.cuw.edu/departments/irb](http://www.cuw.edu/departments/irb) (<http://www.cuw.edu/departments/irb/>). You may also phone the IRB office at (262) 243-4514 or the Office of Institutional Research at (262) 243-4207.

## Academic Resource Center (ARC)

The Academic Resource Center (ARC) provides free services, programs and supports for Undergraduate, Graduate, Center and Online students. The Academic Resource Center is located on the Mequon and Ann Arbor campuses. Hours of operation are Monday - Friday, 8:00 a.m. - 4:30 p.m. For more information email Mequon campus at [arc-as@cuw.edu](mailto:arc-as@cuw.edu) or Ann Arbor campus at [arc-as@cuaa.edu](mailto:arc-as@cuaa.edu).

**Tutoring** - Tutoring is available for frequently requested traditional courses offered at CUW and CUA. 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 or Ann Arbor 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 on the CUW or CUA. campus 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. For more information about the Math Drop-In Desk, contact the ARC on the CUW or CUA. campus.

**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. For more information contact the ARC on the CUW or CUA. campus: [www.cuw.edu](http://www.cuw.edu) or [www.cuaa.edu](http://www.cuaa.edu).

**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, contact the ARC on the CUW or CUA. campus: [www.cuw.edu](http://www.cuw.edu) or [www.cuaa.edu](http://www.cuaa.edu).

## Accessibility Support Services

The Academic Resource Center (ARC) is home to Accessibility Services. Our office collaborates with the CUW and CUA. 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](http://www.cuw.edu/arc) or [www.cuaa.edu/arc](http://www.cuaa.edu/arc). The ARC – Accessibility Services office is committed to students with disabilities and ensuring academic and campus life accessibility needs.

## Counseling Services

A director of counseling supervises the counseling activities on the campus. The director serves as a counselor for students desiring personal counseling. Graduate students may also be referred to agencies in the community as individual needs warrant.

## Computer Access

The University has a number of computer labs available for faculty and students. The University's computer systems also provide a wide range of software application packages (including word processors, spreadsheets, data base systems, graphics, and statistical programs) along with a number of programming language environments and system utilities. Computer accounts are available to all students by request at no cost. The University has a program for students to purchase computers through the institution. See the Information Technology Support department for more information. Information Technology is an academic discipline and we don't support students with computer use.

## Falcon-One Card

All graduate students who plan to use the Concordia University library must receive a Falcon ONE card, which is available at no charge in the Rincker Library. The card will be validated by the Business Office when all fees have been paid. The identification cards remain the property of the University and are subject to return to the University upon termination, change of status or completion of term. Money may be placed on the Falcon ONE card, which may then be used for food services, Book Store purchases, or any other campus expenses.

## Bookstore

The campus bookstore is located in the Student Union. All textbooks for courses, school supplies, gift items, greeting cards and clothing that carries the university emblem are available in the bookstore.

## Health Services

The Health Service is operated at set hours for evaluation and treatment of minor illness, first aid, and consultation regarding health matters. A physician serves as a consultant and for referral. The Health Service instructs and supplies selected personnel with materials for dealing with minor problems. Serious illness and emergencies are referred to local professional health care agencies. All Concordia students are encouraged to carry adequate health and accident insurance, either through the university or individual policies.

## Parking

A parking sticker is required for all student vehicles prior to parking on campus. Parking stickers are issued by Campus Safety. There is no charge for parking stickers. Rules and regulations pertaining to parking can be obtained in the Campus Safety Office.

## Technology Requirements

### 2020-2021 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](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](http://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](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](mailto:Elizabeth.Polzin@cuw.edu). Specific questions regarding technology should be directed to your program chair and/or Technology Services.

## Tuition and Fees

All fees, whether paid by a person or organization, shall be paid in United States dollars. Should payment be received in any foreign currency, the amount received and credited to the account of the student will be the net amount after any loss or gain due to the exchange return between the currency and U.S. dollars, in addition to any cost or service charge to effect the exchange conversion.

### Tuition

The tuition fee for each graduate and professional program is established each academic year. Fees are to be paid online at [my.cuw.edu](http://my.cuw.edu) (<http://my.cuw.edu>) or to the Business Office before the class begins.

### Special Fees

Academic Fees are not refundable. All debit and credit card transactions are subject to a 1.38% transaction fee.

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

### Tuition Deposit

Some graduate and professional programs require a deposit to reserve space in the class. Please see the individual program or admissions for more information.

### International Student Fees

The tuition deposit for international students is \$250.00 and is non-refundable. Additional fees which may be applicable include:

- International Orientation Fee \$150
- International OPT Fee \$75
- International STEM OPT Fee \$200

## Graduation Fee

A fee is assessed to students to cover graduation expenses based on the current fee schedule. Students pay the fee as part of the application to graduate process.

## Health Fee

Some full-time graduate and professional programs require a health fee. See your program for further details.

## Course Fees

Several courses require additional fees for materials, studio time, etc. Any course that carries a special fee will indicate there is a fee in the course description.

## Independent Study and Individual Instruction Fees

A student in a post-traditional program pays the standard class per credit fee.

## Parking Fee

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

## Technology Fee

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

## Transcript Fee

A fee is charged for each transcript provided. Please see the Registrar's Office for current pricing information.

## 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](http://www.my.cuw.edu) (<http://www.my.cuw.edu>). All credit/debit card transactions are subject to a 1.38% transaction fee.
4. Pay by check via the portal at [www.my.cuw.edu](http://www.my.cuw.edu) (<http://www.my.cuw.edu>). 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](http://www.my.cuw.edu) (<http://www.my.cuw.edu>). 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](http://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](https://www.cuw.edu/academics/services/billing/_assets/CashnetPaymentPlanTerms.pdf))

## Graduate Assistants/Graduate Student Employees

Several departments offer graduate assistantships or graduate student employment. See the Graduate Assistant/Graduate Student Employee Handbook for additional information or contact Dr. James Juergensen at 262-243-4214.



## Refund Policy

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:

## Refund Policies

### 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.

No courses may be dropped or withdrawn from during a week when finals are given.

Week:Week # in Courses	Week #	Week #	Week #	Week #	Week #	Week #
16	<b>Week 1</b> 80% <sup>1</sup>	<b>Week 2</b> 75% <sup>1</sup>	<b>Week 3</b> 60% <sup>2</sup>	<b>Week 4</b> 40% <sup>2</sup>	<b>Week 5</b> 25% <sup>2</sup>	<b>Weeks 6-10</b> 0% <sup>2</sup>
						<b>Weeks 11-16</b> 0% <sup>3</sup>
12	<b>Week 1</b> 80% <sup>2</sup>	<b>Week 2</b> 75% <sup>2</sup>	<b>Week 3</b> 50% <sup>2</sup>	<b>Week 4</b> 25% <sup>2</sup>	<b>Weeks 5-8</b> 0% <sup>2</sup>	<b>Weeks 9-12</b> 0% <sup>3</sup>
10	<b>Week 1</b> 75% <sup>2</sup>	<b>Week 2</b> 50% <sup>2</sup>	<b>Week 3</b> 25% <sup>2</sup>	<b>Weeks 4-7</b> 0% <sup>2</sup>	<b>Weeks 8-10</b> 0% <sup>3</sup>	
8	<b>Week 1</b> 75% <sup>2</sup>	<b>Week 2</b> 50% <sup>2</sup>	<b>Week 3</b> 25% <sup>2</sup>	<b>Weeks 4-5</b> 0% <sup>2</sup>	<b>Weeks 6-8</b> 0% <sup>3</sup>	
6	<b>Week 1</b> 60% <sup>2</sup>	<b>Week 2</b> 40% <sup>2</sup>	<b>Weeks 3-4</b> 0% <sup>2</sup>	<b>Weeks 5-6</b> 0% <sup>3</sup>		
4	<b>Week 1</b> 50% <sup>2</sup>	<b>Week 2</b> 25% <sup>2</sup>	<b>Week 3</b> 0% <sup>2</sup>	<b>Week 4</b> 0% <sup>3</sup>		
3	<b>Week 1</b> 50% <sup>2</sup>	<b>Week 2</b> 0% <sup>2</sup>	<b>Week 3</b> 0% <sup>3</sup>			
1	<b>Day 1</b> 50% <sup>2</sup>	<b>Day 2</b> 25% <sup>2</sup>	<b>Day 3</b> 0% <sup>2</sup>	<b>Days 4-5</b> 0% <sup>3</sup>		
Online1-2 Paced	<b>1-2 Assignments</b> 75% <sup>2</sup>	<b>3-4 Assignments</b> 50% <sup>2</sup>	<b>5-6 Assignments</b> 25% <sup>2</sup>	<b>7+ Assignments</b> 0% <sup>2</sup>	<b>Week 6-8</b> (regardless of assignment submissions) 0% <sup>3</sup>	

#### Grades reflected on transcript due to dropping of a class:

- 1 Course not reflected on transcript for traditional undergrads. Grade of W will be issued for graduate and accelerated learning.
- 2 Grade of W will be issued for the course
- 3 The letter grade earned will be issued for the course

## Fees

Academic Fees are not refundable.

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

## Room

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

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):

<b>Date</b>	<b>Percentage</b>
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

## Arts and Sciences Programs

- Bioethics Certificate (p. 32)
- Master of Church Music (p. 26)
- Master of Science in Applied Exercise Science (p. 27)
- Master of Science in Athletic Training (CUAA) (p. 29)
- Master of Science in Athletic Training (CUW) (p. 30)
- Master of Science in Computer Science (p. 32)

## Master of Church Music

The Master of Church Music degree is designed to be completed exclusively in summer sessions or in combination with evening sessions, meeting the needs of church musicians who are not able to take coursework during the traditional academic year. The program enables students to further their knowledge and skills in all aspects of church music with emphasis areas in organ and choral.

While courses are taught from a Lutheran perspective, all denominations are welcome and highly valued in the program. The ecumenical diversity brings an immeasurable strength to the teaching and ongoing discussion of church music.

### The Objectives of the Church Music Degree

#### For all students:

- Demonstrate knowledge of liturgical church music practices, musical forms, and the song of the church
- Demonstrate the knowledge of music theory, and facility in arranging and composing
- Demonstrate appropriate choral conducting techniques
- Possess knowledge on a specific church music topic
- Demonstrate the ability to work with people

#### For Organ Emphasis:

- Improve organ technique for use in service playing or recital
- Demonstrate knowledge of the literature for the organ and of the styles of organ building

#### For Choral Emphasis:

- Improve vocal technique for use in choral directing
- Demonstrate knowledge of the literature for the choir

### Program Learning Outcomes

- Students will exhibit competent performing skills on organ. (Addresses core competencies #1, 2, 3.)
- Students will exhibit strong theoretical/historical/theological knowledge, demonstrated in performance (recital) and communication (writing/speaking) skills. (Addresses core competency #4).
- Students will demonstrate competence in vocal, keyboard and conducting skills as they pertain to choral and hand bell music at a professional level. (Addresses competencies # 1, 2, 3.)
- Students will exhibit professional speaking, writing, and social skills appropriate to their role as church musicians. (Addresses competencies #4, 5, 6, 9.)
- Students will demonstrate understanding of practical, aesthetic, and theological considerations appropriate to successful achievement

in their chosen musical field within church music. (Addresses competencies #5, 6, 7, 8, 10.)

### Curriculum (36 credits)

#### Organ Emphasis

Code	Title	Hours
MUS 551	Choral Conducting	3
MUS 585	Handbell Methods	3
MUS 565	Survey of Christian Hymnody	3
MUS 569	Issues in Church Music	3
MUS 571	Music Heritage of the Church	3
MUS 541	Graduate Theory Review	3
or MUS 642	Form and Analysis	
MUS 545	Composing & Arranging	3
MUS 521	Applied Organ (minimum of 6 credits)	6
MUS 522	Organ Literature	3
MUS 599	Recital, Service, Concert (Recital Paper)	3
MUS 642	Form and Analysis	3
Comprehensive Exams (Written and Oral)		
<b>Total Hours</b>		<b>36</b>

#### Choral Emphasis

Code	Title	Hours
MUS 585	Handbell Methods	3
MUS 565	Survey of Christian Hymnody	3
MUS 569	Issues in Church Music	3
MUS 571	Music Heritage of the Church	3
MUS 541	Graduate Theory Review	3
or MUS 642	Form and Analysis	
MUS 545	Composing & Arranging	3
MUS 551	Choral Conducting	3
MUS 511	Applied Voice (Minimum of 6 credits)	6
MUS 552	Choral Literature	3
MUS 599	Recital, Service, Concert (Recital Paper)	3
MUS 642	Form and Analysis	3
Comprehensive Exams (Written and Oral)		
<b>Total Hours</b>		<b>36</b>

### Admission Procedure in Addition to Admission to the Graduate School

#### To gain degree seeking status in the Master of Church Music program, a student must:

1. Successfully pass the following:
  - a. Qualifying audition with performance of two contrasting works on organ or voice (not required for Handbell Emphasis students);
  - b. MUS 541 Graduate Theory Review/Graduate Theory Review course or MUS 642 Form and Analysis/Form and Analysis;
  - c. Written examination in General Music History.
2. Have a minimum GPA of 3.0 for the last two years (or last 48 credit hours) of undergraduate work. Candidacy status: To achieve candidacy status for the Master of Church Music degree the student must have successfully completed 24 hours of course work in the degree with a GPA of 3.0 or better and passed the Qualifying Audition, Theory and History examinations. All students must

have achieved candidacy status before registering for MUS 591 Practicum or MUS 599 Recital, Service, Concert. Service, Concert.

### Transfer of Credit

Up to six semester hours of transfer credit may be accepted from a nationally accredited graduate school. (For organ emphasis, this includes three credits of applied organ; for choral emphasis this includes one credit of applied voice.) Only courses with a grade of A or B will be accepted for transfer credit. All transfer credits must be certified by the Registrar and approved for the degree program by the director of the program. All transfer credits should fall within a seven-year time limit for the degree. Exceptions must be approved by the director of the program.

### Recital or Concert Organ Emphasis

A recital or service of sacred organ music is required for the Master of Church Music (Organ Emphasis) degree. Students must have passed all portions of the qualifying audition and candidacy status. This recital/concert will be a minimum of 60 minutes in length, with appropriate repertoire chosen by the student and instructor and approved by the department. The intent of the recital or service is to demonstrate the heightened skills acquired through the course of study in organ and church music.

Recital dates can be selected by the student and the instructor based on the school calendar, but final approval must be given by the Music Department Chair.

In addition to playing the recital, the student is to research and analyze the selections, write a paper which presents the findings and provide brief program notes for the recital/concert. The paper is to be properly documented and presented to the music faculty at least three weeks prior to the recital/concert. It is to present the historical facts and insights into the composition and composer which will be used in the interpretation of the music. The department may suggest revisions to this document before granting final approval and acceptance of the paper. A copy of the finished and approved paper will be catalogued and placed into the holdings of the university library.

### Choral Emphasis

A concert or service of sacred music is required for the Master of Church Music (Choral Emphasis) degree. Students must have passed all portions of the qualifying audition and have candidacy status. This concert or service will be a minimum of 60 minutes in length, with appropriate repertoire chosen by the student and instructor and approved by the department. The intent of the concert or service is to demonstrate the heightened skills acquired through the course of study in conducting, church music, and/or singing.

Concert or service dates can be selected by the student and the instructor based on the school calendar, but final approval must be given by the Music Department Chair.

In addition to directing the concert or service, the student is to research and analyze the selections, write a paper which presents the findings, and provide brief program notes for the concert/service. This paper is to be properly documented and presented to the music faculty at least three weeks prior to the concert/service. It is to present the historical facts and insights into the composition and composer which will be used in the interpretation of the music. The department may suggest revisions to this document before granting final approval and acceptance of the paper. A

copy of the finished and approved paper will be catalogued and placed into the holdings of the university library.

### Comprehensive Examination

The comprehensive examination is given at the end of the student's course of study. It is designed to bring together all aspects of the student's study and experiences into one culminating activity of two parts, a written and oral examination. Students must have achieved candidacy status and completed the recital/concert/service before attempting the comprehensive examination.

After the student has thoroughly prepared and completed all courses for the degree, a committee of music faculty will be selected. That committee will consist of two instructors of the student's choosing and the Head of the Master of Church Music program. It is the student's responsibility to secure the consent of each instructor to serve on his/her committee and to coordinate the meeting of this group.

A three-hour time period will be scheduled where the student can take the written portion of the examination. Each committee member will present questions from church music in general or from their area of expertise in particular which can be completed in a one-hour period.

The written examination will be graded and after a reasonable amount of time, an oral examination will be scheduled through the Music Department Office where the student and the instructors can meet and the student can complete and /or extend the answers given in the written examination. If at the end of the Oral Examination, the student's answers are not satisfactory, the committee members may request a portion of the examination be retaken.

## Master of Science in Applied Exercise Science

The Concordia University Wisconsin program in Applied Exercise Science seeks to develop exercise science graduate students in mind, body and spirit for Christian service to the community. The program provides a flexible, blended format of academic and research preparation for entry into various exercise science fields, academic teaching, or for advancement into doctoral programs. Students will be prepared to enter careers in strength and conditioning, wellness and fitness, and clinical exercise physiology. Learning occurs in the classroom, online, in the exercise physiology laboratory, through research experience, and via internship/practicum sites in the community. Each student works with a faculty adviser to develop a thesis project in an area of interest to the student's career goals. Additionally, the student is allowed to take elective credits, adding breadth to the program.

### Program Learning Outcomes

- Demonstrate knowledge of applied neuromuscular, cardiorespiratory, kinesiology and bioenergetics knowledge in healthy and clinical populations.
- Demonstrate the ability to advocate for healthy lifestyles in diverse populations (eg. culture, literacy, age, gender, disability) using physical activity and exercise.
- Expand Exercise Physiology communication skills by providing clear and accurate written and oral assessments of human performance.
- Build lifelong learning and critical thinking skills necessary for applying current movement science research to guide evidence based practice.

- Student will evaluate the integration of Christian faith and ethical practice

## Curriculum

The Master of Applied Exercise Science Program offers core courses on a rotating basis every other year with the exception of MSES 569 (Research Methods) which is offered every Spring semester, MSES 600 (Thesis) which is offered every Fall and Spring semester, and MSN 820 (Basic Statistics) which is offered throughout the year. Placement of MSN 820 (Basic Statistics) is recommended in the first semester of entry into the program.

Code	Title	Hours
MSES 540	Applied Kinesiology	3
MSES 545	Cardiorespiratory Exerci Phys	3
MSES 550	Seminar in Exercise Science	3
MSES 563	Clinical Ex Physiology	3
MSES 565	Neuromuscular Exerc Physiology	3
MSES 569	Research Methods	3
MSES 600	Thesis <sup>1</sup>	6
MSES 757	Bioenergetcs & Weight Control	3
MSN 820	Basic Statistics for Health Care Professionals	3
<b>Electives</b>		
Select 3 elective credits <sup>2</sup>		3
<b>Total Hours</b>		<b>33</b>

<sup>1</sup> The student needs to take at least 6 credit hours of MSES 600 Thesis prior to graduation. It is recommended that the student sign up for 3 credit hours during the first and second semester of thesis work typically completed in the second year of the program.

<sup>2</sup> Elective credits can be taken in most departments on the CUW campus but must be graduate level courses. Elective are determined in consultation with your adviser. You may consult the course catalog to examine potential courses of interest in graduate programs such as Athletic Training, Physical Therapy, Counseling, Business, Social Work, etc. In addition, a Practicum (MSES 560) can be completed for elective credits.

## Curriculum Map

### Fall (Odd Year)

- MSES 540: Applied Kinesiology
- MSES 545: Cardiorespiratory Exercise Physiology
- MSES 600: Thesis
- MSN 820: Basic Statistics

### Spring (Even Year)

- MSES 550: Seminar in Exercise Science
- MSES 563: Clinical Exercise Physiology
- MSES 569: Research Methods
- MSES 600: Thesis
- MSN 820: Basic Statistics

### Fall (Even Year)

- MSES 600: Thesis
- MSES 757: Bioenergetics and Weight Control
- MSN 820: Basic Statistics

### Spring (Odd Year)

- MSES 565: Neuromuscular Exercise Physiology
- MSES 569: Research Methods
- MSES 600: Thesis
- MSN 820: Basic Statistics

## Entrance Requirements

Admission to the Master of Applied Exercise Science program allows students to begin the program in either Fall or Spring semesters.

Entrance requirements include:

- Undergraduate degree in an Exercise Science related field (Examples: Human Performance, Exercise Physiology, Kinesiology, Movement Science, or Athletic Training)
- If undergraduate degree is not in an Exercise Science field, the student must have taken the following prerequisite courses:
- A full year of Human Anatomy and Physiology and
- A one semester course in Exercise Physiology
- Cumulative undergraduate GPA of 3.00 or above for full acceptance (Conditional acceptance can be made for GPAs under 3.00)
- Minimum grade of C in Anatomy and Physiology and Exercise Physiology courses
- Graduate entrance exams, such as the GRE, are not required

Students may apply to the program before all admission requirements and prerequisites are completed, but must be completed prior to matriculation.

## Application Process

Application form available at: [www.cuw.edu/apply](http://www.cuw.edu/apply) (<http://www.cuw.edu/apply/>). In addition to the application, submit:

- Non-refundable \$50 application fee
- One page essay describing your reason for obtaining a graduate degree in applied exercise science and your plans for being successful in a blended learning environment (blended learning is defined as: The utilization of a combination of online learning and face-to-face learning within the same course)
- Resume of education and employment experience
- Two signed letters of recommendation that address potential for success in the program
- All official transcripts leading to bachelor's degree
- Students who have completed graduate level classes and wish to have them evaluated for possible transfer, please submit these transcripts. A maximum of 6 credits may be transferred into the Master of Applied Exercise Science program from outside institutions.

Deadline for applying: August 1st (Fall Semester), January 1st (Spring Semester)

The program retains the right to make curricular changes as needed in order to provide the optimal education program.

Details regarding the completion of the thesis and steps to graduation can be obtained from the Applied Exercise Science program director.

Students will have 5 years from the program admission date to complete the masters thesis including successful oral defense and written thesis chapters.

Breaches of the Concordia University Student Conduct Code and/or Academic Integrity Policy may result in dismissal from the program.

# Master of Science in Athletic Training (CUAA)

## Curriculum

Course	Title	Hours
<b>Year 1</b>		
<b>Fall</b>		
HHP 100	Stewardship of the Body	1
HHP 116	Health Profession Med Term	1
HHP 342	Nutrition Wellness/ Perform	3
ENG 104	Intro to Writing	3
HHP 120	Weight Training	1
HHP 202	Introduction to Kinesiology	3
CCE 140	Science & Humanity	3
Communication/Language		3
<b>Hours</b>		<b>18</b>
<b>Spring</b>		
BIO 191	Human Anat & Phys I	4
REL 110	Christian Faith	3
HHP 210	Health Care Delivery	2
HHP 212	First Aid & Emer Proced & Lab	3
MSAT 274	Care and Prevention of Athletic Injuries	3
PSY 101	General Psychology	3
<b>Hours</b>		<b>18</b>
<b>Year 2</b>		
<b>Fall</b>		
BIO 192	Human Anat & Phys II	4
HHP 371	Exercise Physiology	3
MATH 205	Statistics I	3
CCE 110	Western Culture & Worldview	3

Society and Culture		3
<b>Hours</b>		<b>16</b>
<b>Spring</b>		
HHP 375	Biomechanics	3
CCE 120	Western Thought & Worldview	3
CCE 130	Christian Citizen	3
HHP 192	Basic Taping & Wrapping Techn	1
Faith and Life		3
Human creativity and Expression		3
<b>Hours</b>		<b>16</b>
<b>Year 3</b>		
<b>Fall</b>		
MSAT 551	Orth Assess/ Mgmt of LE	3
MSAT 553	Therapeutic Mod for Ath Inj	3
MSAT 554	Palp & Func Anatomy for ATs	3
MSAT 542	Clinical Education I	2
REL 100	The Bible	3
<b>Hours</b>		<b>14</b>
<b>Spring</b>		
MSAT 552	Orth As/ Mgmt- UE/Head/ Neck/Spn	3
MSAT 555	Therapeutic Exercise	3
MSAT 532	Psychosocia Principles of Athletic Training	3
MSAT 556	Acute Emerg Care of Ath Inj	3
MSAT 543	Clinical Education II	2
<b>Hours</b>		<b>14</b>
<b>Year 4</b>		
<b>Fall</b>		
MSAT 544	Clinical Education III	3
MSAT 512	General Medical Conditions Assessment & Diagnosis	3
MSAT 541	Athletic Training Seminar	1
MSN 820	Basic Statistics for Health Care Professionals	3

MSAT 557	Advanced Injury Management	3
<b>Hours</b>		<b>13</b>
<b>Spring</b>		
MSAT 545	Clinical Education IV	3
MSAT 541	Athletic Training Seminar	1
MSAT 578	Pharmacology for Athletic Trainers	3
MSAT 559	Admin & Organization of AT	3
MSAT 568	Research Methods in Sports Medicine	3
HHP 265	Healthy Lifestyles	3
<b>Hours</b>		<b>16</b>
<b>Year 5</b>		
<b>Fall</b>		
MSAT 546	Clinical Education V	3
MSAT 599 or MSAT 573	Thesis in Athletic Training or Athletic Training Capstone	3
MSAT 541	Athletic Training Seminar	1
Upper Level Approved Elective (>300)		3
Upper Level Approved Elective (>300)		3
<b>Hours</b>		<b>13</b>
<b>Spring</b>		
MSAT 547	Clinical Education VI	3
MSAT 599 or MSAT 573	Thesis in Athletic Training or Athletic Training Capstone	3
MSAT 541	Athletic Training Seminar	1
Upper Level Approved Elective (>300)		3
Upper Level Approved Elective (>300)		3
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>151</b>

## Master of Science in Athletic Training (CUW)

The CAATE accredited Concordia University Wisconsin (CUW) Master of Science in Athletic Training (MSAT) program will provide students with the professional preparation necessary to succeed as an entry-

level athletic trainer. The program will provide students an educational experience encompassing communication, problem solving, clinical skills, and service. As a result, students graduating from the program will possess the knowledge, skills, and abilities of a successful clinician, will be prepared to pass the Board of Certification Examination, and will be eligible for appropriate state credentialing. The CUW MSAT program will accomplish its mission through a holistic approach to the development of the mind, body, and spirit.

The CUW MSAT program consists of 70 graduate level credits, completed over the course of six (6) semesters. The program enhances this classroom education with extensive hands-on clinical experiences in a variety of settings, under the supervision of health care professionals.

Students in the MSAT program complete six (6) semesters of clinical education rotations, including an immersion experience.

**Dual Degree Program:** At CUW, students can pursue a dual degree curriculum, earning a Bachelor of Science in Sports Medicine degree and Master of Science in Athletic Training degree. Students in the dual degree program typically complete two (2) years of prerequisite and core coursework prior to applying for admission to the MSAT program.

Following admission, dual degree students have two curriculum sequence options:

**3 Year (Standard) Track:** Complete three (3) years of graduate level MSAT coursework. Typical total time to completion is five (5) years.

**2 Year Scholars Track:** Complete two (2) years of graduate level MSAT coursework. Typical total time to completion is four (4) years.

### Program Learning Outcomes (PLOs)

- Students will communicate effectively with others in an oral or written professional format.
  - Students will communicate professionally, to a variety of audiences, utilizing various media modes.
  - Students will write clearly and professionally, using appropriate medical vernacular.
  - Students will demonstrate the ability to work collaboratively with other professionals in a team approach to practice.
- Students will demonstrate effective critical thinking and problem solving.
  - Students will identify and analyze a research problem or clinical question.
  - Students will apply an evidence-based model to make informed decisions about patient care.
  - Students will demonstrate data fluency through effective analysis and application.
- Students will demonstrate the knowledge, skills, and abilities expected of an entry-level athletic trainer.
  - Students will demonstrate an understanding of the importance of health promotion and injury prevention.
  - Students will demonstrate the ability to perform a thorough clinical examination, formulate an appropriate diagnosis, and refer to another health care provider if necessary.
  - Students will determine and apply appropriate therapeutic interventions.
  - Students will utilize appropriate psychosocial strategies and recognize the need to refer a patient to another health care provider if necessary.

- e. Students will abide by the moral, ethical, and legal obligations established by the Board of Certification and applicable State Regulatory Agencies.
  - f. Students will understand the administrative and organizational duties required of an entry-level athletic trainer.
4. Students will understand the role of a Christian health care provider.
    - a. Students will demonstrate an understanding of the Christian faith and other worldviews, as it relates to the profession of athletic training.
    - b. Students will identify the importance of serving diverse populations in the Church and the World.

## Program Performance Outcomes (PPOs)

1. The athletic training faculty will provide a purposeful, challenging, and engaging learning environment.
2. The program will provide students with an array of clinical education experiences through various settings and placements.
3. The preceptors will provide an engaging, supportive, and deliberate clinical education experience.
4. Students will complete the Master of Science in Athletic Training program, graduate from the University, achieve certification through the Board of Certification, and will be eligible for appropriate state credentialing.
5. Graduates will obtain sustainable employment in the field of athletic training, a related health profession, a field of choice, or be pursuing additional educational opportunities.

## Curriculum

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
BIO 191	Human Anat & Phys I (Natural World) <sup>2</sup>	4
PSY 101	General Psychology (Human Beings and Being Human)	3
<b>Remaining Core</b>		<b>38</b>
<b>Required Prerequisite Courses</b>		
BIO 192	Human Anat & Phys II <sup>2</sup>	4
EXPH 470	Exercise Physiology	4
HHP 342	Nutrition Wellness/Perform	3
MSAT 175	Seminar in Athletic Training I	1
MSAT 275	Seminar in Athletic Training II	1
MSAT 350	Appl Biomechanics & Arthrokin	3
SCI 110	Intro Life & Phys Sci	4
<b>Required Major Courses</b>		
MSAT 505	Professional Development	1
MSAT 515	Patient Centered Care	3
MSAT 525	Athletic Training Foundations with Lab	3
MSAT 530	Psychosocial Aspects of Athletic Training	3
MSAT 535	Emergency Care in Athletic Training with Lab	3
MSAT 550	Therapeutic Modalities with Lab	3
MSAT 560	Recognition & Evaluation of Orthopedic Injuries I with Lab	4
MSAT 561	Recognition & Evaluation of Orthopedic Injuries II with Lab	4
MSAT 562	Recognition & Evaluation of Orthopedic Injuries III with Lab	4

MSAT 565	Rehabilitation Techniques of Orthopedic Injuries I with Lab	3
MSAT 566	Rehabilitation Techniques of Orthopedic Injuries II with Lab	3
MSAT 569	Research Methods	3
MSAT 574	General Medical Conditions with Lab	4
MSAT 575	Case Studies in Athletic Training	3
MSAT 579	Administration & Management in Athletic Training	4
MSAT 580	Athletic Training Clinical I	2
MSAT 581	Athletic Training Clinical II	2
MSAT 582	Athletic Training Clinical III	3
MSAT 583	Athletic Training Clinical IV	3
MSAT 584	Athletic Training Clinical V	3
MSAT 590	Immersion Experience in Athletic Training	6
MSAT 595	Capstone	3
<b>Electives</b>		<b>15</b>
<b>Total Hours</b>		<b>150</b>

<sup>2</sup> Must earn a B (3.0) or C (2.0), or better

### MSAT Admission Requirements

All students applying for admission to the CUW MSAT program will be required to submit the following:

- Application
- Background check
- Two letters of recommendation
- Proof of CPR certification: American Heart Association (AHA) certification for Basic Life Support (BLS)
- Verification of 20 hours of athletic training observation

### Dual Degree MSAT Program Admission Requirements

- Dual Degree: 3.00 GPA, BIO 191 & BIO 192: C minimum
- Dual Degree Scholars: 3.50 GPA, BIO 191 & BIO 192: B minimum
- Prerequisite coursework:
  - BIO 191 Human Anat & Phys I
  - BIO 192 Human Anat & Phys II
  - EXPH 470 Exercise Physiology
  - HHP 342 Nutrition Wellness/Perform
  - MSAT 175 Seminar in Athletic Training I
  - MSAT 275 Seminar in Athletic Training II
  - MSAT 350 Appl Biomechanics & Arthrokin
  - PSY 101 General Psychology
  - SCI 110 Intro Life & Phys Sci

PLEASE SEE THE CONCORDIA UNIVERSITY WISCONSIN MASTER OF SCIENCE IN ATHLETIC TRAINING WEBSITE FOR MORE INFORMATION REGARDING PROGRAM SPECIFIC INFORMATION, OUTCOME DATA, REQUIREMENTS, AND POLICIES AND PROCEDURES.



# Master of Science in Computer Science

Combining sound Computer Science concepts with real-world skills, CUW's MS CS program will help you develop your mind and spirit for the challenges of Computer Science vocations.

Computer Science involves the creation of technology used to solve problems along with a foundational understanding of how existing technology is implemented. Today, every business and enterprise requires Computer Science in order to function productively, efficiently and competitively in the global economy. Succinctly, computer science is the engine powering the implementation and optimization of current technology.

The MS in CS will prepare the student to be a highly proficient computer scientist, able to create complex hardware and software systems, a manager of complex information technology (IT) systems, a leader of a technical team, or a successful student in a Ph.D. program in computer science or in a related field.

Building on the student's undergraduate background in the field, the program is designed to deepen the student's skills and knowledge in the principal areas of computer science. Problem solving, collaboration, creative design processes, close contact with professional literature, writing, presentation, and ethical practices grounded in a Christian worldview are incorporated throughout the program.

Our program is designed to meet the needs not only of current CS professionals and new graduates interested in CS, but also those who enjoy creating technology to solve problems. It will provide you with the foundational knowledge and skills to understand computer systems and their relationship to business problems.

Our MS CS program emphasizes ethical computing. How a Christian professional responds to the needs of clients, users and society in general is of paramount importance within our program. A Christian worldview is integrated within the curriculum and each course.

## Program Learning Outcomes

- a solid, classic foundation in graduate-level computer science
- excellent preparation for professional positions in software development and other technical and design oriented pursuits in computing
- excellent preparation for Ph.D.-level study in computer science or related fields
- intense, focused classroom instruction with an immersive experience

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 510	Vocation Computing	3
CSC 515	Artificial Intelligence	3
CSC 525	Cybersecurity	3
CSC 530	Database & Info Management	3
CSC 540	Applied Computer Networking	3
CSC 548	Mobile Computer Architecture	3
CSC 560	Applied RESTful APIs and Integrations	3
<b>Please select one of the following concentrations.</b>		<b>9</b>

### Computer Science Concentration

CSC 543	Advanced Algorithms
CSC 547	Compilers
CSC 549	Language Theory
<b>Information Systems Concentration</b>	
CSC 552	Advanced Networking
CSC 545	System Design and Configuratio
CSC 550	System Admin and Maintenance
<b>Total Hours</b>	<b>30</b>

## Bioethics Certificate

The bioethics certificate program, developed by the Concordia Center for Bioethics under the auspices of the Departments of Theology and Philosophy, offers a course of study designed for persons involved in rehabilitative sciences, nursing, health care practice, research, administration, pastoral ministry, or litigation.

Earning the Certificate will be especially useful for those who often face ethical questions that inevitably arise in the health care setting. This certificate will testify that its holder has completed an intensive program of graduate study in moral theory, theological principles, ethical decision making, and the current literature of bioethics.

It will also indicate that its holder has gained experience in the practical application of moral principles, ethical theory, theology, and the law to issues involving biology and health care.

This certificate can be earned in conjunction with a master's or doctoral degree at CUW or as a standalone graduate certificate.

The Certificate Program incorporates into its design as much flexibility as possible so that students from anywhere in the country may enroll. The program's schedule is self-paced, with all of the courses offered online.

## Program Mission

The academic program of the Concordia Center for Bioethics (CCB) applies Christ-centered thought to issues involving biology and health care. Students in CCB courses will analyze and apply ethical principles grounded in a biblical understanding of the world and informed by contemporary scholarship.

## Curriculum

Total credit hours: 12

Prerequisites: a bachelor's degree from an accredited university with an overall GPA of 3.0 or above

Transfer credits: case-by-case basis, up to a maximum of two courses

Grade requirements: B (3.00) average or higher in certificate courses

Code	Title	Hours
CCB 500/800	Moral Reasoning & Bioethics	3
CCB 520/820	Clinical Issues in Bioethics	3
CCB 540/840	Bioethics & Biotechnology	3
CCB 560/860	Bioethics and the Law	3
<b>Total Hours</b>		<b>12</b>

## Business Programs

- Doctor of Business Administration (p. 33)
- Master of Business Administration (p. 34)
- Master of Science in Organizational Leadership and Administration (p. 43)
- Master of Science in Product Development (p. 43)

## Doctor of Business Administration

The Doctor of Business Administration (DBA) is the highest accredited academic business degree at Concordia University that is designed to address current challenges faced in today's business environment. Faculty are industry experts that blend applied learning with theory development to address everyday challenges. Students will develop scholar-practitioner skills to address practical business challenges and learn how to transform organizations for improved performance through grounded research methods. The course work is designed for students to acquire evidence-based decision-making skills that will prepare them to lead in business, healthcare, non-profit, education, government, and other professional industries. The DBA concentrations are: Financial and Economic Management, Organizational Change and Performance, and Healthcare Administration.

### Program Learning Outcomes

1. Compose ethical business solutions to complex organizational problems.
2. Formulate scholar-practitioner knowledge for organizational success.
3. Design qualitative and quantitative research projects related to business.
4. Evaluate organizational structure and design for productivity.

### Curriculum

Code	Title	Hours
<b>DBA Core Requirement</b>		<b>18</b>
<b>DBA Concentration Requirement</b>		<b>12</b>
<b>Dissertation and Advising</b>		<b>6</b>
<b>Dissertation Course Requirement</b>		<b>12</b>
<b>Research Course Requirement</b>		<b>12</b>
<b>Total Hours</b>		<b>60</b>

### Year One

Code	Title	Hours
DBA 9010	Introduction to Scholarship	3
EDG 9180	Organizational Learning, Performance, and Change	3
Concentration Course		3
DBA 9115	Statistics for Research	3
DBA 9120	Scholarship Inquiry	3
Concentration Course		3
<b>Total Hours</b>		<b>18</b>

### Year Two

Code	Title	Hours
EDG 9020	Innovative and Entrepreneurial Leadership	3
DBA 9100	Doctoral Research and Writing I (Chapter 2)	3
DBA 9210	Quantitative Research Design	3

DBA 9215	Qualitative Research Design	3
Concentration Course		3
EDG 9030	Servant and Ethical Leadership	3
<b>Total Hours</b>		<b>18</b>

### Year Three

Code	Title	Hours
DBA 9200	Doctoral Research and Writing II (Chapter 1)	3
Concentration Course		3
DBA 9220	Doctoral Research and Writing III (Chapter 3)	3
DBA 9110	Business Analysis and Analytics	3
DBA 9015	Quantitative Business, Quality Management and Productivity	3
DBA 9380	Dissertation DBA Capstone	3
<b>Total Hours</b>		<b>18</b>

Note: Course schedule subject to change

### DBA Core Requirement

Code	Title	Hours
DBA 9010	Introduction to Scholarship	3
EDG 9180	Organizational Learning, Performance, and Change	3
EDG 9020	Innovative and Entrepreneurial Leadership	3
DBA 9110	Business Analysis and Analytics	3
DBA 9015	Quantitative Business, Quality Management and Productivity	3
EDG 9030	Servant and Ethical Leadership	3
<b>Total Hours</b>		<b>18</b>

### DBA Concentration: Financial and Economic Management Concentration

Code	Title	Hours
DBA 9330	Economic Theory and Business Effectiveness (Year 1 Term 3)	3
DBA 9340	Financial Theory and Decision Making (Year 1 Term 6)	3
Elective (Year 2 Term 5)		3
Elective (Year 3 Term 2)		3
<b>Total Hours</b>		<b>12</b>

### DBA Concentration: Organizational Change and Performance

Code	Title	Hours
EDG 9290	Diversity and Culturally Responsive Leadership (Year 1 Term 3)	3
DBA 9310	Scenario Planning (Year 1 Term 6)	3
Elective (Year 2 Term 5)		3
Elective (Year 3 Term 2)		3
<b>Total Hours</b>		<b>12</b>

### DBA Concentration: Health Care Administration

Code	Title	Hours
DBA 9315	Legal and Ethical Issues for Healthcare Professionals (Year 1 Term 3)	3

DBA 9320	Managing Human Capital in Healthcare (Year 1 Term 6)	3
	Elective (Year 2 Term 5)	3
	Elective (Year 3 Term 2)	3
<b>Total Hours</b>		<b>12</b>

### Dissertation and Advising

Code	Title	Hours
DBA 9370	Dissertation Seminar&Advising	1
DBA 9370	Dissertation Seminar&Advising	1
DBA 9370	Dissertation Seminar&Advising	1
DBA 9370	Dissertation Seminar&Advising	1
DBA 9370	Dissertation Seminar&Advising	1
DBA 9370	Dissertation Seminar&Advising	1
<b>Total Hours</b>		<b>6</b>

### Dissertation Course Requirement

Code	Title	Hours
DBA 9100	Doctoral Research and Writing I (Chapter 2)	3
DBA 9200	Doctoral Research and Writing II (Chapter 1)	3
DBA 9220	Doctoral Research and Writing III (Chapter 3)	3
DBA 9380	Dissertation DBA Capstone	3
<b>Total Hours</b>		<b>12</b>

### Research Course Requirement

Code	Title	Hours
DBA 9115	Statistics for Research	3
DBA 9120	Scholarship Inquiry	3
DBA 9210	Quantitative Research Design	3
DBA 9215	Qualitative Research Design	3
<b>Total Hours</b>		<b>12</b>

## Master of Business Administration

Concordia University Wisconsin's Master of Business Administration (MBA) program is designed to prepare students to meet the challenges of a changing administrative environment. The curriculum provides a broad base of knowledge needed by managers and executives. While the MBA is designed for those in business professions, it is readily adapted to meet the needs of students from engineering, health, non-profit, religious and other backgrounds.

### Batterman School of Business and Haab School of Business Graduate Programs

#### Mission

The Batterman School of Business emboldens a global network of transformational and collaborative Christian leaders, dedicated faculty, entrepreneurial students, and active alumni who come together to create maximum social impact through ethical practice, innovation and service.

Led by our Christ-centered values, we believe that the best business leaders demonstrate both uncompromising compassion and unmatched competitive skill. Because of this, our education develops students to master the "triple bottom line:" people, planet, profit. As a Concordia business graduate, you can expect to stand out as you develop a

genuine, ethical mindset alongside a strength of business acumen that is unmatched in the market.

### Program Learning Outcomes (PLOs)

Students will...

- Formulate appropriate and enlightened responses to Christian ethical dilemmas (GLO#1);
- Demonstrate professionalism and adhere to ethical standards in development of globally-minded business solutions (GLO#1 and GLO#2);
- Lead in an ethical and responsible manner that demonstrates an understanding of how management plays a role in societal issues (GLO#2);
- Evaluate an organizations external and internal environment in order to formulate strategic positions (GLO#3);
- Integrate evidence-based approaches to maximize social impact (GLO#3);
- Redefine problems and opportunities through novel solutions and fresh perspectives (GLO#4);
- Develop investigative and critical thinking skills to explore complex questions in order to solve challenging business problems (GLO#4);
- Demonstrate the ability to communicate quantitative and qualitative information effectively (GLO#5);
- Communicate and collaborate after engagement of self-reflection (GLO#5);
- Collect, analyze and interpret data to arrive at strategic decisions (GLO#6);
- Demonstrate disciplined data driven thinking that is clear, rational and open-minded (GLO#6);
- Demonstrate ability within area of business expertise to analyze, evaluate, and create.

GLO = Global Learning Outcomes for Concordia University Wisconsin

### Program Structure

The Master of Business Administration (MBA) degree requires thirty-six (36) semester hours of credit comprising of twelve (12) courses. A thesis is not required for this degree. The program consists of six eight-week terms per year. Students must complete all requirements for the MBA degree within five years of matriculation.

Classes are taught online; at the Mequon, WI and Ann Arbor, MI campuses; as well as Appleton, Beloit, Green Bay, Kenosha, Madison, Midtown, Miller Park Way, and Waukesha center locations. Visual collaboration classes are available for some courses.

Students will take an assessment before beginning the program and again during the capstone class. This assessment is not graded nor is it placed in student files. The assessment is used for the sole purpose of accreditation.

The capstone course, MBA 590 Strategic Management, must be taken as the final class in the program unless other arrangements are made with the Director of the MBA program.

### Core: Students complete five (5) courses for a total of fifteen (15) credits:

MBA 519 Ethical Leadership for Dynamic Organizations

MBA 534 Mastering Analytics and Decision Making

MBA 544 People-Focused Management

MBA 562 Financial Analysis to Drive Business Growth

MBA 500 Managerial Economics and Econometrics

**Concentration: Students chose four (4) courses from the following concentration areas for a total of twelve (12) credits:**

Accounting

Communications & Public Relations

Finance

Healthcare Leadership

Human Resource Management

Innovation & Entrepreneurship

International Business

Management

MIS (Management Information Systems) (STEM)

Nonprofit Management & Leadership

Public Administration

Risk Management

Sport and Hospitality Management

Strategic Marketing

Sustainability Management & Analytics (STEM)

**Interdepartmental Concentrations.** Students may request to substitute an MBA concentration for an interdepartmental concentration with the permission of the MBA Program Director.

**Leadership**

MSL 505 Theories, Strategy and Visioning for Leadership

MSL 510 Self Leadership

MSL 520 The Relational Leader

MSL 580 Leadership in Diverse Communities

**Informatics**

IPE 810 Introduction to Informatics (non-health care track)

IPE 820 Information Systems and Technology

IPE 825 Database Structures and Processes

MBA 827 Project Management

IPE 840 Informatics Analytics in Practice

**Multiple Concentrations.** Students may choose to earn a degree with two or more concentrations. Students will select four

(4) courses from an additional concentration. For additional concentrations students can count up to two courses that overlap between concentrations. However, each concentration requires completion of a minimum of three (3) unique courses in those subsequent concentrations.

**Course Substitution.** Students that hold a bachelor's degree in accounting can request to have the core course MBA 540 Acct: Fin Analysis/Decision waived and substituted for a preapproved course by the MBA Program Director.

**Experiential Learning: Students chose two (2) courses for a total of six (6) credits.**

MIB 570 Study Abroad (Africa, Austria, Costa Rica, and China)

MBA 587 Industry Leaders Seminar Series

MBA 845 Internship

See MBA Program Director for additional special topics.

**Capstone: Students take a three (3) credit capstone course last.**

MBA 590 Strategic Management

**Admission Requirements**

- Bachelor's degree from an accredited university.
- Minimum undergraduate GPA of 2.75 out of 4.0 for acceptance.
- Students with a GPA of 2.74 – 2.25 may be provisionally admitted by the MBA Program Director and have to meet special academic provisions.

**Program Prerequisites**

The MBA program has four prerequisite content areas. These prerequisites are not required prior to starting the program but must be completed prior to taking the corresponding MBA course. Students will be evaluated as to whether they will need to fulfill any prerequisites. Students may have fulfilled prerequisites as part of their undergraduate studies. These content areas are Accounting, Finance, Management and Statistics. Students may fulfill these prerequisite content areas by either taking traditional or non-traditional 3 credit courses, CLEP or DSST examination, have them waived based on professional experience, or all prerequisite content areas can be fulfilled by taking a single course MBA 513 Business Foundations for Administrative Professions (3 Cr).

**International Student Prerequisite Requirement.** International students are required to complete MBA 505/805 Graduate School Success (3 cr.) as part of their degree program; thus, the minimum required credits for degree completion is increased by three (3) credits unless otherwise approved by the MBA Program Director.

**Course Transfer Policy**

The MBA program will accept up to six (6) hours of transfer credit, based upon the following criteria:

- Courses transferred must be comparable in scope and subject matter to courses offered in the MBA program.
- Courses transferred must have been completed at the graduate level from an accredited institution.
- Courses must have been completed with at least a 3.0 on a 4.0 scale.

- Transfer credits must not be older than seven years unless approved by the MBA Program Director.
- Transfer grades will not be used to compute CUW GPA.

The MBA Program Director will evaluate student transcripts from other institutions to determine which courses will be accepted. Credits that students would like to see transfer into the program should be evaluated prior to beginning the program.

## Graduation Requirements

To be awarded an MBA degree, a student must complete all 36 credit hours with a minimum cumulative GPA of 3.0 and at least a C- in all MBA courses. Students must fill out an online Request to Graduate form while in their final class. Once the final grade has been posted in a student's final class, the student must notify the MBA Office to begin file processing for creating a diploma. Please refer to the Graduation Information page on the Concordia website for important graduation deadlines.

## General Information. MBA Programs and Graduate Certificates

**Absence Policy.** Due to the intensive nature of the program, students are allowed only one excused absence per course defined as an emergency, personal illness or travel on business. Students with more than one excused absence, or any unexcused absence, may be withdrawn from that course and may have to repeat, at the discretion of the MBA Program Director.

**Academic Advising.** Upon admission to the program, each student will be assigned an advisor. This advisor will assist the student in program planning, career counseling, and any matters pertaining to due process within the program. Please consult your acceptance letter for the name of your advisor.

**Drop Policy.** If the student drops a full class within seven days of the course start date, the student will be charged a \$60 late drop fee. If a student drops an on-campus class that is already in progress, the student will be refunded based on attendance (please refer to Refund Policy under Financial Information). If a student drops an online course, the refund is based on assignments completed (please refer to Refund Policy for online courses). Please check student web portal for link and instructions on how to drop a class.

**Grade Point Average.** Students pursuing an MBA degree or Graduate Certificate must earn a grade of a C- or better in all MBA courses to earn a business degree or certificate. Students are also required to maintain a minimum cumulative GPA of 3.0. Student's with a cumulative GPA lower than 3.0 will be placed on probation. Students placed on probation will have three classes (nine credits) in which to raise their cumulative GPA to a 3.0 or better and are required to receive at least a "B" in all three classes, while a Graduate Certificate student placed on probation will have one class (3 credits) to raise their cumulative GPA to a 3.0 or better. If a student is unable to do so, the student will be suspended from the University. Additionally, students taking MBA 505 and/or MBA 513 are required to pass courses with a B or better.

**Late Registration.** Students who attend a class without being on the class roster will be charged a \$60 late registration fee. Once the MBA term has begun, students must register for classes through the MBA office.

**Suspension.** Suspended students may appeal their academic dismissal as outlined under "Appeals Process for Academic Dismissal" within the Graduate & Professional Studies Academic Catalog.

**E-Mail.** Correspondences from the MBA Office will only be made to Concordia e-mail accounts. Such communications may include copies of the MBA schedules, term openings, policy changes, class changes, and registration concerns.

### Advanced Standing Undergraduate and Accelerated Learning

**Students.** Concordia University undergraduate and Accelerated Learning students in good standing, with a 3.0 cumulative GPA, and senior status are eligible to take up to 6 credits of MBA courses at the 500 level under the discretion of the MBA Program Director and student's advisor. Advanced standing undergraduates and AL students that take MBA courses will be charged at the current undergraduate and AL tuition rates and conditions, including overload fees, respectfully. Students that are accepted into the MBA program and receive a B or better in MBA courses taken as an undergraduate can apply up to 6 credits towards the MBA program.

For additional information please see the Master of Business Administration Student Handbook.

## Curriculum

The MBA program consists of 36 credits which include five (5) core courses, four (4) concentration courses, two (2) experiential learning courses and a one (1) capstone course. The MBA core curriculum is designed to encourage curiosity and open-mindedness while providing fundamental business business principles. Concentration areas allow individuals to build expertise and confidence in core competencies. Experiential Learning provides additional global perspective and cultural knowledge on top of business proficiencies obtained in core and concentration courses. The MBA program concludes with an overarching capstone experience. Courses are 3 credits unless otherwise indicated.

## Core Courses

Code	Title	Hours
MBA 519	Ethical Leadership for Dynamic Organizations	3
MBA 534	Mastering Analytics and Decision Making	3
MBA 544	People-Focused Management	3
MBA 562	Financial Analysis to Drive Business Growth	3
MBA 500/800	Managerial Economics	3
MBA 590/890	Strategic Management	3
<b>Total Hours</b>		<b>18</b>

## MBA Concentration Courses

One unique feature of the Concordia University MBA Program is the selection of four (4) courses in a concentration area emphasis. Students may pursue multiple concentration areas through the selection of four (4) additional courses within a different concentration. If a course is listed in both selected concentrations then a student is only required to complete a minimum of three (3) separate unique courses from the additional concentration.

## Accounting

Acquire knowledge of how to lead an organization through the application of accounting principles as well as gain confidence in complex decision-making.

Code	Title	Hours
<i>Pick 4 courses from the following list:</i>		12
MBA 524/824	Systems Analysis & Design	
MBA 525/825	Advanced Auditing	
MBA 529/829	Database Management	
MBA 530/830	Corporate Finance	
MIB 530/830	Global Production Systems	
MBA 532/832	Governmental Accounting	
MBA 540/840	Acct:Fin Analysis/Decision	
MMC 540/840	Pub Speak:Reprt/Present	
MBA 541/841	Mergers and Acquisitions	
MBA 576/876	Fraud Management	
MBA 623/923	Statutory Accounting	
<b>Total Hours</b>		<b>12</b>

## Communications and Public Relations

Learn to enhance the visibility and reputation of your organization by focusing on communication strategy, brand management and consumer trust.

Code	Title	Hours
<i>Pick 4 courses from the following list:</i>		12
MBA 502/802	Publicity and Public Relations	
MMC 506/806	Group Dynamics & Leadership	
MBA 511/811	Social Marketing Strategies	
MBA 514/814	Corp Governance & Board Dev	
MMC 520/820	Manag Comm Prac & Prin	
MMC 525/825	Eff Business Writing & Mrktplc	
MBA 527/827	Project Management	
MLS 530	Admin Law & Process	
MPA 535	Budget in Public Agenc	
MMC 540/840	Pub Speak:Reprt/Present	
MPA 540	Public Program Evaluation	
MMC 547/847	Adv Intrper Comm/Intrview	
MPA 568	Public Personnl Admin	
MPA 569	Intergovernmental Relations	
<b>Total Hours</b>		<b>12</b>

## Finance

Develop your skills and become consistently decisive and analytical by interrupting trends in capital markets to drive performance and value.

Code	Title	Hours
<i>Pick 4 courses from the following list:</i>		12
MBA 514/814	Corp Governance & Board Dev	
MBA 530/830	Corporate Finance	
MBA 540/840	Acct:Fin Analysis/Decision	
MIB 540/840	International Finance	
MBA 541/841	Mergers and Acquisitions	
MBA 558/858	Real Estate Investment	
MBA 570/870	Legal Aspects	
MBA 576/876	Fraud Management	
MBA 621/921	Financial Instit Management	
MBA 626/926	Portfolio Math	

MBA 625/925	Securities Analysis	
<b>Total Hours</b>		<b>12</b>

## Health Care Administration

Prepare for greater responsibility and advance your career as you gain knowledge in topics such as budgeting, risk management and public policy.

Code	Title	Hours
<i>Pick 4 courses from the following list:</i>		12
MPA 535/835	Budget in Public Agenc	
MBA 542/842	Six Sigma Process & Applicat	
MPA 568	Public Personnl Admin	
MBA 620/920	Economics and Public Policy of Health Care	
MBA 622/922	Intro to Insur and Risk Manage	
MBA 623/923	Statutory Accounting	
MBA 624/924	Health,Life & Business Soc Ins	
MBA 627/927	ARM 54 Corporate Risk Mgmt	
MBA 628/928	ARM 56 Corporate Risk Financin	
MBA 685/985	Spec Topics-Health Care	
<b>Total Hours</b>		<b>12</b>

## Human Resource Management

Focus on advanced business strategies in relation to employee compensation, recruitment, benefit analysis, insurance and employee management.

Code	Title	Hours
<i>Pick 4 courses from the following list:</i>		12
MPA 568/868	Public Personnl Admin	
MBA 576/876	Fraud Management	
MBA 600/900	Compensation & Benefits	
MBA 605/905	Altern Dispute Resolution	
MBA 610/910	Issues Human Res Management	
MBA 615/915	Employment & Labor Law	
MBA 622/922	Intro to Insur and Risk Manage	
MBA 624/924	Health,Life & Business Soc Ins	
MBA 627/927	ARM 54 Corporate Risk Mgmt	
<b>Total Hours</b>		<b>12</b>

## Innovation and Entrepreneurship Concentration

Develop a roadmap for unlocking sustainable, profitable and organic growth to disrupt industries and spark growth for your organization.

Code	Title	Hours
<i>Pick 4 courses from the following list:</i>		12
MPD 510	Food/Bev Prod Dev & Launch I	
MBA 511/811	Social Marketing Strategies	
MPD 515	Food/Bev Prod Dev & Launch II	
MPD 516	Strategic Package Design	
MBA 553/853	Sales Management	
MBA 555/855	Small Business Management	
MBA 578/878	Marketing Research & Intellige	
MBA 579/879	Strategic Innovation (required)	
MBA 686/886	Sustainabil & Social Entrepren	

MBA 687/887	Intellectual Prop and Reg Issu	
MBA 688/888	New Venture Form & Bus Develop	
<b>Total Hours</b>		<b>12</b>

## International Business

Learn to operate in a global ecosystem by recognizing forces in macro-environment and develop value add strategic frameworks for customers, communities and companies.

Code	Title	Hours
Pick 4 courses from the following list:		
MIB 530/830	Global Production Systems	
MIB 540/840	International Finance	
MIB 545/845	International Economics	
MIB 555/855	International Marketing	
MIB 560/860	International Business	
<b>Total Hours</b>		<b>12</b>

## Management

Equip yourself with the skills and confidence to make high-stakes decisions and create lasting value through agile and innovative leadership practices.

Code	Title	Hours
<i>Any four concentration courses offered by the MBA Program can be taken to fulfill the Management concentration.</i>		
<b>Total Hours</b>		<b>12</b>

## Management Information Systems (STEM Program)

Learn to bridge technology and business through the mastery of people, information and technology in order to solve complex IT problems.

Code	Title	Hours
Pick 4 courses from the following list:		
MBA 508	Software Test & Qlty Assurance	
MBA 510	Appl Statistic Meth	
MBA 518	Artificial Intelligence in Business	
MBA 520/820	Management Information Systems	
MBA 521/821	Oracle Acad Database Des & Pro	
MBA 522/822	Data Commun & Network Security	
MBA 523/823	Oracle Java Fundamental & Prog	
MBA 524/824	Systems Analysis & Design	
MBA 526/826	Decision Support Systems	
MBA 527/827	Project Management	
MBA 528/828	Oracle Business Applications	
MBA 529/829	Database Management	
MBA 569/869	Mgmt Science & Analytics	
<b>Total Hours</b>		<b>12</b>

## Nonprofit Management and Leadership

Address the unique character of nonprofit organizations by expanding your insight in public relations, program evaluation, board governance, and fundraising to specialize as an effective business leader in a nonprofit.

Code	Title	Hours
Pick 4 courses from the following list:		
MBA 502/802	Publicity and Public Relations	
MBA 504/804	Management Nonprofit Org	
MBA 507/807	Fin Mgmt Nonprofit Orgs	
MBA 512/812	Nonprofit Fundrais Grant Write	
MBA 514/814	Corp Governance & Board Dev	
MBA 516/816	Legal Issues in Nonprofit Org	
MMC 540/840	Pub Speak:Reprt/Present	
MPA 540/840	Public Program Evaluation	
MBA 576/876	Fraud Management	
MBA 578/878	Marketing Research & Intellige	
MBA 686/886	Sustainabil & Social Entrepren	
MBA 688/888	New Venture Form & Bus Develop	
<b>Total Hours</b>		<b>12</b>

## Public Administration

Delve deeper into the business side of government to help build communities and shape our society.

Code	Title	Hours
Pick 4 courses from the following list:		
MBA 502	Publicity and Public Relations	
MBA 527/827	Project Management	
MLS 530/830	Admin Law & Process	
MPA 535/835	Budget in Public Agenc	
MPA 540/840	Public Program Evaluation	
MPA 568/868	Public Personnl Admin	
MPA 569/869	Intergovernmental Relations	
<b>Total Hours</b>		<b>12</b>

## Risk Assessment and Management

Develop your management skills while learning to identify, analyze and manage both short- and long-term risks and avoid financial pitfalls within your organization.

Code	Title	Hours
Pick 4 courses from the following list:		
MBA 514/814	Corp Governance & Board Dev	
MBA 570/870	Legal Aspects	
MBA 576/876	Fraud Management	
MBA 577/877	Loss Prevention	
MBA 622/922	Intro to Insur and Risk Manage	
or MBA 627/927	ARM 54 Corporate Risk Mgmt	
MBA 623/923	Statutory Accounting	
MBA 624/924	Health,Life & Business Soc Ins	
MBA 625/925	Securities Analysis	
MBA 628/928	ARM 56 Corporate Risk Financin	
MBA 687/887	Intellectual Prop and Reg Issu	
<b>Total Hours</b>		<b>12</b>

## Sport and Entertainment Business

Advance your knowledge of management, sales strategy, brand activation, event management and sponsorship in diverse industries.

Code	Title	Hours
<i>Pick 4 courses from the following list:</i>		12
MBA 641/941	Global Persp of Sprt & Ent Mgt	
MBA 642/942	Cont Princ of Hosp & Event Mgt	
MBA 643/943	Integ Pub Rel and Social Media	
MBA 644/944	Integ Marketing & Brand Activa	
MBA 645/945	Sponsorship, Sales & Fund Stra	
MBA 646/946	Event Mgmt & Activation	
<b>Total Hours</b>		<b>12</b>

## Strategic Marketing

Enhance your strategic decision-making capabilities by studying emerging patterns of today's digital consumer and generating new sources of value to gain a competitive advantage.

Code	Title	Hours
<i>Pick 4 courses from the following list:</i>		12
MBA 502/802	Publicity and Public Relations	
MBA 511/811	Social Marketing Strategies	
MPD 516	Strategic Package Design	
MPD 517	Sales and Category Management	
MPD 518	Consumer Insights	
MBA 550/850	Strategic Marketing	
MBA 552/852	Direct Marketing	
MBA 553/853	Sales Management	
MBA 554/854	Advertising Management	
MIB 555/855	International Marketing	
MBA 570/870	Legal Aspects	
MBA 578/878	Marketing Research & Intellige	
MBA 644/944	Integ Marketing & Brand Activa	
MBA 645/945	Sponsorship, Sales & Fund Stra	
<b>Total Hours</b>		<b>12</b>

## Sustainability Management and Analytics (STEM Program)

Expand your understanding of the fast-evolving sustainability realm by leveraging data and transforming high-level aspirations into tangible social impact and positive environmental progress.

Code	Title	Hours
<i>Pick 4 courses from the following list:</i>		12
MBA 510/810	Appl Statistic Meth	
MIB 530	Global Production Systems	
MBA 542/842	Six Sigma Process & Applicat	
MBA 543/843	Introduction to Lean	
MBA 546/846	Special Topics: Business & Industry	
MBA 548/848	LEED Associate & Accred Prof (includes LEED exam preparation)	
MBA 549/849	Ecological Economics	
BIO 556/856	Readings in Environ Science	
MBA 557/857	Sustainable Business Practices	

MBA 569/869 Mgmt Science & Analytics

MBA 571/871 Environmental Law

MBA 579 Strategic Innovation

MBA 686 Sustainabil & Social Entrepren

**Total Hours** 12

**MBA Internship:** All students are encouraged to experience an internship for three credits, MBA 845 MBA Internship (3crs). Internship credits will apply to Experiential Learning. Please contact an advisor or the MBA Program Director for more information about internships.

**Short-term Study Abroad:** Students may participate in week long study abroad opportunities for credit towards their MBA by taking MIB 570 Study Abroad. Annual trips to China and Austria are available. Check with your advisor or MBA Program Director.

## Mini-MBA Graduate Certificate

Designed for the Post-Baccalaureate student that seeks business acumen and a well-rounded education applicable to their business or management career. Students select four (4) courses from the MBA core area of study for a total of twelve (12) credits to earn an MBA Graduate Certificate. At any time during the program students may transition into the MBA degree program course of study through the standard application process.

## Core: Students chose four (4) courses from the following MBA core courses for a total of twelve (12) credits:

MBA 519 Ethical Leadership for Dynamic Organizations

MBA 534 Mastering Analytics and Decision Making

MBA 544 People-Focused Management

MBA 562 Financial Analysis to Drive Business Growth

MBA 500 Managerial Economics and Econometrics

## MBA Graduate Certificates

Post-Baccalaureate students can earn a graduate certificate by selecting four (4) courses within one of the MBA concentration areas of study for a total of twelve (12) credits. Students may at any time transition into the MBA degree program course of study through the standard application process.

## Admission Requirements

- Bachelor's degree from an accredited university.
- Minimum undergraduate GPA of 2.75 out of 4.0 for acceptance.
- Students with a GPA of 2.74 – 2.25 may be provisionally admitted by the MBA Program Director and have to meet special academic provisions.

## Program Prerequisites

The MBA program has four prerequisite content areas. These prerequisites are not required prior to starting the program but must be completed prior to taking the corresponding MBA course. Students will be evaluated as to whether they will need to fulfill any prerequisites. Students may have fulfilled prerequisites as part of their undergraduate studies. These content areas are Accounting, Finance, Management and Statistics. Students may fulfill these prerequisite content areas by either taking traditional or non-traditional 3 credit courses, CLEP or DSST



examination, have them waived based on professional experience, or all prerequisite content areas can be fulfilled by taking a single course MBA 513 Business Foundations for Administrative Professions (3 Cr).

**International Student Prerequisite Requirement.** International students are required to complete MBA 505/805 Graduate School Success (3 cr.) as part of their degree program; thus, the minimum required credits for degree completion is increased by three (3) credits unless otherwise approved by the MBA Program Director.

## Course Transfer Policy

The MBA program will accept up to six (6) hours of transfer credit, based upon the following criteria:

- Courses transferred must be comparable in scope and subject matter to courses offered in the MBA program.
- Courses transferred must have been completed at the graduate level from an accredited institution.
- Courses must have been completed with at least a 3.0 on a 4.0 scale.
- Transfer credits must not be older than seven years unless approved by the MBA Program Director.
- Transfer grades will not be used to compute CUW GPA.

The MBA Program Director will evaluate student transcripts from other institutions to determine which courses will be accepted. Credits that students would like to see transfer into the program should be evaluated prior to beginning the program.

## Business Scholars MBA Program

Concordia University Wisconsin offers a unique and affordable fast track to a master's degree in Business Administration. The Business Scholars Program allows highly qualified incoming freshman to earn both a Bachelor of Science degree in Business and an MBA within four years. MBA tuition costs are the same as regular four-year undergraduate fees.

### Program Structure

Business Scholars who complete this challenging program will earn a BS and an MBA. The program is designed to be completed in four years. Scholar students will take an accelerated number of credits each year to complete their two degrees. In addition, the Business Scholar must maintain a 3.5 out of 4.0 academic average. The Business Scholar Program encompasses all undergraduate business majors and MBA concentrations. Students can also explore dual degree programs with partnering universities across the globe as well as study abroad opportunities. Note if a student takes over 18 credits in one semester the students will be charged an overload at the current fee.

**Core: Students complete four (4) courses for a total of twelve (12) credits:**

MBA 519 Ethical Leadership for Dynamic Organizations

MBA 534 Mastering Analytics and Decision Making

MBA 544 People-Focused Management

MBA 562 Financial Analysis to Drive Business Growth (Fulfilled by ACCT 203 and 223)

MBA 500 Managerial Economics and Econometrics

**Concentration: Students chose four (4) courses from the following concentration areas for a total of twelve (12) credits:**

Accounting

Communications & Public Relations

Finance

Healthcare Leadership

Human Resource Management

Innovation & Entrepreneurship

International Business

Management

MIS (Management Information Systems) (STEM)

Nonprofit Management & Leadership

Public Administration

Risk Management

Sport and Hospitality Management

Strategic Marketing

Sustainability Management & Analytics (STEM)

**Multiple Concentrations.** Students may choose to earn a degree with two or more concentrations. Students will select four (4) courses from an additional concentration. For additional concentrations students can count up to two courses that overlap between concentrations. However, each concentration requires completion of a minimum of three (3) unique courses in those subsequent concentrations.

**Experiential Learning: Students chose two (2) courses for a total of six (6) credits.**

MIB 570 Study Abroad (Africa, Austria, Costa Rica, and China)

MBA 587 Industry Leaders Seminar Series

MBA 845 Internship

See MBA Program Director for additional special topics.

**Capstone: Students take a three (3) credit capstone course last.**

MBA 590 Strategic Management

**As business leaders, it is expected that Business Scholar students participate in networking opportunities, School of Business events, and global study abroad programs.**

Admission Requirements

This demanding program is open to first-year business majors who have met the following high school academic requirements:

- High school cumulative GPA of 3.5 out of 4.0
- ACT scores of 25 or higher
- Combined SAT scores of 1200 or higher

- Entering freshman from high school
- Ability to transfer up to twenty-nine (29) credits to begin program

#### GPA and Probation

Business Scholar students must maintain a 3.5 cumulative average while in the program. Business Scholars whose GPA falls below a cumulative GPA lower than 3.5 will be placed on probation for one semester. If a student is unable to achieve a cumulative 3.5 GPA after the probationary semester the student will be dismissed from the Business Scholar program. The student may use the appeals procedure to present extenuating circumstances which may lead to readmission as a Business Scholar. The student will also need to present a plan for successful continuation in the program.

#### Graduation Requirements

To be awarded an MBA degree, a student must complete all thirty-three (33) credit hours with a minimum cumulative GPA of 3.5 and at least a C- in all MBA courses. Students must fill out an online Request to Graduate form while in their final class. Once the final grade has been posted in a student's final class, the student must notify the MBA Office to begin file processing for creating a diploma. Please refer to the Graduation Information page on the Concordia website for important graduation deadlines.

## MBA in Healthcare Administration for Practitioners

The Master of Business Administration in Healthcare Administration for Practitioners is a specialized degree program designed to prepare healthcare practitioners to meet the challenges of a changing administrative environment. It is intended to transition healthcare practitioners interested in the business side of their industry into that realm. The curriculum offers broad-based knowledge needed by managers in healthcare organizations.

#### Program Structure

The Master of Business Administration in Healthcare Administration for Practitioners degree requires 39 semester hours of credit comprising of 13 courses. A thesis is not required for this degree. The MBA Healthcare Practitioners track serves students in the healthcare professions currently enrolled in, or have already completed a graduate degree in a healthcare program: Doctor of Nursing Practice (DNP), Master of Science in Nursing (MSN), Occupational Therapy (OT), Physical Therapy (PT), Physician Assistant (PA), Master of Science in Applied Exercise Sciences (MSES), Doctor of Pharmacy (PharmD), Master of Science in Professional Counseling (MSEC), Master of Science in Athletic Training (MSAT), and other graduate-level healthcare students or professionals.

#### Core: Students complete six (6) courses for a total of 18 credits:

- MBA 569 Management Science and Analytics
- MBA 610 Issues in Human Resources OR
- MPA 568 Public Human Resource Administration
- MBA 540/840 Accounting: Financial Analysis for Decision Making OR
- MPA 535 Budgeting in Public Agencies OR
- MBA 623 Statutory Accounting
- MBA 530 Applied Statistics
- MBA 620 Economics and Public Policy of Healthcare

MBA 590 Strategic Management (capstone class taken last)

#### Electives: Students chose seven (7) of the following for a total of 21 credits:

- MMC 520 Managerial Communications: Practices and Principles
- MBA 570 Legal Aspects of business
- MBA 622 Risk Management of Insurance OR
- MBA627 Risk Management: Theory and Practice
- MBA 624 Health, Life and Social Insurance
- MBA 542 Six-sigma Process and Application (certificate)
- MBA 685 Special Topics in Healthcare
- MBA 527 Project Management
- MBA 555 Small Business Administration
- MBA 577 Loss Prevention
- MBA 557 Sustainable Business Practices
- MBA 565 Supply Chain Management

#### Curriculum Prerequisite

The following prerequisite course may be required and does not count towards the 39-credit minimum in the MBA program. This prerequisite course is necessary to adequately prepare a student for the MBA. It is expected that students will have basic knowledge in the content areas of management, marketing, statistics, economics, accounting, and finance prior to beginning the program. The course may be waived for students demonstrating competency through credit or professional experience. Please consult the MBA Program Director about waivers.

MBA 513 Business Foundations: This course provides the integration of management, marketing, statistics, economics, finance, and accounting concepts essential to the management and administration of healthcare organizations. Students will synthesize knowledge of theories and application that will serve as a basis for developing effective roles as healthcare administrators. (3 credits)

#### Admission Requirements

- Bachelor's or Master's degree in science, health care or equivalent degree.
- Minimum undergraduate GPA of 2.75 out of 4.0 for acceptance.
- Students with a GPA of 2.74 – 2.25 may be provisionally admitted by the MBA Program Director and have to meet special academic provisions.

#### Graduation Requirements

To be awarded the Professional Health Care Leadership MBA degree, a student must complete all 39 credit hours with a minimum cumulative GPA of 3.0 and at least a C- in all MBA courses. Students must fill out an online Request to Graduate form while in their final class. Once the final grade has been posted in a student's final class, he/she must notify the MBA Office to begin file processing for creating a diploma. Please refer to the Graduation Information page on the Concordia website for important graduation deadlines.

## PharmD/MBA (M)

### Master of Business Administration (MBA) for PharmD/MBA Dual Degree

The Master of Business Administration (MBA) in the PharmD/MBA program is a specialized dual degree designed to prepare Doctor of Pharmacy practitioners to meet the complex challenges in a highly regulated industry. The curriculum offers managerial knowledge essential

management levels within independent, retail and hospital pharmacy settings as well as product development organizations.

## Program Structure

The Master of Business Administration (MBA) degree requires thirty (30) semester hours of credit comprising of ten (10) courses. A thesis is not required for this degree. Students must be enrolled in Pharmacy School and complete all requirements for the MBA degree prior to or within one year of Pharmacy graduation. The capstone course, MBA 590 Strategic Management, must be taken as the final class in the program unless other arrangements are made with the MBA Program Director. Students will take an assessment before beginning the program and again during the capstone class. This assessment is not graded nor is it placed in student files. The assessment is used for the sole purpose of accreditation.

### Core: Students complete three (3) courses for a total of nine (9) credits:

MBA 519 Ethical Leadership for Dynamic Organizations (Fulfilled by PHAR 544, 549, 474)

MBA 534 Mastering Analytics and Decision Making

MBA 544 People-Focused Management

MBA 562 Financial Analysis to Drive Business Growth

MBA 500 Managerial Economics and Econometrics (Fulfilled by PHAR 540/548)

### Concentration: Students chose four (4) courses from the following concentration areas for a total of twelve (12) credits:

MBA 555 Small Business Administration

MBA 688 New Venture Formation & Business Development

MBA 542 Six Sigma Process & Application – Certificate

MBA 620 Economics/Public Policy of Health Care

MBA 685 Special Topics in Health Care

Course Substitution

Students may request to take courses outside of the PharmD/MBA concentration including one Experiential Learning course to count towards the concentration. Contact the MBA Program Director for more information.

### Experiential Learning: Students chose two (2) courses for a total of six (6) credits:

MIB 570 Study Abroad (Africa, Austria, Costa Rica, and China)

MBA 587 Industry Leaders Seminar Series

MBA 845 Internship

See MBA Program Director for additional special topics.

### Capstone: Students take a three (3) credit capstone course last:

MBA 590 Strategic Management

## Admission Requirements

- Pharmacy student from an accredited university.
- Completion of standard MBA application.

**Other than exceptions outlined in PharmD/MBA section of the Graduate Catalog, students that seek a MBA dual degree are held to same parameters as MBA students. See Graduate Catalog and MBA Handbook for further details.**

## Graduation Requirements

To be awarded an MBA degree, a student must complete all thirty (30) credit hours with a minimum cumulative GPA of 3.0 and at least a C- in all MBA courses. Students must fill out an online Request to Graduate form while in their final class. Once the final grade has been posted in a student's final class, the student must notify the MBA Office to begin file processing for creating a diploma. Please refer to the Graduation Information page on the Concordia website for important graduation deadlines.

## Professional MBA (pMBA)

The pMBA is a business degree for the motivated and successful lifelong learners who already have a terminal degree such as a PhD or MD. The program allows individuals to complete an online MBA with cohort applications and projects tailored to health care.

Participants will have the opportunity to work closely with faculty and their cohort peers analyzing and evaluating business scenarios from various angles for the purpose of developing a strong lens through which to see the world and its problems, challenges, and opportunities. Students will collaborate with prominent business leaders and entrepreneurs in their fields, both in the Midwest and on a class trip to Silicon Valley. pMBA students will also be able to bring ethical worldview back to their organizations and communities

## Program Structure

The pMBA degree only requires 30 semester hours of credit comprising of 10 courses by allowing participants enter the program with nine (9) credits of advanced standing over the traditional thirty-nine (39) credit MBA program for recognition of prior graduate coursework, professional executive-level and leadership experience.

### Core: Students complete eight (8) for a total of 24 credits:

The pMBA core curriculum provides participants with a broad spectrum of advanced instruction in many areas of business.

An additional required three (3) credits in Strategic Innovation allows participants to harness the power and potential of leading and solving complex business problems, and create sustainable solutions in collaborative innovative approaches.

A three (3) credit Leadership Seminar Series brings industry leaders together and develops effective connections to advance professional networks.

### Capstone:

All-inclusive trip to Silicon Valley to learn from leading tech entrepreneurs.

## Admission Requirements

In addition to the traditional MBA requirements, applicants must also possess a terminal degree in a healthcare program: Doctor of Philosophy

in a life science or engineering (PhD), Medical Doctor (MD), Doctor of Nursing Practice (DNP), Doctor of Physical Therapy (DPT), Physician Assistant (PA), Doctor of Pharmacy (PharmD) and other terminal graduate level healthcare professionals.

## Master of Science in Organizational Leadership and Administration

Today's challenging and changing global economy demands ethical and effective leaders! The Master of Science in Organizational Leadership & Administration (OLA) at Concordia University empowers you to develop the qualities and traits of a transformative leader. The OLA program exposes you to leadership theory and practice, vital ethical and guiding principles, and team-building exercises. Christian Leadership that Empowers Today's Minds to Transform Tomorrow's World. The OLA Program requires 32 semester hours of credit comprising 10 courses.

Inspiring change and cooperation in an organization requires a smart and intuitive team leader, equipped with the right tools to create and maximize the benefits of a truly motivated work environment. The result: a strong group identity built on commitment and trust.

A graduate-level degree in Organizational Leadership and Administration (OLA) prepares you for management roles in all areas of business. Concordia University OLA program blends Christian leadership and ethics with organizational theory and practice. It prepares a wide variety of working professionals to work with people and guide group efforts effectively with methods based in proven scientific study.

Leadership is a process that involves setting a purpose and direction guided by ethical and moral Christian principles, inspiring people to combine and work towards willingly, paying attention to the means, pace and quality of progress towards the aim, and upholding group unity and individual effectiveness with confidence and transparency.

### Program Learning Outcomes

- Understand a wide range of leadership theories including culture and gender theories
- Strategically lead and manage others
- Evaluate, select and use information systems in a variety of environments
- Apply Christian ethics in a professional setting
- Create a leadership development plan based on 360-degree feedback
- Build and use financial management skills
- Learn to maximize team participation, collaboration, and effectiveness
- Understand theories of organizational communication and current issues in ethical, interpersonal, cross cultural and competitive communication

### Curriculum

Code	Title	Hours
OLA 505	Theories, Strat, Visioning Ldr	4
OLA 509	Leading Change in Orgs	3
OLA 515	Organiz Comm and Negotiation	3
OLA 521	Select & Implement Info Sys	3
OLA 542	Ethical Dimens of Leadership	3
OLA 550	Special Topics in Leadership	3
OLA 555	Financial Analysis & Budg	3

OLA 563	Leadership in Internatl Orgs	3
OLA 570	Leadership Competencies Pract	3
OLA 599	Graduate Research Project	4
<b>Total Hours</b>		<b>32</b>

### Graduate Certificate

Post-Baccalaureate students can earn a graduate certificate by completing an additional 15 credits within one of the MBA concentration areas.

## Master of Science in Product Development

Our MPD program provides real-world skills in multiple tracks: pharmaceutical, chemical, and food and beverage. The **Pharmaceutical** and **Chemical** track classes are centered on pharmacology, formulations and process development. The **Food and Beverage** track dives into the business of food and beverage development, from the development process in the marketplace, to package design, to marketing and management. You'll partner with industry leaders on product development projects, and you'll perform work in state-of-the-art labs that are cGMP, Cleanroom 100, ISO 5, and USP 797 compliant.

Of course, a program like this wouldn't be complete if we didn't teach you the entrepreneurial skills you'll need to start your own company or innovate within a company. But you'll also learn to build critical-thinking and teamwork skills through case-based teaching and labs, blending technical skills with business, legal, regulatory, and compliance knowledge. You'll learn how to use analytics and demand projections to make management decisions, while using concepts—like Lean Six Sigma and sensitivity analysis—to solve operations and process-optimization challenges. And finally, you'll learn about the Triple Bottom Line throughout the course of this program: people, profit, and planet, with a focus not only on sustainability, but on how to boost it.

### What to Expect

You'll learn a lot in this program—from conceptualization and design to development and marketing. Professionally, you'll be prepared to fill an unmet need in the industry. That is, after all, what launching a new product is all about. Students typically take 24 credits per year for a total of 48 credits to graduate. This is a rigorous program where students also write, present and defend a Product Development Project based on research performed over the two year period. This research project is co-mentored by one CUW faculty member and an industry mentor who is actively involved in chemical, pharmaceutical or food and beverage product development. Projects can also be based on work that is relevant to where students are currently working, if they are currently employed in the industry. *Note: most classes are taught in mornings or evenings, to accommodate working students, many of whom have jobs or internships in regional pharmaceutical and chemical companies.*

## Curriculum

Course	Title	Hours
<b>Year 1</b>		
<b>Fall</b>		
MPD 534	Principles of Drug Design and Development (Pharmaceutical and Chemical Track)	3
MPD 595	Pharm Manufact & Process Chem (Pharmaceutical and Chemical Track)	3
MBA 686	Sustainability & Social Entrepren	3
MBA 688	New Venture Form & Bus Develop	3
Track Specific Courses		
MPD 598	Biopharmaceutics & Drug Repurposing with GXP (Pharmaceutical Track)	3
		<b>Hours</b>
		<b>15</b>
<b>Spring</b>		
MPD/PHAR 543	Industry Leader Seminar Series	1
MPD 596	Advanced Pharmaceutical and Process Chemistry (Pharmaceutical and Chemical Track)	3
MPD 597	Product Development Project	2
MPD 599	Formulation & Delivery Forms (Pharmaceutical and Chemical Track)	3
MIB 830	Global Production Systems	3
Track-specific Courses		
PHAR 330	Pharmacology and Medicinal Chemistry I (Pharmaceutical Track)	3
		<b>Hours</b>
		<b>15</b>

## Year 2

Course	Title	Hours
<b>Fall</b>		
MPD/PHAR 543	Industry Leader Seminar Series	1
MPD 597	Product Development Project	2
MBA 687	Intellectual Prop and Reg Issu	3
Track Specific Courses		<b>6</b>
MPD 424	Pharmacokinetics (Pharmaceutical Track)	
		<b>Hours</b>
		<b>12</b>
<b>Spring</b>		
MPD/PHAR 543	Industry Leader Seminar Series	1
MPD 597	Product Development Project	2
MBA 569	Mgmt Science & Analytics	3
Track-specific Courses		
Electives for the Pharmaceutical and Chemical track can be business, chemistry or other areas approved by program director.		
		<b>Hours</b>
		<b>6</b>
<b>Total Hours</b>		<b>48</b>

## Curriculum

Course	Title	Hours
<b>Year 1</b>		
<b>Fall</b>		
MPD 534	Principles of Drug Design and Development (Pharmaceutical and Chemical Track)	3
MPD 595	Pharm Manufact & Process Chem (Pharmaceutical and Chemical Track)	3
Track Specific Courses		
CHEM 555	Instrumental Analysis	4
		<b>Hours</b>
		<b>10</b>
<b>Spring</b>		
MPD/PHAR 543	Industry Leader Seminar Series	1

MPD 596	Advanced Pharmaceutical and Process Chemistry (Pharmaceutical and Chemical Track)	3	
MPD 597	Product Development Project	2	
MPD 599	Formulation & Delivery Forms (Pharmaceutical and Chemical Track)	3	
MIB 830	Global Production Systems	3	
Track-specific Courses		3-4	
CHEM 435	Advanced Organic Chemistry (Chemical Track)		
Or Elective 3 cr			
<b>Hours</b>		<b>15-16</b>	
<b>Year 2</b>			
<b>Fall</b>			
MPD/PHAR 543	Industry Leader Seminar Series	1	
MPD 597	Product Development Project	2	
MBA 687	Intellectual Prop and Reg Issu	3	
MBA 688	New Venture Form & Bus Develop	3	
Track Specific Courses		3	
Elective			
<b>Hours</b>		<b>12</b>	
<b>Spring</b>			
MPD/PHAR 543	Industry Leader Seminar Series	1	
MPD 597	Product Development Project	2	
MBA 569	Mgmt Science & Analytics	3	
MBA 686	Sustainabil & Social Entrepren	3	
Track-specific Courses			
MPD 593	Analyt Char of Drugs Oth Chems (Chemical Track)	3	

Electives for the Pharmaceutical and Chemical track can be business, chemistry or other areas approved by program director.	
<b>Hours</b>	<b>12</b>
<b>Total Hours</b>	<b>49-50</b>

### Curriculum

Course	Title	Hours
<b>Year 1</b>		
<b>Fall</b>		
MBA 686	Sustainabil & Social Entrepren	3
MBA 688	New Venture Form & Bus Develop	3
Track Specific Courses		
MPD 510	Food/Bev Prod Dev & Launch I	3
Elective		3
<b>Hours</b>		<b>12</b>
<b>Spring</b>		
MPD/PHAR 543	Industry Leader Seminar Series	1
MPD 597	Product Development Project	2
MIB 830	Global Production Systems	3
Track-specific Courses		
MPD 515	Food/Bev Prod Dev & Launch II	3
MBA 550	Strategic Marketing	3
<b>Hours</b>		<b>12</b>
<b>Year 2</b>		
<b>Fall</b>		
MPD/PHAR 543	Industry Leader Seminar Series	1
MPD 597	Product Development Project	2
MBA 687	Intellectual Prop and Reg Issu	3
Track Specific Courses		
MPD 516	Strategic Package Design	3
Elective		3
<b>Hours</b>		<b>12</b>
<b>Spring</b>		
MPD/PHAR 543	Industry Leader Seminar Series	1
MPD 597	Product Development Project	2

MBA 569	Mgmt Science & Analytics	3
Track-specific Courses		
MPD 517	Sales and Category Management	3
MPD 518	Consumer Insights	3
	<b>Hours</b>	<b>12</b>
	<b>Total Hours</b>	<b>48</b>

## Admissions and Graduation Requirements

### Admission Requirements

Applicants for the **Pharmaceutical or Chemical** track should have a Bachelor of Science degree in chemistry, biochemistry, pharmacology, or biology (other baccalaureate degrees might be accepted, as long as the student has successfully completed two semesters of organic chemistry, one semester of analytical chemistry, and one semester of instrumental analysis) with a minimum undergraduate GPA of 3.0 out of 4.0 for full acceptance. Additional program information for the **Pharmaceutical** and **Chemical** track can be found at: <https://www.cuw.edu/academics/programs/product-development-chemical-masters/index.html> (<https://www.cuw.edu/academics/programs/product-development-chemical-masters/>) and <https://www.cuw.edu/academics/schools/pharmacy/prospective-students/admissions/mpd.html>.

Applicants for the **Food and Beverage** track should have a Bachelor's degree in any area of science or business with a minimum undergraduate GPA of 3.0 out of 4.0 for full acceptance. Additional program information for the **Food and Beverage** track can be found at: <https://www.cuw.edu/academics/programs/product-development-business-masters/index.html> (<https://www.cuw.edu/academics/programs/product-development-business-masters/>).

### Graduation Requirements

To be awarded the MPD degree, a student must complete all 48 credit hours with a minimum cumulative GPA of 3.0. Students must fill out an online Request to Graduate form while in their final class. Once the final grade has been posted in a student's final class, the student must notify the MBA Office to begin file processing for creating a diploma. Please refer to the Graduation Information page on the Concordia website for important graduation deadlines.

### Important Dates:

- August 1: Master of Product Development (MPD) program application opens for the following fall
- October–April: Interviews are scheduled with selected MPD program candidates
- November–July: MPD program acceptance offers are extended on a rolling basis
- Mid August: MPD program classes begin

## Education Programs - CUAA

- Master of Arts - Child Life (p. 47)
- Master of Science In Curriculum & Instruction (p. 47)
- Master of Science In Curriculum & Instruction With ESL Endorsement (p. 47)
- Master of Science In Educational Leadership (p. 48)
- Master of Science In Special Education Learning Disabilities (p. 49)
- Master of Science in Student Personnel Administration in Higher Education (CUAA) (p. 49)
- Required Reading Courses For Professional Certification (p. 51)
- School Administrator Certificate Program - SACP (p. 51)

## Master of Arts - Child Life

Concordia University Ann Arbor's Child Life Master's Program is a distinctive choice in that it provides, evidence-based curriculum, integration and application of curriculum in interdisciplinary experiential (simulation) learning opportunities, and a Christian mission- including an emphasis on mission trip and service opportunities. The intent of the Child Life Masters Program is to prepare men and women for a life of service in the church, and in the world, within the specialized area of Child Life. This program is designed to deepen understanding of child development and of the processes of supporting children and families during medical interventions, crises or hospitalization, in developmentally appropriate and in trauma informed ways.

The Child Life program is in the process of applying for endorsement through the Association of Child Life Professionals (ACLP). More information about the ACLP endorsement will be available as Concordia University works through this endorsement process.

### Curriculum

The Master of Arts in Education-Child Life requires a minimum of 30 credit hours of course work planned in consultation with and approved by the program director. The course plan will be dependent upon review of transcripts and completion of required courses to meet the Association of Child Life Professionals' academic requirements.

Code	Title	Hours
<b>Program Requirements</b>		
CLS 515	Medical Terminology for the Child Life Professional	3
CLS 525	Professional Issues in Child Life	3
CLS 530	The Child with Special Healthcare Needs	3
CLS 565	Research in Child Life II	3
CLS 535	Childhood Trauma: Resiliency in Children	3
CLS 540	Pediatric Psychosocial Assessment	3
CLS 545	Child Life Documentation	3
CLS 550	Child Life Program Administration	3
CLS 555	Diversity in the Healthcare Setting	3
CLS 560	Global Perspectives in Healthcare	3
<b>Elective Courses</b>		
CLS 500	Therapeutic Play for the Hospitalized Child	
CLS 505	Supporting the Child and Family Affected by Death	
CLS 510	Clinical Ethics in Healthcare	
CLS 520	Research in the Child Life Profession	

CLS 570	The Child Life Practicum Experience
CLS 575	The Child Life Internship
CLS 580	Fellowship Field Work in Child Life

**Total Hours** 30

## Master of Science In Curriculum & Instruction

The Master of Science in Curriculum & Instruction is a program for educators who deeply care about making the classroom experience as impactful, relevant, and effective as possible. Candidates will learn to guide classrooms into the 21st century and to improve curriculum and assessment design in order to create an impactful, inspiring, and transformational educational experiences. Candidates will also understand the social, ethnic, and political issues impacting the classroom and develop strategies for making their classroom a place of profound learning.

Individuals interested in this program must hold a Bachelor's degree (with a GPA of 3.0 for full acceptance) from an accredited university.

### Program Highlights:

- Online format
- Accelerated 8-week courses
- Rolling admissions
- Graduate entrance exams such as the GRE are not required.
- If you have completed graduate level classes in the last seven years and wish to have them evaluated for possible transfer, please contact your admissions counselor for more information on transferring graduate credits.
- Also available as MSCI with English as a Second Language Endorsement

### Curriculum

Code	Title	Hours
EDU 821	Leadership in Curr & Inst	3
EDU 831	Instructional Design	3
EDU 850	Research Methods in Education	3
EDU 860	Cultural Issues/Curriculum, Class, Community	3
EDU 865	Teaching Diverse Learners	3
EDU 870	Professional Learning Communities in a Pluralistic Society	3
EDU 871	Standards Based Curriculum and Instruction	3
EDU 911	Evaluation and Assessment	3
EDU 920	Instructional Technology and the Reflective Educator	3
EDU 995	Seminar on Guided Research and Practice	3
EDU 996	Portfolio Development	1
<b>Total Hours</b>		<b>31</b>

## Master of Science In Curriculum & Instruction With ESL Endorsement

This program is designed for teachers who want to earn an ESL endorsement and focuses on the acquisition of the knowledge and skills necessary for addressing the needs of limited English proficient students



in grades K-12. Candidates will apply knowledge in classroom situations beginning with the understanding of different cultures, and moving to a deeper learning of English linguistics and grammar. Candidates will learn research based assessments and best practices in instruction. Instructors with extensive experience in the field of ESL will work closely with candidates to ensure that they have the proficiency to make an immediate impact in the school communities they serve.

The Endorsement in English as a Second Language can be completed stand alone or as part of the MS Curriculum & Instruction master's degree.

### Requirements:

Individuals interested in this program must hold a Bachelor's degree (with a GPA of 3.0 for full acceptance) from an accredited university and meet our program entrance requirements, including holding valid Michigan State Teachers Certification. This endorsement certification is added to the teaching certificate.

### Program Highlights:

- Online
- Accelerated 8-week courses
- Rolling admission
- Graduate entrance exams such as the GRE are not required.
- If you have completed graduate level classes in the last seven years and wish to have them evaluated for possible transfer, please contact your admissions counselor for more information on transferring graduate credits.
- Course objectives and learning outcomes are aligned with the Michigan Department of Education English as Second Language (NS) Standards, TESOL Standards, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Michigan Test for Teacher Certification (MTTC)
- Hands-on classroom experience/fieldwork in all courses
- Seven eight-week courses than can be completed in 18 months or less
- All courses are taught by instructors with extensive experience in ESL education
- The practicum experience may be completed in current teaching assignment if certain requirements are met
- All candidates must pass the Michigan Test for Teacher Certification in English as a Second Language in order to receive the endorsement
- Courses are approved as part of a planned program and can be applied toward professional teacher certification in Michigan

### Curriculum

Code	Title	Hours
<b>MSCI Courses</b>		<b>9</b>
<b>ESL Endorsement Courses</b>		<b>21</b>
<b>Total Hours</b>		<b>30</b>

Code	Title	Hours
MSCI Courses		
EDU 831	Instructional Design	3
EDU 850	Research Methods in Education	3
EDU 995	Seminar on Guided Research and Practice	3
ESL Endorsement Courses		
EDU 851	X-Cultrl Comm ESL Teachers	3

EDU 852	Basic Linguistics for ESL Teac	3
EDU 853	ESL Lit: Reading, Writ & Gramm	3
EDU 854	Inte of Lang & Content in ESL	3
EDU 855	Assessment in ESL	3
EDU 856	Method Teaching ESL Students	3
EDU 857	ESL Practicum	3

**Total Hours** **30**

## Master of Science In Educational Leadership

The Master of Science in Educational Leadership prepares and inspires servant leaders to pursue a Michigan building administrator certificate. You will understand the fundamental principles of educational leadership and explore the legal, ethical and spiritual issues that arise in a school environment. You will learn about policies and regulations so you can navigate the educational structure and system. This includes liability, negligence, student rights and disciplinary policies. You will study budgeting and resource management so you can optimize services within your framework. You will gain expertise in decision-making and organizational development so you can spearhead improvement initiatives within your school. Whether you are interested in a path of elementary, middle or high school, we offer more than just an advanced degree dedicated to your intellectual, social, and spiritual growth.

Upon Completion of the MSEL degree, the candidate can apply for Building Level Administrator Certification from the State of Michigan. There is not a state license test required.

### Requirements:

Individuals interested in this program must hold a Bachelor's degree (with a GPA of 3.0 for full acceptance) from an accredited university, and meet our program entrance requirements. This program is offered in both online, seated or blended formats.

### Program Highlights:

- Online
- Accelerated 8-week courses
- Rolling admission
- Graduate entrance exams such as the GRE are not required.
- If you have completed graduate level classes in the last seven years and wish to have them evaluated for possible transfer, please contact your admissions counselor for more information on transferring graduate credits.
- The MSEL Internship (completed in your own school) is one of the most important learning experiences you'll have as you become a proficient educational leader. You will learn from superintendents, principals and other administrators who are successful leaders in their field. This is an intensive 6-month semester experience. Through this hands-on internship, you will gain skills you'll need to create and sustain a positive learning environment.

### Curriculum

Code	Title	Hours
EDU 520	Educational Leadership: Theory and Practice	3
EDU 530	Organizational Theory in Educational Settings	3
EDU 580	Curriculum Development and Instructional Supervision	3
EDU 610	Legal, Ethical & Policy Issues for School Leaders	3

EDU 630	The Principalship: Current Issues & Emerging Trends	3
EDU 640	Personnel Management and Professional Development	3
EDU 650	Funding and Financing Schools	3
EDU 998	Internship in Educational Leadership	2
EDU 570	Professional Learning Communities in a Pluralistic Society	3
EDU 550	Research Methods in Education	3
EDU 795	Seminar on Guided Research and Practice	3
<b>Total Hours</b>		<b>32</b>

## Master of Science In Special Education Learning Disabilities

With a Master of Science in Special Education Learning Disabilities, you can be a part of a nationally accredited School of Education. Expand your teaching abilities and become inspired to further explore the path that lets you live a life of service. This is a field where you learn more about yourself and your faith from your students than you can ever teach them. Through this program, you'll learn how to create helpful early intervention approaches to make sure students with disabilities obtain the assistance they need. This program is also offered for an Endorsement only in Special Education learning Disabilities (AM).

### Requirements:

Individuals interested in this program must hold a Bachelor's degree (with a GPA of 3.0 for full acceptance) from an accredited university, and meet our program entrance requirements; this includes holding a valid Michigan Teaching Certificate. This program is added to the teaching certificate as an Endorsement.

Upon Completion of the MS Special Education Learning Disabilities (AM) degree, the candidate can apply for the State of Michigan MTTC Special Education Learning Disabilities (AM) test for Endorsement in Learning Disabilities.

### Program Highlights:

- Online
- Graduate entrance exams such as the GRE are not required.
- If you have completed graduate level classes in the last seven years and wish to have them evaluated for possible transfer, please contact your admissions counselor for more information on transferring graduate credits.
- Accelerated 8-week courses.
- Custom schedules built for each student so you know when you begin and finish the program.
- You can begin at any time, rolling admission.

### Curriculum

Code	Title	Hours
<b>MSCI Courses</b>		<b>6</b>
<b>Special Education LD Endorsement Courses</b>		<b>27</b>
<b>Total Hours</b>		<b>33</b>

Code	Title	Hours
<b>MSCI Courses</b>		
EDU 850	Research Methods in Education	3

EDU 995	Seminar on Guided Research and Practice	3
<b>Special Education LD Courses</b>		
EDU 891	Introduction to Learning Disabilities	3
EDU 892	Special Education Legislation and Legal Guidelines	3
EDU 893	Meeting the Social, Emotional, and Behavioral Needs of the Learner	3
EDU 894	Collaboration with Parents, Students, and Other Professionals	3
EDU 895	Determining Eligibility and Designing Educational Programs	3
EDU 896	Language and Literacy	3
EDU 897	Math Strategies for Special Learning Needs	3
EDU 898	Instruction Across Content Areas for Students with Learning Disabilities	3
EDU 899	Directed Teaching in Special Education	3
<b>Total Hours</b>		<b>33</b>

## Master of Science in Student Personnel Administration in Higher Education (CUAA)

The Student Personnel Administration in Higher Education (SPAHE) program prepares those pursuing a career of service in higher education to bring a faith-based approach to their positions as administrators. This program applies to a wide variety of roles, including but not limited to assistant deans, deans in admission, resident life, student activities, academic advising, diversity and campus ministry. A total of 36 credits are required for the degree.

Courses are designed for working professionals, with classes held year-round and only one night per week. The program can also be taken completely online, or take a combination of online and on-campus courses. Our outstanding faculty members are practicing student affairs practitioners from both private and public institutions of higher education.

### Program Learning Outcomes

Upon completion of this program, SPAHE students will become student affairs practitioners that can demonstrate knowledge, skill and understanding:

- 1) of the significant philosophical, psychological, cultural and sociological theories that underpin the work in the field (theoretical foundations).
- 2) of the professional and ethical standards established by ACPA and NASPA. Further, the student will demonstrate the knowledge, skill and understanding of the professional and ethical standards established by the specific area(s) of interest of current employment in the field (professional & ethical standards).
- 3) of leadership theory, higher education administrative structure and practice, and the legal issues associated with student affairs practice (leadership & administration).
- 4) of college student characteristics and the effects of college on students and student groups including the application of personal and organizational interventions (student characteristics)

5) in assessing student affairs programs. Further, the student will demonstrate the ability to read the literature in the field and apply it to practice (assessment & research).

## Curriculum

Code	Title	Hours
Theoretical Courses		24
Internship(300 hours)		3
Skill Courses		3
Elective		3
Portfolio		0
<i>Capstone (one of two below)</i>		3
Thesis		
Capstone		
<b>Total Hours</b>		<b>36</b>

Code	Title	Hours
<i>Required Theory Courses</i>		
Select one of the following concentrations:		
<i>Administration Concentration</i>		
SPA 501/801	Found Student Personnel Admin	3
SPA 506/806	Group Dynamic/Leader	3
SPA 510/810	Issues/American Higher Educati	3
SPA 520/820	American College Student	3
SPA 525/825	Student Programs & Assessment	3
SPA 530/830	Higher Education Admin	3
SPA 535/835	Legal Issues in Ed Administrat	3
SPA 515/815	Research Methods	3
Optional electives <sup>1</sup>		
<i>Athletic Concentration</i>		
SPA 501/801	Found Student Personnel Admin	3
SPA 506/806	Group Dynamic/Leader	3
SPA 511/811	Curr Issues in Athlet Admin	3
SPA 520/820	American College Student	3
SPA 526/826	Organiz & Mange of Athlet Prog	3
SPA 531/831	Fiscal Iss in Athletic Admin	3
SPA 535/835	Legal Issues in Ed Administrat	3
SPA 515/815	Research Methods	3
Optional electives <sup>2</sup>		
<b>Skill Courses</b>		
Select three (one credit each) <sup>3</sup>		
SPA 559/859	Event Manag in Athletics (this course is required for students who have selected the Athletic Concentration)	1
SPA 562/862	Student Organizations and Program Advising	1
SPA 563/863	Service Learning & Volunteerism	1
SPA 564/864	Budgeting in Student Affairs	1
SPA 565	Current Topics in:	1
<b>Internship</b>		
Select at least one internship: <sup>4</sup>		
SPA 596/896	Internship I	3
SPA 597/897	Internship II	3
<b>Capstone Courses</b>		

Select one of the following Capstone courses + Portfolio:		3
SPA 600/900	Thesis Completion Seminar	3
SPA 601/901	Capstone Colloquium	3
SPA 602/902	Portfolio (grade = pass/fail)	0

### Electives

Select one of the following: <sup>5</sup>		3
SPA 597/897	Internship II	3
EDG 533/833	Leadership for Change	3
COUN 543	Counsel-Theory & Issues	3
COUN 561	Career Counsel Foundation	3

- <sup>1</sup> May take SPA 511 Curr Issues in Athlet Admin, SPA 526 Organiz & Mange of Athlet Prog, SPA 531 Fiscal Iss in Athletic Admin, SPA 811 Curr Issues in Athlet Admin, SPA 826 Organiz & Mange of Athlet Prog, SPA 831 Fiscal Iss in Athletic Admin as electives.
- <sup>2</sup> May take SPA 510 Issues/American Higher Educati, SPA 525 Student Programs & Assessment, SPA 530 Higher Education Admin, SPA 810 Issues/American Higher Educati, SPA 825 Student Programs & Assessment, SPA 830 Higher Education Admin as electives.
- <sup>3</sup> SPA 565 Current Topics In: is a course that will offer several current topics in student affairs. The student will take this course up to 3 times (total of 3 credits).
- <sup>4</sup> Total of 300 supervised hours in 2 distinct fields including at least one internship. Each internship is 150 hours.
- <sup>5</sup> Students may take the required courses of a different concentration to fulfill elective requirement.

## Entrance Requirements

- Any Bachelor's degree from a regionally accredited college/university
- Minimum undergraduate GPA of 3.0 for full acceptance
- No GRE required

## Application Process

- Application form at [cuw.edu/apply](http://cuw.edu/apply)
- \$60 application fee
- One page essay describing your reason for pursuing the SPAHE program at Concordia University
- Resume of your education and employment experiences
- Two recommendations that address your potential for success in the program and in the field of higher education
- All official transcripts leading to your bachelor's degree
  - If you have completed graduate level courses and wish to have them evaluated for possible transfer (maximum of 6 credits), please submit these transcripts as well

*Please note: International students should contact the Concordia International Center at [international.admissions@cuw.edu](mailto:international.admissions@cuw.edu) for additional application requirements.*

When an applicant's file is complete, the file is forwarded to the program director for review. The director will make one of three decisions:

- The student is fully admitted to the program with no conditions
- The student is admitted conditionally and continuation in the program is contingent upon meeting certain conditions that are stipulated in the acceptance email the student receives.
- The student is denied admission to the SPAHE program. A letter is sent to the applicant, giving the admission decision

If the student is admitted, an official acceptance letter will be mailed to the student. Graduate Admissions will also send an acceptance email with the name and contact information of the student's academic advisor, and the student ID number. Password information to access the student portal will be sent separately from the Information Technology office. Students should contact their academic advisor prior to registering for courses.

## Required Reading Courses For Professional Certification

The State of Michigan requires completion of a 3-credit reading course on the diagnosis and remediation of reading disabilities and differentiated instruction. Our courses meet the State of Michigan's specifications and will enable you to satisfy this requirement. We offer two separate courses: one for elementary educators and one for secondary educators. Both of these courses have appropriate field experiences in the diagnosis and remediation of reading disabilities and differentiated instruction that will help you work with struggling students. Our courses are offered every eight weeks online, with the exception of July - when it can be taken on our campus four Wednesdays during the month. Specifically, we offer: EDU 540/840 (Strategies for Struggling Readers and Writers in the Elementary Classroom) and EDU 545/845 (Teaching for Struggling Readers and Writers in the Secondary Classroom). Each of these courses is three credits, as required by the State of Michigan.

### Requirements:

- Students register as non-degree seeking
- This course cannot become part of a master's degree.

### Program Highlights:

- Online
- Graduate entrance exams such as the GRE are not required.
- International students should contact the Office of International Student Services at [international.admissions@cuaa.edu](mailto:international.admissions@cuaa.edu) for additional application requirements.
- Accelerated 8-week courses
- Students can begin at any time

## School Administrator Certificate Program - SACP

The SACP program is designed for current and aspiring administrators who already have their Master's degree in education and desire to build a theoretical understanding of effective leadership and develop practical skills in school administration.

Upon Completion of the SACP program, the candidate can apply for Building Level Administrator Certification from the State of Michigan. There is no state license test required.

### Requirements:

Individuals interested in this program must hold a Bachelor's degree (with a GPA of 3.0 for full acceptance) from an accredited university, and meet our program entrance requirements.

### Program Highlights:

- Online
- Graduate entrance exams such as the GRE are not required.

- If you have completed graduate level classes in the last seven years and wish to have them evaluated for possible transfer, please contact your admissions counselor for more information on transferring graduate credits.
- Accelerated 8-week courses.
- You can begin at any time, rolling admission.
- The internship (completed in your own school) is one of the most important learning experiences you'll have as you become a proficient educational leader. You will learn from superintendents, principals and other administrators who are successful leaders in their field. This is an intensive 6-month semester experience. Through this hands-on internship, you will gain skills you'll need to create and sustain a positive learning environment.

## Education Programs - CUW

The graduate program was developed by the graduate faculty, approved by the graduate committee, the faculty and the Board of Regents of Concordia University. The directors of the programs, under the direction of the Vice President of Academics, are responsible for the administration of the graduate program.

### Areas within Graduate Education

Programs	WI Department of Public Instruction Certification	Notes	Degrees Granted
Areas within Graduate Education in Teaching Licensure			
Alternative Education	Potentially	Completion of requirements will lead to a #1952 license endorsement. Must be a licensed teacher to be eligible for an add license. Classes open to all graduate students..	MS-E
Art Education	Potentially	May result in certification with special conditions.	MS-E
Literacy Teacher	Yes	Completion of requirements will lead to an endorsement for a #1316 license.	None
Literary Specialist	Yes	Completion of requirements will lead to a #5017 reading administration license. Professional teaching license required.	MS-E
Special Education	Yes	Completion of requirements will lead to a #2801 Cross-Categorical Special Education, #1809 Early Childhood Special Education, or #1825 Visual Impaired add-on license endorsement. Licensure only and/or MS degree options are available.	MS-E
Master of Science in Education - Teaching and Learning			
Traditional Program	Potentially	This concentration is designed to prepare master classroom teachers	MS-E
Graduate Teacher Certification Program: Early Childhood	Yes	Candidates must hold a bachelor's degree and be seeking initial licensure in this area of instruction. Program completion will result in licensure in EC (Birth to Grade 3) #1777	MS-E
Graduate Teacher Certification Program: Elementary	Yes	Candidates must hold a bachelor's degree and be seeking initial licensure in this area of instruction. Program completion will result in licensure in Elementary (Middle Childhood - Early Adolescence) Grades 1-8 #1777	MS-E
Graduate Teacher Certification Program: Secondary	Yes	Candidates must hold a bachelor's degree and be seeking initial licensure in this area of instruction. Program completion will result in licensure in Secondary Education (Early Adolescence - Adolescence) Grades 6-12	MS-E

Graduate Teacher Certification Program: Special Education	Yes	Candidates must hold a bachelor's degree and be seeking initial licensure in this area of instruction. Program completion will result in licensure in Cross Categorical Special Education (Grades K-12) #1801	MS-E
ESL	Yes	Must hold a bachelor's degree and a WI Teaching License to earn the ESL # 1395 license	MS-E
Bilingual	Yes	The Bilingual Education Concentration will lead to both ESL and Bilingual Licensure if all requirements are met. The bilingual license (#1023) is a supplemental license. Students wishing to complete this track must meet all ESL requirements or their equivalent prior to starting the track. Determination done by Program Director	MS-E
Gifted & Talented Teacher	Yes	Must hold a bachelor's degree and a WI Teaching license. License #1013, Gifted and Talented Teacher. Attaches to current WI teaching license upon successful completion of all coursework.	MS-E
Gifted & Talented Coordinator	Yes	Must hold a bachelor's degree and a WI Teaching license. Must hold the GT Teacher's license. License # 5013, Gifted and Talented Coordinator.	MS-E
School Counselor	Yes	Must hold a bachelor's degree. Completion of requirements will lead to a #7054 license endorsement.	MS-E
Professional Counselor: Substance Abuse Counselor	No	Must hold a bachelor's degree. Completion of requirements will lead to eligibility to apply for Professional Counselor Training License through DSPS. Completion of this coursework and practical experiences allow the student to apply for the Substance Abuse Counselor – In Training license through the Department of Safety and Professional Services	MS-E
Professional Counselor: Christian Counseling	No	Must hold a bachelor's degree. Completion of requirements will lead to eligibility to apply for Professional Counselor Training License through DSPS. Certification only for those interested in additional skills and working in a Christian mental health setting	None
Counseling Foundations	No	Non-licensable degree	MS-E
Areas within Graduate Education in Administration Licensure			
Superintendent	Yes	Completion of requirements will lead to a #5003 license endorsement	MS-E

Educational Administration	Yes	Completion of requirements will lead to a #5051 license endorsement.	MS-E
Director of Instruction	Yes	Completion of requirements will lead to a #5010 license endorsement	MS-E
Areas within Graduate Education in Specialty Areas (Non-Licensure)			
Early Childhood Education	No		MS-E
Educational Design & Technology	No		MS-E
Family Life	No		MS-E

### Preferred Educational Partnership Discount (PEP):

Through our Preferred Educational Partnerships (PEP), Concordia University Wisconsin can help assess the unique educational needs of your district, school, or organization, and provide optimal professional development solutions. Our educational team will work with you to understand your needs and goals, in order to deliver programs customized to your needs. Multiple options exist: site-based face-to-face cohort programs, on campus delivery, online options, blended programs, or a customized PD program. Students whose districts are already a PEP district are eligible for a tuition scholarship towards each graduate level course. For more information and the online application form, visit <https://www.cuw.edu/admissions/financial-aid/uncommon-scholarships.html>. If your district is interested in becoming a PEP with CUW, please have an administrator contact Dr. Steven Witt at 262-243-4253 or [Steven.Witt@cuw.edu](mailto:Steven.Witt@cuw.edu).

### Christian Community Scholarship:

Grants are available to teachers in Christian Schools. To be eligible, the student must be employed at a private Christian school and taking courses in Graduate Education at one of Concordia University campus locations or online. The value of the grant is \$500 toward a three-credit course. An application for the Christian Community Scholarship is required each academic year. The application can be found at: <https://www.cuw.edu/admissions/financial-aid/uncommon-scholarships.html>.

### Portfolios, Practicums/Internships, Capstones, and Theses

Most graduate education programs have requirements such as a capstone, thesis, portfolio, or fieldwork experience (practicum, internship). Students in these courses are allowed two semesters to complete coursework, and a final grade will be submitted upon completion of the second semester. If a student is unable to finish within this time frame due to extenuating circumstances, an extension of up to one semester may be requested. Approval must be received by the Program Director and Director Graduate Education for any extension requests.

### Repetition of Courses

If a student earns a grade of C- or lower in a graduate education course, the student will be required to retake the course in order to meet graduation requirements for program completion and licensing. Students may not repeat a course more than once unless there is approval from the Program Director. If a student does not earn a C or higher in a repeated course, and the student's GPA is below a 3.0, the student may be dismissed from his/her graduate education program.

## Doctor of Education in Leadership in Innovation and Continuous Improvement

### The LICl Mission

Inspired by a Christian worldview, stewardship, and service, the mission of the LICl program is to prepare and equip individuals to be lifelong learners and exceptional leaders who will make a positive impact and add value to various vocations and communities of interest.

### The LICl Program

The LICl program has an intellectually stimulating cross-disciplinary approach (e.g. business, occupational therapy, health services, and education) in student makeup and collaborative projects. The 60 credit, three-year program is made up of three core areas (leadership, research, improvement science and innovation) with a fourth area being an elective or customized choice (the education track, the business track, or a blend of the two tracks). While students will be exposed to many different viewpoints throughout their journey in the program, LICl instructors and

curriculum will also present issues, topics, and best practices from a Christian worldview perspective.

### Program Policies

All Program policies for the LICl program are located in the Doctoral of Education in Leadership and Continuous Improvement Handbook.

### Curriculum

Code	Title	Hours
	Required Leadership Core Courses	12
	Required Research Core Courses	12
	Required Improvement Science and Innovation Core Courses	12
	Required Dissertation Research & Dissertation Core Courses	12
	Emphasis Elective Courses (Select one)	12
	Business	
	Education	
<b>Total Hours</b>		<b>60</b>

**Required Leadership Core Courses (12 credits)**

Code	Title	Hours
EDG 9000	Advanced Leadership Theory and Practice	3
EDG 9010	Exemplary Leadership Case Studies	3
EDG 9020	Innovative and Entrepreneurial Leadership	3
EDG 9030	Servant and Ethical Leadership	3
<b>Total Hours</b>		<b>12</b>

**Required Research Core Courses (12 credits)**

Code	Title	Hours
EDG 9040	Intro to Doctoral Program and Research Methods	3
EDG 9050	Quantitative Research Seminar	3
EDG 9060	Qualitative Research Seminar	3
EDG 9070	Advanced Research and Statistics	3
<b>Total Hours</b>		<b>12</b>

**Required Improvement Science and Innovation Core Courses (12 credits)**

Code	Title	Hours
EDG 9180	Organizational Learning, Performance, and Change	3
EDG 9190	Innovation and Design Thinking	3
EDG 9200	Six Sigma Applications	3
EDG 9210	Lean Systems Analysis	3
<b>Total Hours</b>		<b>12</b>

**Required Dissertation Research & Dissertation Core Courses (12 credits)**

Code	Title	Hours
EDG 9080	Research Seminar 1	1
EDG 9090	Research Seminar 2	1
EDG 9100	Research Seminar 3	1
EDG 9110	Research Seminar 4	1
EDG 9120	Research Seminar 5	1
EDG 9130	Research Seminar 6	1
EDG 9140	Research Seminar 7	1
EDG 9150	Research Seminar 8	1
EDG 9160	Research Seminar 9	1
EDG 9350	Dissertation	3
<b>Total Hours</b>		<b>12</b>

**Business Emphasis Elective Courses (12 credits) (must complete four of the following)**

Code	Title	Hours
EDG 9220	Operations and Supply Chain Management	3
EDG 9230	Applications of Management Science and Analytics	3
EDG 9240	Special Topics: Business and Industry	3
EDG 9250	Leading Non-Profit Organizations	3
EDG 9260	Special Topics in Healthcare: The Business of Healthcare	3
EDG 9270	Business Informatics	3
EDG 9280	The Business and Sustainability of Social Entrepreneurship <sup>1</sup>	3

<sup>1</sup> Denotes required course**Education Emphasis Elective Courses (12 credits) (must complete four of the following)**

Code	Title	Hours
EDG 9170	Media, Marketing, and Branding in Education	3
EDG 9185	Futures Thinking in the World of Education	3
EDG 9290	Diversity and Culturally Responsive Leadership	3
EDG 9300	Educating the Adult Learner	3
EDG 9310	Evaluation and Testing in Higher Education	3
EDG 9330	Instructional Design for Higher Education	3
EDG 778/978	The Superintendency	3
EDG 788/988	Profess Ethics in Leadership	3
EDG 789/989	Organizational & Policy Develo	3
EDG 790/990	School Improve & Data Analysis	3
EDG 791/991	Public Relations	3
EDG 792/992	Facility Planning	3

## Master of Science in Art Education Programs - Art Education

The Graduate Program in Art Education prepares educators to understand the role of artistic activity in the human condition, possess an advanced understanding of art curricula and pedagogy, demonstrate a high level of competence with visual arts media, and foster an awareness of the nature and implications of past and current practice in the field.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Conceptual Base</i>		
AEG 501	The Origins of Art Education	3
AEG 531	Sources of Contemporary Practice in Art Education	3
<i>Contemporary Issues/Instructional Issues</i>		
AEG 510	Children and Artistic Activity	3
AEG 540	Designing the Course of Instruction in Art	3
<b>Relevant Practices</b>		
Select 6-9 credits of the following:		6-9
AEG 580	Studio Practice in Visual Arts (Two-Dimensional Practices; Three-Dimensional Practices; Design; Multiple Image Processes (Printmaking, Photography, etc.); Craft Processes)	
AEG 533	Classroom Applications of Visual Culture	
AEG 542	Meth Tchng/Learn in Art Class	
AEG 590	Technology in Art Ed	
AEG 620	Experiences Beyond the Classroom (Field Applications; Directed Travel Study)	
<b>Electives</b>		
Select 6-9 credits of the following:		9-6
AEG 500	Great Books in Art Education	
AEG 521	Contemp Readings in Art Ed	
AEG 550	Integrating the Art Curriculum	
AEG 560	Special Topics in Art Ed <sup>1</sup>	
<b>Closure</b>		
Select one of the following:		3-6
<i>Thesis</i>		



AEG 680	Art Education Thesis (Scholarly; Applied; Studio)
<i>Non-Thesis Alternative (2 Semesters)</i>	
AEG 660/661	Curriculum Development I
AEG 670/671	Mentorship/Apprenticeship I
AEG 681/682	Directed Course Work I
<b>Total Hours</b>	<b>30-33</b>

## Footnotes

- <sup>1</sup> May include: Museum Education, Art and Language, Research Methods for Art Education; The Philosophic Bases of Art Education; Art, Family, and Community; Art and the Spiritual

## Master of Science in Education - Counseling

Concordia offers multiple options in Counseling:

1. School Counselor (K-12) – WDPI License #7054. The School Counselor Program is approved by the Wisconsin Department of Public Instruction. The program follows the licensing requirements for school counselors.
2. Professional Counselor – WDSPS Certificate 226-Licensed Professional Counselor in Training Students may also be endorsed for a Substance Abuse Counselor in Training (SAC-IT) 130 License- See the counseling program director for specifics on SAC-IT endorsement requirements.
3. Counseling Foundations - Non-Licensable Degree-See counseling program director for specifics for this counseling master degree alternative.
4. A Christian Counseling Certificate is a 15 credit program designed for individuals who are currently working in or planning to work in a church, church school, or Christian agency setting.

### The Objectives of the Counseling Degree

Concordia University's Graduate Counseling Program prepares its graduates to be ethical servant leaders who value the diversity of God's children and embrace social justice with compassion. Graduates help others to lead purposeful and fulfilling lives in mind, body and spirit.

Graduates of the Counseling program will:

- Integrate evidence-based counseling theories, techniques and interventions into professional practice
- Adhere to professional and ethical standards
- Actively engage in self-reflection and lifelong learning
- Serve clients according to their unique diverse needs
- Help clients to lead purposeful and fulfilling lives in mind, body and spirit

### International Students

Welcome to Concordia. Please keep in mind that upon successful completion of the program, you will be endorsed for licensure in the state of Wisconsin. You are encouraged to explore what you will need in your country to complete your practicum experience as well as be licensed as a school counselor or professional counselor. You will need to meet all criteria in the state of Wisconsin to complete your degree through Concordia. Exploration of these criteria for practicum and licensure is

your responsibility and should be completed prior to entering the program or as soon as possible upon admittance to the program.

All transcripts must be from a regionally accredited university and reviewed by a credential evaluation service. Concordia recommends either: National Association of Credential Evaluation Services (NACES) or Association of International Credentials Evaluations (AICE).

### Students from outside of Wisconsin

Welcome to Concordia. Please keep in mind that upon successful completion of the program, you will be endorsed for licensure in the state of Wisconsin. You are encouraged to explore what you will need in your state to complete your practicum experiences as well as be licensed as a school counselor or professional counselor. You will need to meet all criteria in the state of Wisconsin to complete your degree through Concordia. Exploration of these criteria for practicum and licensure is your responsibility and should be completed prior to entering the program or as soon as possible upon admittance to the program.

### Curriculum for School Counseling

Students must complete a minimum of one course in each of the following 10 categories. A total of 45 credits are required for graduation.

In categories with more than one course listed, required and elective courses are identified within that category. Additionally, students without a teaching license who are in school counseling program must take 48 credits including the Category 11- COUN 620 Management for Counselors/Management for Counselors/COUN 920 Management for Counselors/Management for Counselors.

Code	Title	Hours
<b>Counseling Theory</b>		
COUN 543/843	Counsel-Theory & Issues (required)	3
<b>Human Growth and Development</b>		
COUN 584/884	Human Development (required)	3
<b>Social and Cultural Foundations</b>		
COUN 552/852	Soc/Cult Foundation Coun (required)	3
<b>Helping Relationships</b>		
COUN 564/864	Consultations Strategies (required)	3
COUN 582/882	Trauma Counseling (required)	3
COUN 593/893	Individual Counseling (required)	3
<b>Group Work</b>		
COUN 594/894	Group Counseling (required)	3
<b>Career and Lifestyle Development</b>		
COUN 561/861	Career Counsel Foundation (required)	3
<b>Appraisal</b>		
COUN 587/887	Tests & Measurements (required)	3
<b>Research and Program Evaluation</b>		
COUN 586/886	Design,Implem and Eval (required)	3
<b>Family, Partnership and Couples Counseling</b>		
COUN 581/881	Models/Methods Family Coun	3
<b>Professional Orientation</b>		
COUN 592/892	Professional Ethics (required)	3
<b>Supervised Practicum and Portfolio</b>		
COUN 627/927	Portfolio - Introduction (required)	0
COUN 628/928	Portfolio - Pre-Practicum (required)	0
COUN 579	Practicum Elementary School	2
COUN 630	Portfolio Elementary school	0

COUN 590	Practicum Middle School	2
COUN 631	Portfolio - Middle School	0
COUN 591	Practicum High School	2
COUN 632	Portfolio High School	0
<b>Lesson Planning/Classroom Management (Non-Teachers in School Counseling)</b>		
COUN 620/920	Management for Counselors (required if the student is not a licensed teacher)	3
<b>Electives</b>		
COUN 510	Christian Persp Psychphrmclgy	3
COUN 512	Psychopharmacology	3
COUN 515	Research & Eval in Counseling	3
COUN 520	Addictions Counseling	3
COUN 522	Ethics of Christian Counselor	3
COUN 523	Ind Counsl frm Christian Persp	3
COUN 528	Christian Persp Family Dev	3
COUN 544	Scripture & Christian Counselo	3
COUN 545	Christian Care Giving	3
COUN 546	Christian Reconciliation	3
COUN 550	Social Psychology	3
COUN 553	Social/Cultural Theolgl Found	3
COUN 554	Theories of Personality	3
COUN 563	Cur Topics Pastors & Church Wk	3
COUN 565	Consult Strat within Church	3
COUN 577	Mod & Meth Christian Fam Couns	3
COUN 578	Christian Trauma Counseling	3
COUN 580	Family Development	3
COUN 588	Psychopathology	3
<b>Total Hours</b>		<b>102</b>

## Licensing Requirements for School Counselor (K-12) - License #7054

### Portfolio Requirements

The student seeking a Wisconsin DPI counseling license and endorsed by Concordia, must complete a Portfolio and demonstrate an understanding and ability to apply the Pupil Service Standards within counseling practice. The Portfolio is comprised of five sections. The Introduction to Portfolio is completed while a student is enrolled in COUN 543 Counsel-Theory & Issues/Counsel-Theory & Issues/COUN 843 Counsel Theory & Issues/Counsel Theory & Issues. Pre-Practicum Portfolio is to be completed and submitted as a part of the application process for participation in the Practicum experiences. The last 3 portfolio sections (elementary school, middle school, and high school) will be completed during the Practicum experiences.

### Practicum Requirements

The student needs to submit their entire application, with all three sites and on-site supervisors identified for the practicum experience to be approved. Each student must obtain a minimum of 200 hours at each of the following levels: Elementary, Middle and High. If the student is required to obtain more than 600 hours, the student should contact the Program Director to review expectations and options.

## Praxis II Exam Requirement

Students must successfully complete the PRAXIS II exam prior to graduation.

## Curriculum for Professional Counseling

A total of 60 credits are required for students seeking the Licensed Professional Counseling - In Training endorsement from Concordia. The student must successfully complete a minimum of class in each of the categories listed below.

Department of Safety and Professional Services requires at least 3 credit hours in 'a counseling theory or counseling approaches course.'

Code	Title	Hours
<b>Counseling Theory</b>		
COUN 543/843	Counsel-Theory & Issues	3
<b>Human Growth and Development</b>		
COUN 584/884	Human Development	3
<b>Social and Cultural Foundations</b>		
COUN 552/852	Soc/Cult Foundation Coun	3
<b>Helping Relationships</b>		
COUN 564/864	Consultations Strategies	3
COUN 593/893	Individual Counseling	3
<b>Group Dynamics Processing and Counseling</b>		
COUN 594/894	Group Counseling	3
<b>Lifestyle and Career Development</b>		
COUN 561/861	Career Counsel Foundation	3
<b>Appraisal</b>		
COUN 587/887	Tests & Measurements	3
<b>Research and Program Evaluation</b>		
COUN 586/886	Design,Implem and Eval	3
<b>Professional Orientation</b>		
COUN 592/892	Professional Ethics	3
<b>Supervised Practicum and Portfolio</b>		
COUN 606/906	Practicum for Prof Counselors	3
COUN 607/907	Internship I - Prof Counselor	3
COUN 608/908	Internship II for Prof Counsel	3
<b>Foundations of Clinical Mental Health Counseling</b>		
COUN 589/889	Found Clin Mental Health Couns	3
<b>Clinical Mental Health Counseling Diagnosis and Treatment Planning</b>		
COUN 596	Adv Thry & Skill for Prof Coun	3
<b>Crisis and Trauma Counseling</b>		
COUN 582/882	Trauma Counseling	3
<b>Abnormal Behavior and Psychopathology</b>		
COUN 588/888	Psychopathology	3
<b>Addictions Counseling</b>		
COUN 520/820	Addictions Counseling	3
<b>Family, Partnership and Couples Counseling</b>		
COUN 581/881	Models/Methods Family Coun	3
<b>Electives</b>		
COUN 510	Christian Persp Psychphrmclgy	3
COUN 512	Psychopharmacology <sup>1</sup>	3
COUN 515	Research & Eval in Counseling	3
COUN 523	Ind Counsl frm Christian Persp	3

COUN 528	Christian Persp Family Dev	3
COUN 522	Ethics of Christian Counselor	3
COUN 544	Scripture & Christian Counselo	3
COUN 545	Christian Care Giving	3
COUN 546	Christian Reconciliation	3
COUN 550	Social Psychology	3
COUN 553	Social/Cultural Theolgc Found	3
COUN 554	Theories of Personality	3
COUN 563	Cur Topics Pastors & Church Wk	3
COUN 565	Consult Strat within Church	3
COUN 577	Mod & Meth Christian Fam Couns	3
COUN 578	Christian Trauma Counseling	3

**Total Hours** **105**

<sup>1</sup> Course is required if seeking substance abuse counselor-in-training license.

### Practicum for Professional Counselor

The professional counseling student seeking licensure as a Professional Counselor in the State of Wisconsin will be required to complete a minimum of 700 hours in practicum/internship experiences. Each applicant must be supervised at each practicum site by a Wisconsin Department of Safety and Professional Services (DSPS) licensed professional counselor and a CUW supervisor. A practicum agreement between the student, Concordia University and each receiving site agency/hospital are required for each practicum placement. The practicum affords the student the opportunity to work as a counselor in a community setting and may include experiences such as assessment and implementation of counseling programs, individual and group counseling, and consultation with other community agencies. Those students pursuing a licensure as a Professional Counselor must complete all practicum hours in not less than two academic years. Applications for practicum must be made to the Director of the Counselor Education Program after a minimum of 33 credits of coursework is completed.

After graduation from the CUW Master of Science of Education-Counseling program, students will be eligible to apply for Professional Counselor Training License through the DSPS. The specific post-graduation requirements to receive a Professional Counselor Training License are established by the DSPS. Current DSPS regulations for Professional Counselors with a Training License include an additional 3000 hours supervised practicum.

## Master of Science in Education - Early Childhood Education

This program is designed to prepare specialists in early childhood education. This program will enable the student to strengthen his/her understanding of early childhood educational theory, improve understanding of human growth and development, and increase knowledge and expertise in the principles and practices of early childhood education.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
EDG 802	Effct rltshps w fam&communit	3

or EDG 702	Effct rltshps w fam&communit	
EDG 803	Develop Approp Assessment Prct	3
or EDG 703	Develop Approp Assessment Prct	
EDG 808	Dev Apprp Pract Early Child Ed	3
or EDG 708	Dev Apprp Pract Early Child Ed	
EDG 860	Curric Design Dev Early Ch Ed	3
or EDG 560	Curric Design Dev Early Ch Ed	
EDG 812	Field Experience Early Childhd	3
or EDG 712	Field Experience Early Childhd	
EDG 818	Portfolio	0
or EDG 718	Portfolio	
EDG 815	Educational Research Methods	3
or EDG 515	Educ Research Methods	
EDG 890	Thesis/Project Completion Semi <sup>1</sup>	3
or EDG 895	Graduate Capstone Project	

Select a concentration **9**

Accomplished Early Childhood Teacher in Literacy

EDG 846 Workshop:Books & Pictures

or EDG 545 Workshop:Books & Pictures

EDG 867 Lang Dev & Lang Arts in EC

or EDG 567 Lang Dev & Lang Arts in EC

EDG 856 Language & Literacy Develop

or EDG 556 Language & Literacy Develop

Early Childhood Program Administrator

EDG 849 Administration and Supervision in Early Childhood

or EDG 749 Administration and Supervision in Early Childhood

EDG 861 Market Operat & Fin Market ECE

or EDG 761 Market Operat & Fin Market ECE

EDG 870 Laws, Regs, Lic & Credent ECE

or EDG 770 Laws, Regs, Lic & Credent ECE

**Total Hours** **30**

Other Courses may be taken as part of your program with the Director's approval.

## Master of Science in Education - Educational Administration

The administrative concentration is designed to equip teachers for administrative responsibility and to assist present administrators in developing organizational and leadership skills. The program is designed to help the student acquire the necessary skills in decision-making, human resource management, teacher evaluation, curriculum leadership, and change. The administrative concentration in the Master of Science in Education provides the opportunity for the applicant to receive a Wisconsin State Administrative license through the Department of Public Instruction. The Wisconsin license (#5051) is limited to elementary and high school building principals. Applicants desiring a principal's license for another state should consult with their state's licensing requirements.

### Curriculum

Code	Title	Hours
<b>#5051 Licensure</b>		
EDG 531/831	Principles of Education Admin	3
EDG 541/841	Business Admin of Schools	3

EDG 537/837	Supervision of Instruction	3
EDG 535/835	Legal/Ethic Issues in Ed Admin	3
EDG 507/807	Curriculum Leadership	3
EDG 539/839	Practicum in Educ Admin	3
<b>#5010 Licensure</b>		
EDG 699/887	Assessment for Learning	3
EDG 552/852	Improve Literacy Instruction	3
EDG 515/815	Educ Research Methods	3
EDG 595/895	Graduate Capstone Project	3
<b>Total Hours</b>		<b>30</b>

**Available license options:**

- #5051 Administrator
- #5010 Director of Instruction
- #5008 School Business Administrator

**Coursework for #5008 School Business Administrator License (WI DPI)**

Principals of Educational Administration (3 cr.)

Legal and Ethical Issues (3 cr.)

Business Administration (3 cr.)

Compensation and Law (3 cr.)

School Business Management II (3 cr.)

SBM Strategy (3 cr.)

SBM Auxiliary Services (3 cr.)

Practicum (3 cr.)

Total = 24 credits

## Master of Science in Education - Educational Design and Technology

This program exists to equip individuals in learning organizations to serve as ethical, innovative, and effective leaders of learning, design, and educational technology. The CUW program has a fourfold emphasis: digital literacy, applying current research and design principles in order to create digital age learning experiences, exploring the implications of digital culture upon the present and future of learning organizations, and reflecting upon the spiritual and ethical implications of technology in education.

Concordia's MS in Educational Design and Technology program has the distinction of being the first graduate program in the United States to offer a program-wide learning experience where digital badges are paired one-to-one with distinct program and course-level competencies. This program's unique model of competency-based education requires students to demonstrate newly-acquired or enhanced competencies within a curriculum rich in project-based learning, as well as opportunities for leadership, service, and meaningful reflection.

**Program Outcomes**

- Goal 1: Facilitate and inspire learning and creativity using existing and emerging technologies (NETS-T #1)

- Goal 2: Design and develop effective and engaging learning experiences, environments, resources, and assessments (Expanded from NETS-T #2)
- Goal 3: Model digital-age work, research, collaboration and learning (Modified from NETS-T #3)
- Goal 4: Promote and model digital citizenship and Christian discipleship within the context of the digital age. (Expanded from NETS-T #4)
- Goal 5: Promote research and data-driven decisions about technology-enhanced teaching and learning environments
- Goal 6: Engage in ongoing professional growth and leadership (NETS-T #5)

**Curriculum**

Code	Title	Hours
<b>Required Courses</b>		
EDT 670/970	Integrat Tech in the Classroom	3
EDT 627/927	Portfolio I	0
EDT 589/889	Applying Tech in the Classroom	3
EDT 608/908	Critical Issues in Ed Tech	3
EDT 593/893	Theories of Learning & Design	3
EDT 628/928	Portfolio II	0
EDT 592/892	Instructional Design	3
EDT 585/885	Research in Ed Technology	3
EDT 629/929	Portfolio III	0
<i>Select One</i>		3
EDT 890	Thesis/Project Completion Semi	
EDT 895	Graduate Capstone Project	
<b>Electives</b>		
Select 12 credits of the following:		12
EDT 505/805	Online Teaching and Learning	
EDT 514/814	Ed Ministry in Digital World	
EDT 594/894	Digital Literacy	
EDT 607/907	Multimedia for the Classroom	
EDT 639/939	School Leadership in Tech	
EDT 645/945	Readings in Educational Techno	
EDT 657/957	Building Online Learning Communities (Web 2.0/ Learning 2.0)	
EDT 671/971	Grants and Funding for Educational Technology Initiatives	
EDT 515/815	Innovation in Education	
EDT 519/819	Workshop in Educ Design & Tech	
EDT 820	Blended Learning	
EDT 851	Support and Troubleshooting for Teaching and Learning with Technology	
Other electives as approved by the program director		
<b>Total Hours</b>		<b>33</b>

## Master of Science in Education - Family Life

This program prepares Family Life Educators with the critical skills and resources to assist families in effectively coping with life events and family transitions. Family Life Educators focus on healthy family functioning primarily through educational approaches. Concordia's

program integrates Biblical truths throughout coursework in order to give students a decidedly Christian perspective. Students learn to conduct family life education in a variety of settings to reduce the harmful effects society can have on individuals and families across the life span. A Master of Science in Education-Family Life requires a minimum of 36 credit hours of course work planned in consultation with and approved by the program director. Students in the Family Life Education program must complete a total of 120 practicum hours. These practicum hours will be embedded within the coursework with a focus on designing positive family programming.

The Family Life Education program is in the process of applying to NCFR for Provisional Certified Family Life Educator (CFLE) designation. More information about the CFLE designation will be available as Concordia University works through this certification process. The Family Life Education program is not currently NCFR certified.

## Curriculum

Completion of 36 credits is required in order to receive a Master of Science in Education-Family Life.

Code	Title	Hours
<b>Required Courses</b>		
COUN 584/884	Human Development	3
COUN 592/892	Professional Ethics	3
EDG 526/826	American Family Today	3
EDG 569	Contemp Iss Family & Parenting	3
EFL 530/830	Marriage & Family Relations	3
EFL 540/840	Human Sexuality	3
EDG 515/815	Educ Research Methods	3
EFL 550/850	Family Law and Public Policy	3
EFL 880	Family Resource Management	3
EFL 560/860	Curr & Methods in Family Life	3
EDG 590/595	Thesis Completion Seminar	3
<b>Electives</b>		
COUN 593	Individual Counseling	3
COUN 594	Group Counseling	3

Note that 120 hours of practicum hours are embedded within various courses.

## Master of Science in Education - Literacy

This program is designed to prepare specialists in reading. The program will enable the student to qualify for a Wisconsin licensure as a Reading Teacher (Wisconsin Department of Public Instruction Certification #1316) and as a Reading Specialist (Wisconsin Department of Public Instruction Certification #5017). Reading Specialist certification requires a master's degree, which includes Reading Teacher certification. Reading Teacher certification requires 15 credits.

There are two options available in this concentration:

1. Reading Teacher Certification – License #1316
2. Reading Specialist Certification – License #5017

## Program Outcomes

### Reading Teacher - WI License #1316

1. Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.
2. Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.
3. Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.
4. Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
5. Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.
6. Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities
7. Christian Servant Leadership - The educational professional models Christian servant leadership through consistent, moral and ethical behaviors and, by example, inspires others to do likewise in their personal, professional and community life.

### M.S. in Education - Literacy and Reading Specialist WI #5017 (in addition to above)

1. The administrator has an understanding of and demonstrates competence in the teacher standards.
2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
3. The administrator leads by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
6. The administrator acts with integrity, fairness, and in an ethical manner.
7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

## Curriculum

### Reading Teacher - WI License #1316

Code	Title	Hours
EDG 552/852	Improve Literacy Instruction	3
EDG 509/809	Disciplinary Literacy	3
EDG 556/856	Language & Literacy Develop	3
EDG 553/853	Literacy Assess for Instruct	3
EDG 554/854	Literacy Practicum ( )	3
EDG 627/927	Portfolio I	0
Total Hours		15

### M.S. in Education - Literacy and Reading Specialist WI #5017 (in addition to above).

Code	Title	Hours
EDG 576	Lit-Kindergarten to Secondary	3
EDG 507/807	Curriculum Leadership	3
EDG 537/837	Supervision of Instruction	3
EDG 544/844	Curr Top & Research Literacy	3
EDG 595/895	Graduate Capstone Project	3
EDG 596/896	Literacy Internship	3
EDG 629/929	Portfolio III	0
Total Hours		18

## Master of Science in Education - Special Education

### This Program Has 3 Tracks From Which To Choose:

#### 1. CROSS-CATEGORICAL SPECIAL EDUCATION WISCONSIN Add-on DPI #2801

This program enables teachers to work with students with the following disabilities:

- Intellectual Disabilities (ID)
- Specific Learning Disabilities (SLD)
- Emotional/Behavioral Disabilities (EBD)

This program not only prepares you through curriculum, but also requires a practicum and portfolio at program completion.

#### 2. EARLY CHILDHOOD SPECIAL EDUCATION-WISCONSIN DPI Add on #1809

This program enables teachers to work with children:

- Birth - Age 8
- Learning in their most developmental years

This program not only prepares you through curriculum, but also requires a practicum and portfolios throughout the program.

#### 3. VISUAL IMPAIRMENT - WISCONSIN DPI Add-On #1825

*\*\*This is Wisconsin's Only Visual Impaired Licensure Program*

This program enables teachers to work with students who are:

- Blind
- Low vision

Teachers in this program learn how to teach Braille and orientation and mobility skills. This program requires a summer residency, practicum, and portfolio.

### CROSS-CATEGORICAL SPECIAL EDUCATION - WI DPI Add-on #2801

This program enables teachers to work with students with the following disabilities:

- Intellectual Disabilities (ID)
- Specific Learning Disabilities (SLD)
- Emotional/Behavioral Disabilities (EBD)

This program not only prepares you through curriculum, but also requires a practicum and portfolio at program completion.

#### For licensing:

Code	Title	Hours
EDG 934	Read Diag & Inst in SpEd CCSE	3
EDG 935	Legal Issues in Special Education	3
EDG 979	Assess & Inst for Child Sp Nd	3
EDG 984	Educ/Behav Mgmt in Sp Ed	3
EDG 5030	Intervention Strategies, Adaptations, and Collaboration for Exceptional Students	3
EDG 943	CC Spec Ed Pract & Sem	1
EDG 996	Portfolio I - Sp Ed	0
EDG 997	Portfolio II - Sp Ed	0
EDG 998	Portfolio III - Sp Ed	0

#### The following courses can be added to complete the master's degree:

Code	Title	Hours
EDG 815	Educational Research Methods	3
EDG 890 or EDG 895	Thesis/Project Completion Semi Graduate Capstone Project	3

### EARLY CHILDHOOD SPECIAL EDUCATION-WI DPI add on #1809

This program enables teachers to work with children:

- Birth - Age 8
- Learning in their most developmental years

This program not only prepares you through curriculum, but also requires a practicum and portfolios throughout the program.

#### For licensing:

Code	Title	Hours
EDG 930	Language Acquisition and Literacy	3
EDG 931	Evaluative Tech in EC Spec Ed	3
EDG 938	Adaptations and Programming in Early Childhood Special Education	3
EDG 935	Legal Issues in Special Education	3

EDG 5030	Intervention Strategies, Adaptations, and Collaboration for Exceptional Students	3
EDG 944	EC Sp Ed Pract & Sem	1
EDG 996	Portfolio I - Sp Ed	0
EDG 997	Portfolio II - Sp Ed	0
EDG 998	Portfolio III - Sp Ed	0

**Additional courses for students without special education licensure:**

Code	Title	Hours
EDG 919	Teach Stu w Sig Disabilities	3
EDG 934	Read Diag & Inst in SpEd CCSE	3
EDG 984	Educ/Behav Mgmt in Sp Ed	3
EDG 937	Life Span/Devel of Child w Dis	3

**The following courses can be added to complete the master's degree:**

Code	Title	Hours
EDG 815	Educational Research Methods	3
EDG 890 or EDG 895	Thesis/Project Completion Semi Graduate Capstone Project	3

## VISUAL IMPAIRMENT - WI DPI Add-On #1825

### **\*\*This is Wisconsin's Only Visual Impaired Licensure Program**

This program enables teachers to work with students who are:

- Blind
- Low vision

Teachers in this program learn how to teach Braille and orientation and mobility skills. This program requires a summer residency, practicum, and portfolio.

**For licensing:**

Code	Title	Hours
EDG 747	Foundations of Visual Impairment, Anatomy, and Physiology of the Vision System	3
EDG 771	Teaching Methods for Students with Visual Impairments	3
EDG 772	Orientation and Mobility and Adaptive Skills	3
EDG 773	Communication and Braille Code I	3
EDG 774	Communication and Braille Code II	2
EDG 748	Visually Impaired Special Education Practicum and Seminar	1
EDG 947	Assistive Technology for Individuals with Disabilities	3
EDG 996	Portfolio I - Sp Ed	0
EDG 997	Portfolio II - Sp Ed	0
EDG 998	Portfolio III - Sp Ed	0
EDG 979	Assess & Inst for Child Sp Nd	3
EDG 935	Legal Issues in Special Education	3
EDG 5030	Intervention Strategies, Adaptations, and Collaboration for Exceptional Students	3

**The following courses can be added to complete the master's degree:**

Code	Title	Hours
EDG 815	Educational Research Methods	3
EDG 890 or EDG 895	Thesis/Project Completion Semi Graduate Capstone Project	3

## Master of Science in Education - Teaching & Learning with Teacher Licensure

Concordia University Wisconsin offers an accelerated, graduate teacher licensure program known as CAPTL (Concordia Accelerated Programs for Teacher Licensure), for adults who wish to be licensed to teach in:

- Early Childhood: Birth - Grade 3
- Elementary Education: Grades K-9 (*Kindergarten is defined as 4-year old Kindergarten*)
- Secondary Education: Grades 4-12 or K-12 (depending on content area)
- Special Education: Grades K -12

Individuals interested in these programs must hold a Bachelor's degree from an accredited university, and meet our program entrance requirements. Once students finish the licensing portion of the program and successfully complete the Capstone course (EDC 761), the Master of Science in Education with a Teaching and Learning emphasis will be awarded.

The Concordia Accelerated Programs for Teacher Licensure (CAPTL) is available at our Mequon, Madison, Appleton, and Kenosha campuses. CAPTL courses are available in both face-to-face and an online/blended option.

In addition to initial teacher licensure opportunities, CAPTL also offers add-on licensure options. These additional options include ESL, Bilingual, and Gifted & Talented.

### Program Highlights

- CAPTL cohorts start twice each year. All face-to-face cohorts will start each fall and online/blended cohorts will start in spring. Check with the specific campus you want to attend to confirm start dates. Cohorts run given an adequate number of qualified accepted applicants. Applications are accepted on a rolling basis
- Face-to-face classes meet once a week for four hours in the evenings (example: 5:00 - 9:00 p.m.)
- Online/blended courses are offered in a blended format with 75% of coursework taking place online, and 25% in a face-to-face setting. The face-to-face classes take place on the Mequon campus on Saturdays from 9:00 am - 3:00 pm
- All CAPTL, provisional (initial) licensure programs require a semester of full-time student teaching
- Students must have a Bachelor's degree with a cumulative GPA of a 3.0 or higher, as well as a 3.0 GPA in all certification areas which the student is seeking licensure. Students must have an official transcript evaluation conducted by CUW staff to determine if all secondary core requirements have been met
- Many minor licensure areas, including ESL and Bilingual, and Gifted & Talented are available to add to the major/initial teaching license. Participants in the ESL, Bilingual and Gifted & Talented programs are required to complete 18 additional CORE credits in the traditional

Teaching and Learning Master track in order to earn a Master's of Science in Education - Teaching and Learning.

## Program Specifications

- **Praxis Tests:** Students must pass the Praxis I (CORE) exam **OR** demonstrate proficiency via alternative assessments (grades of B or better in related course content) and the Praxis II exam **OR** maintain a minimum GPA of 3.0 within content courses prior to student teaching
- **Clinical Hours:** Clinical hours are aligned and completed concurrently with program coursework prior to student teaching. Observation reflections are due at the end of each class
- **Practicum:** Students will complete a supervised Practicum prior to student teaching

\*Please note: changes are occasionally made to the requirements; the information described within this handbook is subject to change without notice

## Master's Degree Eligibility

- Only for students who have successfully completed CUW's CAPTL - Graduate Program
- The Master's of Science in Education - Teaching and Learning is earned when EDC 761: CAPTL Capstone course is successfully completed
- Students have 5 years to complete the Master's degree following the licensure portion of the program

## Master of Science in Education - Teaching and Learning - Elementary Courses - 39 credit

Code	Title	Hours
EDC 750	Foundations of the Teaching Profession	3
EDC 751	Educational Psychology; Understanding Theory of Teaching and Learning	3
EDC 752	Language Arts Development and Strategies	3
EDC 757	Teaching Diverse Students, Families and Classrooms	3
EDC 758	Co-Planning and Instruction for all Students	3
EDC 755	Interdisciplinary Instruction: Teaching in the Middle School	3
EDC 754	Curriculum & Methods - Language Arts and Social Studies	3
EDC 756	Analysis of Instruction and Assessment	3
EDC 759	Curriculum & Methods - STEAM	3
EDC 760	Curriculum & Methods - Math	3
EDC 535	Student Teaching Elementary	1-6
EDC 536	Student Teaching Middle School	1-6
EDC 761	CAPTL Capstone	3

Code	Title	Hours
EDC 750	Foundations of the Teaching Profession	3
EDC 751	Educational Psychology; Understanding Theory of Teaching and Learning	3
EDC 752	Language Arts Development and Strategies	3
EDC 757	Teaching Diverse Students, Families and Classrooms	3
EDC 758	Co-Planning and Instruction for all Students	3

EDC 755	Interdisciplinary Instruction: Teaching in the Middle School	3
EDC 754	Curriculum & Methods - Language Arts and Social Studies	3
EDC 756	Analysis of Instruction and Assessment	3
EDC 759	Curriculum & Methods - STEAM	3
EDC 760	Curriculum & Methods - Math	3
EDC xxx	Teaching the Emergent Writer	3
EDC 611	Lang Develop & Early Literacy	4
EDC 613	Books and Pictures	4
EDC 615	Curric & Methods in ECE I	4
EDC 619	EC Student Teaching	3
EDC 535	Student Teaching Elementary	1-6
EDC 761	CAPTL Capstone	3

## Master of Science in Education - Teaching and Learning - Early Childhood & Elementary Courses - 51 Credit

Code	Title	Hours
EDC 750	Foundations of the Teaching Profession	3
EDC 751	Educational Psychology; Understanding Theory of Teaching and Learning	3
EDC 752	Language Arts Development and Strategies	3
EDC 757	Teaching Diverse Students, Families and Classrooms	3
EDC 758	Co-Planning and Instruction for all Students	3
EDC 755	Interdisciplinary Instruction: Teaching in the Middle School	3
EDC 754	Curriculum & Methods - Language Arts and Social Studies	3
EDC 756	Analysis of Instruction and Assessment	3
EDC 759	Curriculum & Methods - STEAM	3
EDC 760	Curriculum & Methods - Math	3
EDC xxx	Teaching the Emergent Writer	3
EDC 611	Lang Develop & Early Literacy	4
EDC 613	Books and Pictures	4
EDC 615	Curric & Methods in ECE I	4
EDC 619	EC Student Teaching	3
EDC 535	Student Teaching Elementary	1-6
EDC 761	CAPTL Capstone	3

## Master of Science in Education - Teaching and Learning - Secondary Courses- 33 Credit

Code	Title	Hours
EDC 750	Foundations of the Teaching Profession	3
EDC 751	Educational Psychology; Understanding Theory of Teaching and Learning	3
EDC 753	Language and Literature in Content Areas	3
EDC 757	Teaching Diverse Students, Families and Classrooms	3
EDC 758	Co-Planning and Instruction for all Students	3
EDC 755	Interdisciplinary Instruction: Teaching in the Middle School	3
EDC 885	Secondary Method Online Master	0

*Must also take one of the content area methods course below*



EDC 570/870	Curr & Methods of Tchg English	
EDC 571/871	Curr & Meth of Tchg Soc Studie	
EDC 572/872	Curr/ Meth of Tchg Math Sec	
EDC 573/873	Curr & Meth of Tchg Science	
EDC 574/874	Curr & Meth Tchg Bus Education	
EDC 575/875	Curr & Meth of Tchg World Lang	
EDC 577/877	Curr & Meth of Tchg Art	
EDC 578/878	Curr & Meth Tchg Phy Ed & Healt	
EDC 756	Analysis of Instruction and Assessment (Optional course for Secondary Math and Science)	3
EDC 759	Curriculum & Methods - STEAM (Optional course for Secondary Math and Science)	3
EDC 586/886	Studnt Tchng Middle School	1-6
EDC 587/887	Studnt Tchng High School	1-6
EDC 761	CAPTL Capstone	3
Additional required courses for Mathematics or English/Language Arts License Candidates		
EDC 832	Teaching Writing	3
EDC 812	Math in The Middle School	3

**Business Vocational License Courses**

Code	Title	Hours
EDG 953	Prin of Career & Technical ED	3
EDG 952	Org & Admin of Coop Ed Program	3

**Master of Science in Education - Teaching and Learning - Special Education Courses - 39 Credits**

Code	Title	Hours
EDC 835	Foundations of Special Education: Instructing Diverse Populations	3
EDC 836	Legal Foundations in Special Education	3
EDC 837	Teaching Mathematic Strategies	3
EDC 838	Classroom and Behavioral Management in Special Education	3
EDC 839	Foundational Reading and Literacy Strategies	3
EDC 840	Differentiated Reading Interventions for Special Education	3
EDC 841	Evidence-Based Instructional Strategies in Special Education	3
EDC 842	Characteristics of and Interventions for Students with Significant Disabilities	3
EDC 843	Assessment and Progress Monitoring in Special Education	3
EDC 844	Collaboration and Teaming for Effective Instruction	3
EDC 845	Special Education Student Teaching (first 9 week placement)	1-6
EDC 846	Special Education Student Teaching (second 9 week placement)	1-6
EDC 761	CAPTL Capstone	3

**Participants in the ESL, Bilingual and Gifted & Talented programs are required to complete 18 additional CORE credits in the traditional Teaching and Learning Master track in order to earn a Master's of Science in Education - Teaching and Learning.**

**ESL Minor Courses**

Code	Title	Hours
EDG 700/900	Cross Cultural Comm Teachers	3
EDG 706/906	Basic English Linguistics	3
EDG 677/816	ELL Lit: Read, Writ & Grammar	3
EDG 681/817	Accommod Diff in Lit Learners	3
EDG 682/819	Methods of Teaching ESL	3
EDG 683/871	Observ, Anal, & Pract in ESL	3
EDG 695/897	Portfolio: ESL	0

**Bilingual Education Concentration Courses**

In addition to the above ESL minor courses the following courses will need to be taken to obtain the Bilingual Minor license.

Code	Title	Hours
EDG 782/982	Hist, Pol, Method of Sec Lang	3
EDG 783/983	Obs, Anal, Pract Bilingual CI	3
EDG 785/985	Portfolio: Bilingual (pass/ fail)	0

**Gifted and Talented Teacher License Courses:**

Code	Title	Hours
EDC 620/820	Issues & Trends in Gifted Educ	3
EDC 621/821	Unique Needs of Gifted Child	3
EDC 622/822	Instruct Students Gifts Talent	3
EDC 623/823	Obs, Anal, Pract Tchng Gifted	3
EDC 624/824	Portfolio: Gifted & Talented	0
For Gifted & Talented Coordinator License:		
EDC 625/825	Coord Gifted Talented Progs	3

**Master of Science in Education - Teaching and Learning**

This program is designed to provide further professional development and skills to classroom teachers who are in the profession and already hold a teaching license. The program enables the teacher to improve classroom teaching skills and increase understanding of the process of education and the art of teaching. The program requires eighteen (18) semester hours of required courses, and allows for fifteen (15) semester hours of course work related to the teacher interest areas. The total master's degree requires thirty-three (33) semester hours plus 3 zero credit portfolios to assess progress of learning throughout the program.

**Master of Science in Education - Teaching and Learning**

Code	Title	Hours
<b>Required Courses</b>		<b>18</b>
EDG 507/807	Curriculum Leadership (3 cr)	
EDG 521/821	Human Learn & Motivation (3 cr)	
EDG 528/828	Strat Effect Teaching (3 cr)	
EDG 699/887	Assessment for Learning (3 cr)	
EDG 515/815	Educ Research Methods (3 cr)	
EDG 590/890	Thesis Completion Seminar (3 cr) <sup>1</sup>	

or EDG 595/895	Graduate Capstone Project	
EDG 627/924	Portfolio I (0 cr)	
EDG 628/925	Portfolio II (0 cr)	
EDG 629/926	Portfolio III (0 cr)	
<b>Electives</b>		<b>15</b>
EDG 509/809	Disciplinary Literacy	
EDG 533/833	Leadership for Change	
EDG 535/835	Legal/Ethic Issues in Ed Admin	
EDG 537/837	Supervision of Instruction	
EDG 556/856	Language & Literacy Develop	
EDG 576/876	Lit-Kindergarten to Secondary	
EDG 649/949	Profess Learn Communities	
EDG 811	Servant Leadership	
EDT 514/814	Ed Ministry in Digital World	
EDT 589/889	Applying Tech in the Classroom	
EDT 607/907	Multimedia for the Classroom	
EDT 608/908	Critical Issues in Ed Tech	
EDT 639/939	School Leadership in Tech	
EDT 657/957	Building Online Learning Communities (Web 2.0/ Learning 2.0)	
EDT 670/970	Integrat Tech in the Classroom	
COUN 543/843	Counsel-Theory & Issues	
COUN 584/884	Human Development	
EDG 531	Principles of Education Admin	
EDG 632	Educating Students at Risk	
EDG 633	Alternative Education	
EDG 764	The Adult Learner	
EDG 765	Prog Planning Adult & Comm Ed	
EDG 766	Strat Teach & Learn Adult Lear	
EDG 767	Ldrshp & Ad of Adult & Comm Ed	
EDG 763	Found of Adult & Community Ed	
EDG 801	Issues in American Education	
<b>Total Hours</b>		<b>33</b>

<sup>1</sup> EDG 515 Educ Research Methods is a prerequisite.

Other courses may be taken as part of your program with the advisor/director's approval. Please seek this approval before registration for any course not on this list.

Optional add-on WI DPI licensure tracks:

- Alternative Education
- ESL
- Bilingual
- Gifted & Talented Teacher/Director

## Master of Science in Student Personnel Administration in Higher Education (CUW)

The Student Personnel Administration in Higher Education (SPAHE) program prepares those pursuing a career of service in higher education to bring a faith-based approach to their positions as administrators. This

program applies to a wide variety of roles, including but not limited to assistant deans, deans in admission, resident life, student activities, academic advising, diversity and campus ministry. A total of 36 credits are required for the degree.

Courses are designed for working professionals, with classes held year-round and only one night per week. The program can also be taken completely online, or take a combination of online and on-campus courses. Our outstanding faculty members are practicing student affairs practitioners from both private and public institutions of higher education.

### Program Outcomes

Upon completion of this program, SPAHE students will become student affairs practitioners that can demonstrate knowledge, skill and understanding:

- 1) of the significant philosophical, psychological, cultural and sociological theories that underpin the work in the field (theoretical foundations).
- 2) of the professional and ethical standards established by ACPA and NASPA. Further, the student will demonstrate the knowledge, skill and understanding of the professional and ethical standards established by the specific area(s) of interest of current employment in the field (professional & ethical standards).
- 3) of leadership theory, higher education administrative structure and practice, and the legal issues associated with student affairs practice (leadership & administration).
- 4) of college student characteristics and the effects of college on students and student groups including the application of personal and organizational interventions (student characteristics)
- 5) in assessing student affairs programs. Further, the student will demonstrate the ability to read the literature in the field and apply it to practice (assessment & research).

### Curriculum

Code	Title	Hours
	Theoretical Courses	24
	Internship(300 hours)	3
	Skill Courses	3
	Elective	3
	Portfolio	0
	<i>Capstone (one of two below)</i>	3
	Thesis	
	Capstone	
<b>Total Hours</b>		<b>36</b>

Code	Title	Hours
<i>Required Theory Courses</i>		
Select one of the following concentrations:		
<i>Administration Concentration</i>		
SPA 501/801	Found Student Personnel Admin	3
SPA 506/806	Group Dynamic/Leader	3
SPA 510/810	Issues/American Higher Educati	3
SPA 520/820	American College Student	3
SPA 525/825	Student Programs & Assessment	3
SPA 530/830	Higher Education Admin	3

SPA 535/835	Legal Issues in Ed Administrat	3
SPA 515/815	Research Methods	3
Optional electives <sup>1</sup>		
<i>Athletic Concentration</i>		
SPA 501/801	Found Student Personnel Admin	3
SPA 506/806	Group Dynamic/Leader	3
SPA 511/811	Curr Issues in Athlet Admin	3
SPA 520/820	American College Student	3
SPA 526/826	Organiz & Mange of Athlet Prog	3
SPA 531/831	Fiscal Iss in Athletic Admin	3
SPA 535/835	Legal Issues in Ed Administrat	3
SPA 515/815	Research Methods	3
Optional electives <sup>2</sup>		
<b>Skill Courses</b>		
Select three (one credit each) <sup>3</sup>		
SPA 559/859	Event Manag in Athletics (this course is required for students who have selected the Athletic Concentration)	1
SPA 562/862	Student Organizations and Program Advising	1
SPA 563/863	Service Learning & Volunteerism	1
SPA 564/864	Budgeting in Student Affairs	1
SPA 565	Current Topics in:	1
<b>Internship</b>		
Select at least one internship: <sup>4</sup>		
SPA 596/896	Internship I	3
SPA 597/897	Internship II	3
<b>Capstone Courses</b>		
Select one of the following Capstone courses + Portfolio:		
SPA 600/900	Thesis Completion Seminar	3
SPA 601/901	Capstone Colloquium	3
SPA 602/902	Portfolio (grade = pass/fail)	0
<b>Electives</b>		
Select one of the following: <sup>5</sup>		
SPA 597/897	Internship II	3
EDG 533/833	Leadership for Change	3
COUN 543	Counsel-Theory & Issues	3
COUN 561	Career Counsel Foundation	3

<sup>1</sup> May take SPA 511 Curr Issues in Athlet Admin, SPA 526 Organiz & Mange of Athlet Prog, SPA 531 Fiscal Iss in Athletic Admin, SPA 811 Curr Issues in Athlet Admin, SPA 826 Organiz & Mange of Athlet Prog, SPA 831 Fiscal Iss in Athletic Admin as electives.

<sup>2</sup> May take SPA 510 Issues/American Higher Educati, SPA 525 Student Programs & Assessment, SPA 530 Higher Education Admin, SPA 810 Issues/American Higher Educati, SPA 825 Student Programs & Assessment, SPA 830 Higher Education Admin as electives.

<sup>3</sup> SPA 565 Current Topics In: is a course that will offer several current topics in student affairs. The student will take this course up to 3 times (total of 3 credits).

<sup>4</sup> Total of 300 supervised hours in 2 distinct fields including at least one internship. Each internship is 150 hours.

<sup>5</sup> Students may take the required courses of a different concentration to fulfill elective requirement.

## Superintendent License Program

The Superintendent License Certificate is a concentration of coursework and field work that upon successful completion of the program will qualify candidates to apply for a Superintendent License (Wisconsin License Code #5003). The Superintendent Licensure Program is offered in a blended delivery model. The first class will be a face to face experience, followed by on line coursework and culminating with a face to face experience. Sites are to be determined based on the geographical location of candidates. Upon completion of the program the candidate will be awarded an Educational Specialist certificate. In order to be admitted to the Superintendent Certification Program candidates must hold a Master's degree and hold (or be eligible for) 5051 licensure as a principal.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
EDG 778/978	The Superintendency	3
EDG 788/988	Profess Ethics in Leadership	3
EDG 794/994	Portfolio	0
EDG 789/989	Organizational & Policy Develo	3
EDG 790/990	School Improve & Data Analysis	3
EDG 791/991	Public Relations	3
EDG 793/993	Adv Internship in Superintende	1
EDG 792/992	Facility Planning	3
EDG 762/962	Adv Intern Super II	2
EDG 794/994	Portfolio	0
<b>Total Hours</b>		<b>21</b>

## Alternative Education

This coursework will assist licensed teachers, professional educators and community advocates in identifying students who are "at-risk" in a school building for school failure. As a larger number of students are being identified as "at-risk", it is becoming essential and more desirable that teachers have this Wisconsin Department of Public Instruction #1952 certification. A major focus of the alternative education program is to assist concerned professionals in learning ways to collaboratively build strategies within a school community to better serve "at-risk" students in the school and the community.

### Curriculum for Alternative Education License

Students completing the following two courses and who are licensed as a teacher in the State of Wisconsin are eligible for a 1952 - Alternative Education License. However, the student does not need to be a licensed teacher to enroll in the courses.

Code	Title	Hours
EDG 632/932	Educating Students at Risk (Required)	3
EDG 633/933	Alternative Education (Required)	3
EDG 627/910	Portfolio I	0
<b>Total Hours</b>		<b>6</b>

## Licensing Information

The EDG 632 Educating Students at Risk and EDG 633 Alternative Education, as well as a portfolio, allow the student to apply for the Wisconsin DPI certification 1952.

A person holding a regular elementary education license may teach the basic skills of reading, language arts, and mathematics to secondary students for high school credit if the grade level of the curriculum taught does not exceed the grade level of the teacher's license.

A person holding a regular license to teach may teach outside his or her area of licensing if the instruction is in collaboration with a properly licensed teacher. A properly licensed teacher shall be licensed at the grade level and in the subject area being taught and shall diagnose the pupils' educational needs, prescribe teaching and learning procedures, and evaluate the effects of the instruction.

## Christian Counseling Certificate

### Purpose

This fifteen credit graduate certificate provides coursework in some of the essential skills of a Christian counselor. This certificate program will equip the individual who is currently working in or planning to work in a church, church school or Christian agency setting. The intent is to train individuals to integrate faith when working with others, but to also know when to refer to a licensed mental health professional.

### The Objectives of the Christian Counseling Certificate

- To equip professionals with Christian counseling skills that can be integrated into their professional practice.
- To support professionals in integrating Christian faith-based, scriptural principles in a holistic delivery approach of mental health services.
- To provide boundaries to those working with individuals, but do not have the mental health background to provide comprehensive support.

### Certificate Information

Pursuit of this graduate certificate requires a Master's degree from an accredited University with a GPA of 3.0. A CUW graduate counseling student must obtain approval from the CUW graduate counseling program director prior to using these courses as a part of the graduate counseling master's degree.

### Curriculum

Students must complete the three required courses and two electives in order to be eligible for the Christian Counseling Certificate.

Code	Title	Hours
<b>Required Courses</b>		
COUN 545	Christian Care Giving	3
COUN 544	Scripture & Christian Counselor	3
COUN 546	Christian Reconciliation	3
<b>Electives</b>		
COUN 510	Christian Persp Psychphrmclgy	3
COUN 523	Ind Counsl frm Christian Persp	3
COUN 528	Christian Persp Family Dev	3
COUN 522	Ethics of Christian Counselor	3
COUN 553	Social/Cultural Theolgcl Found	3

COUN 563	Cur Topics Pastors & Church Wk	3
COUN 565	Consult Strat within Church	3
COUN 577	Mod & Meth Christian Fam Couns	3
COUN 578	Christian Trauma Counseling	3

## Christian Education Certificate (M)

### Purpose

The Graduate Certificate in Christian Education equips individuals to promote a distinctly Christian education in school, church, community and beyond. Learners will examine the historical and Biblical foundations of Christian education, current and critical issues as well as future opportunities and possibilities. Expect to be challenged, equipped and inspired toward servant leadership in Christian education.

### The Objectives of the Christian Education Certificate

- Design and promote curriculum, methods, models and metaphors for Christian education that are both effective and rooted in philosophical and biblical/theological foundations for Christian education.
- Address current, emerging, and critical challenges and opportunities in Christian education.
- While courses are rooted in the Lutheran tradition, students of all Christian denominations are welcome in this vibrant learning community.
- Promote, support and model a distinctly Lutheran / Christian approach to leadership and innovation in Christian education.
- Promote biblically and theologically sound principles and approaches to moral and spiritual development.

### Curriculum for the Christian Education Certificate

Code	Title	Hours
EDG 901	Hist & Phil of Christian Ed	3
EDG 902	Ldrshp & Innov in Christian Ed	3
EDG 903	Contemp Issues in Christian Ed	3
EDG 904	Mthds, Models, Metaphrs Chr Ed	3
EDG 905	Faith & Learning Chritian Ed	3

**Total Hours** 15

## Digital Age Teaching & Learning Certificate

The Digital Age Teaching & Learning certificate provides individuals with the opportunity to develop confidence and competence in leveraging technology for teaching and learning. This certificate can be earned in conjunction with a full Master of Science in Education at Concordia University Wisconsin or as a standalone graduate certificate.

While not going into as much depth as the full M.S. in Education – Educational Design and Technology, this certificate is built upon the same goals as the full degree.

## Curriculum for the Digital Age Teaching & Learning Certificate

Code	Title	Hours
EDT 970	Integrat Tech in the Classroom	3
EDT 889	Applying Tech in the Classroom	3
EDT 957	Bldng Online Learn Comm (Web 2.0/ Learning 2.0)	3
<b>Electives</b>		
Select 6 credits of the following:		6
EDT 908	Crit Issues In Ed Tech	
EDT 892	Instructional Design	
EDT 893	Theories of Learning & Design	
EDT 885	Research in Educational Tech	
EDT 927	Portfolio I	
EDT 928	Portfolio II	
EDT 929	Portfolio III	
EDT 804	Interactive Whiteboards	
EDT 805	Online Teaching and Learning	
EDT 814	Education Ministry in the Digital World	
EDT 815	Innovation in Education	
EDT 820	Blended Learning	
EDT 851	Support and Troubleshooting for Teaching and Learning with Technology	
EDT 894	Digital Literacy	
EDT 907	Multimedia in the Classroom	
EDT 939	School Leadership in Tech	
EDT 945	Readings in Educational Tech	
EDT 971	Grants and Funding for Educational Technology Initiatives	
<b>Total Hours</b>		<b>15</b>

## Health Profession Programs

- Doctor of Occupational Therapy Entry-Level (p. 69)
- Doctor of Physical Therapy (p. 75)
- Master of Occupational Therapy (p. 78)
- Master of Science in Physician Assistant Studies - CUA (p. 84)
- Master of Science in Physician Assistant Studies - CUW (p. 88)
- Master of Science in Rehabilitation Science (p. 92)
- Master of Science in Speech-Language Pathology (p. 93)
- Master of Social Work (p. 96)

## Doctor of Occupational Therapy Entry-Level

Concordia University Wisconsin offers an entry-level Occupational Therapy (OT) degree in two programs, the Master of Occupational Therapy (MOT) or the Doctorate of Occupational Therapy (OTDe). Each degree program is offered in three tracks: accelerated, bridge, and post-baccalaureate. The programs are based on a liberal arts foundation and encompasses 2-3 years of professional education beyond a bachelor's degree. The **Accelerated** track is designed for high school students looking to pursue a bachelor's AND master's or doctorate. The **Bridge** track is designed for Certified Occupational Therapy Assistants (COTAs) with at least one year of experience looking to pursue a master's or doctorate degree. Applicants will hold an associate's degree from a regionally accredited institution AND a bachelor's degree OR being currently enrolled in the Bridge BSRS program at CUW. The **Post-Baccalaureate** track is designed for applicants who already hold a bachelor's degree looking to pursue a master's or doctorate degree.

### Mission Statement

The mission of Concordia University's Occupational Therapy programs is to positively impact communities by developing Christ-centered occupational therapists who empower others to reach their highest potential through leadership, best practice, advocacy, and innovation.

### Accreditation

The entry-level Doctorate of Occupational Therapy program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is [www.acoteonline.org](http://www.acoteonline.org) (<http://www.acoteonline.org/>). The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

OTDe students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 24 months following the completion of the didactic portion of the program. The doctoral capstone

experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

### Credentialing

The OTDe program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Program data specific to Concordia University Wisconsin on the National Board for Certification in Occupational Therapy (NBCOT) Exam can be found here (<https://secure.nbcot.org/data/schoolstats.aspx>).

### General Academic Information

Our goal is to prepare students as an outstanding occupational therapist, who will practice with excellence and integrity. We emphasize the importance of serving all clients with the best care possible. Students will develop the skills necessary to enable people to do their day-to-day (occupational) activities despite physical or functional impairments, activity limitations, or participation restrictions. By combining classroom, laboratory, and supervised clinic-based instruction, our courses train students for a wide range of work settings.

Through our program students will be able to:

- develop an individualized evaluation, during which the client/family and occupational therapist determine the person's goals,
- customize an intervention to improve the person's ability to perform daily activities and reach their goals, and
- evaluate outcomes to ensure that the goals are being met and/or make changes to the intervention plan.

### Program Outcomes

- Occupational therapy graduates will demonstrate the skills to be effective change-makers in surrounding communities.
- Occupational therapy graduates will combine theory, evidence, and clinical reasoning in a reflective process of evaluation, intervention, and targeting of outcomes.
- Occupational therapy graduates will effectively and efficiently solve occupation-based problems.
- Occupational therapy graduates will be competently prepared for direct access.
- Occupational therapy graduates will intentionally make clinical decisions using Christ-centered values.
- Occupational therapy graduates will develop leadership skills.
- Occupational therapy graduates will effectively communicate and collaborate in a variety of communities.
- Occupational therapy graduates will demonstrate professional behaviors while using knowledge based skills for the effective practice of occupational therapy.

## Doctorate of Occupational Therapy (OTDe) Program - Accelerated Track

The CUW OTDe Program - Accelerated track blends the traditional classroom setting with a progressive online learning environment and is designed for high school graduates who are prepared to pursue both a bachelor's and doctorate degree in approximately 4.5 years.

### Admission Requirements

Students who begin their undergraduate career as a freshman in CUW's Bachelor of Science in Rehabilitation Science (BSRS) (<https://www.cuw.edu/academics/programs/rehabilitation-science-bachelors/>) program may apply to the CUW OT Program - Accelerated track during the fall of their sophomore year. Students accepted into the OT program will begin taking graduate courses toward a degree in Occupational Therapy the summer after their sophomore year.

The CUW OT Program - Accelerated track admissions requirements are as follows:

- Current enrollment in the CUW BSRS program or a completed bachelor's degree from a regionally accredited institution
- Minimum 3.0 cumulative GPA
- Eight (8) credits of Human Anatomy & Physiology completed with a B or better in two of the three following courses: BIO 191, BIO 192, and/or RSC 302\*
  - RSC 302 must be completed at CUW
- Three (3) credits of Statistics with a B or higher\*
- Three letters of recommendation; letters of recommendation should address potential for success both academically and as an occupational therapist, giving specific details about the applicant.
- Documentation of 40 hours of OT job shadowing
- Completion of four essays which address the following:
  - Describe your reasons for selecting occupational therapy as a career
  - Describe your understanding of occupational therapy
  - Describe your personal compatibility with the mission of Concordia University Wisconsin
  - What are the unique qualities of a successful graduate student, and what is your personal plan to manage time, manage stress, and communicate professionally?
- Possess the ability to perform essential functions (<https://www.cuw.edu/academics/programs/occupational-therapy-masters/#essentialfunctions>) of an occupational therapy graduate student and confirm this using the supplied document
- Complete and successfully pass a background check
- International applicants who would attend on a student visa and whose native language is not English must take the Test of English as a Foreign Language (iBT TOEFL) or the IELTS (International English Language Testing System). Contact the OT Department Chair for OT program minimum scores and further information

\* Pre-requisite coursework not completed at CUW must have been completed at a regionally accredited institution

### Eligibility Notices for CUW BSRS Students

First time freshman in the BSRS (<https://www.cuw.edu/academics/programs/rehabilitation-science-bachelors/>) program must have a high school GPA of 3.2 and an ACT score of 21. Those who apply and submit the tuition deposit prior to December 1st during their senior year in high school will be reviewed and ranked according to GPA and ACT scores.

The top 30 applicants will be considered guaranteed for admission to the CUW OT Program - Accelerated track. Students who have guaranteed admission must maintain a 3.0 GPA and receive at least a "B" grade in BIO 191, BIO 192, RSC 302, and Statistics.

Students transferring into CUW's BSRS (<https://www.cuw.edu/academics/programs/rehabilitation-science-bachelors/>) program will not be guaranteed placement into the CUW OT Program - Accelerated track. Transfer students must complete at least 36 credits at CUW. To have priority in the CUW OT Program - Accelerated track admissions, students must complete the following courses at CUW:

- BIO 191 Anatomy and Physiology I
- BIO 192 Anatomy and Physiology II
- RSC 302 Advanced Functional Anatomy and Physiology

Admission to the CUW OT Program - Accelerated track will be considered in the following order based on available spots in the cohort:

1. CUW students who were given guaranteed status who maintain guaranteed status (3.0 GPA and B or higher in all A&P on the first try and Statistics courses) and meet the admissions requirements.
2. CUW students in the BSRS program but who do not have guaranteed status and meet all admissions requirements.
3. CUW students who are not in the BSRS program and transfer students who earn 36 credits at CUW and meet the admissions requirements.
4. Students from outside CUW who meet the admissions requirements.

### Application Process

Students interested in applying for the CUW OT Program - Accelerated track will complete an online application through the CUW Graduate Admissions Department.

The Admissions Committee within the Occupational Therapy Department will make acceptance decisions. Decisions of the committee are final.

Students will be given an opportunity at the end of year one of the OT coursework to choose the MOT or OTDe degree program. During the advocacy & leadership course sequence, students will learn about the differences between the MOT and OTDe programs. At the conclusion of the second semester of coursework, students will work with their advisor to declare their intention to pursue the OTDe degree. Students will be evaluated and the OT Department will determine eligibility to continue to the OTDe program.

### 2021 Cohort Curriculum

Course	Title	Hours
<b>Year 1</b>		
<b>Summer</b>		
OT 501	Introduction to APA Style & Scholarly Writing (Online Only)	1
		<b>Hours</b>
		<b>1</b>
<b>Fall</b>		
OT 502	Concepts of Occupation	3
OT 503	Functional Anatomy	4

OT 504	Introduction to Advocacy and Leadership	2
OT 505	Research in Practice I	3
OT 506	Occupations Across the Lifespan	3
OT 507	Explore Community Clinic	3
<b>Hours</b>		<b>18</b>
<b>Spring</b>		
OT 508	Facilitated Community Clinic	3
OT 509	Functional Neuroscience and Neurorehabilitation I	4
OT 510	Research in Practice II	3
OT 511	Personal Advocacy & Leadership	1
OT 512	Clinical Reasoning: Behavioral Health	3
OT 513	Occupational Kinesiology and Orthorehabilitation I	4
<b>Hours</b>		<b>18</b>
<b>Year 2</b>		
<b>Summer</b>		
OT 602	Clinical Reasoning: Pediatrics	3
OT 604	Summer Pediatrics Camp	1
OT 612	Behavioral Health Fieldwork	1
<b>Hours</b>		<b>5</b>
<b>Fall</b>		
OT 614	Clinical Reasoning: Adult Practice Areas	3
OT 621	Clinical Reasoning: Orthorehab II	3
OT 625	Community Advocacy and Leadership	3
OT 632	Occupations of Health and Wellness	3

OT 635	Community Clinic: Leading the OT Process	3
OT 641	Research in Practice III	3
<b>Hours</b>		<b>18</b>
<b>Spring</b>		
OT 643	Community Clinic: Management and Supervision	2
OT 650	Practice Management	2
OT 655	Professional Advocacy&L	2
OT 660	Clinical Reasoning: Gerontology	3
OT 665	Clinical Reasoning: Neurorehab II	3
OT 670	Clinical Reasoning: Work/Ergo	3
OT 705	Research in Practice IV: Capstone Planning	3
<b>Hours</b>		<b>18</b>
<b>Year 3</b>		
<b>Summer</b>		
OT 675	Level II Fieldwork A	6
<b>Hours</b>		<b>6</b>
<b>Fall</b>		
OT 680	Level II Fieldwork B	6
<b>Hours</b>		<b>6</b>
<b>Spring</b>		
OT 710	OTD Capstone Experience	7
Graduate Upon Capstone Completion		
<b>Hours</b>		<b>7</b>
<b>Total Hours</b>		<b>97</b>

### Doctorate of Occupational Therapy (OTDe) Program - Bridge Track

The CUW OT Program - Bridge track is designed for Certified Occupational Therapy Assistants (COTA) with at least one year of work experience and an associate degree from a regionally accredited institution who are prepared to pursue both a bachelor's and doctorate degree in approximately 4 years. A COTA holding a bachelor's degree will complete the doctorate degree in approximately 3 years.

The CUW OT Program - Bridge track is offered primarily online with an on-campus learning experience one weekend a month during the fall and spring terms. Additionally, students will be expected to attend campus one week during the summer for Behavioral Health Fieldwork and one week for the Pediatric Camps. We emphasize learning through hands-on application. Student learning will take place in our state-of-the-art facilities. Students may choose to enhance their education through global education trips so long as they do not conflict with regularly



scheduled courses. Whether in the states and abroad, students will put their learning into practice. At CUW, students may benefit from fieldwork experiences that are paired with courses, active community partnerships, student and professional organizations, Pi Theta Epsilon (OT Honor Society), and faculty-mentored research opportunities.

### Admissions Requirements

The CUW OT Program - Bridge track admissions requirements are as follows:

- An associate degree in occupational therapy and a bachelor's degree in any field from a regionally accredited institution
  - Applicants holding only an associate degree must be enrolled in the CUW Bachelor of Science in Rehabilitation Science (BSRS) Bridge program
  - Applicants holding a bachelor's degree in addition to the associate degree are eligible for direct entry
- Documentation of at least one year of practice as a COTA
- Minimum 3.0 cumulative GPA from all post-secondary institutions
- Eight (8) semester credits of Human A&P with a lab component in every course from a Biology, Anatomy, or Physiology department with a B or better in each\*
- Three (3) semester credits of Statistics with a B or better
- Possess the ability to perform essential functions (<https://www.cuw.edu/academics/programs/occupational-therapy-masters/#essentialfunctions>) of an occupational therapy graduate student and confirm this using the supplied document
- Three letters of recommendation; letters of recommendation should address potential for success both academically and as an occupational therapist, giving specific details about the applicant.
- Completion of four essays which address the following:
  - Describe your rationale for transitioning from OTA to OTR degree
  - Describe how your clinical reasoning and other skills will change with a transition to the OTR role
  - Describe your personal compatibility with the mission of Concordia University Wisconsin
  - What are the unique qualities of a successful online graduate student, and what is your personal plan to manage time, manage stress, manage financial responsibilities, and be a successful online learner?
- Complete and successfully pass a background check
- International applicants who would attend on a student visa and whose native language is not English must take the Test of English as a Foreign Language (iBT TOEFL) or the IELTS (International English Language Testing System). Contact the OT Department Chair for MOT program minimum scores and further information.

*\*Pre-requisite coursework must have been completed at a regionally accredited institution.*

### Application Process

Students interested in applying for the CUW OT Program - Bridge track will complete an online application through the CUW Graduate Admissions Department. Applications are due January 15. Students enrolled in the BSRS Bridge program will have priority enrollment with additional spots available to applicants who already hold a bachelor's degree.

The Admissions Committee within the Occupational Therapy Department will make acceptance decisions. Decisions of the committee are final.

Students will be given an opportunity at the end of year one of the OT coursework to choose the MOT or OTDe degree program. During the advocacy & leadership course sequence, students will learn about the differences between the MOT and OTDe programs. At the conclusion of the second semester of coursework, students will work with their advisor to declare their intention to pursue the OTDe degree. Students will be evaluated and the OT Department will determine eligibility to continue to the OTDe program.

### 2021 Cohort Curriculum

Course	Title	Hours
<b>Year 1</b>		
<b>Summer</b>		
OT 501	Introduction to APA Style & Scholarly Writing	1
OT 502	Concepts of Occupation	3
OT 506	Occupations Across the Lifespan	3
		<b>Hours</b>
		<b>7</b>
<b>Fall</b>		
OT 503	Functional Anatomy	4
OT 504	Introduction to Advocacy and Leadership	2
OT 505	Research in Practice I	3
OT 507	Explore Community Clinic	3
		<b>Hours</b>
		<b>12</b>
<b>Winterim</b>		
OT 511	Personal Advocacy & Leadership (Online Only)	1
		<b>Hours</b>
		<b>1</b>
<b>Spring</b>		
OT 508	Facilitated Community Clinic	3
OT 509	Functional Neuroscience and Neurorehabilitation I	4
OT 512	Clinical Reasoning: Behavioral Health	3
OT 513	Occupational Kinesiology and Orthorehabilitation I	4
		<b>Hours</b>
		<b>14</b>

<b>Year 2</b>		
<b>Summer</b>		
OT 602	Clinical Reasoning: Pediatrics	3
OT 604	Summer Pediatrics Camp	1
OT 612	Behavioral Health Fieldwork	1
OT 632	Occupations of Health and Wellness	3
<b>Hours</b>		<b>8</b>
<b>Fall</b>		
OT 510	Research in Practice II (Online Only)	3
OT 614	Clinical Reasoning: Adult Practice Areas	3
OT 621	Clinical Reasoning: Orthorehab II	3
OT 635	Community Clinic: Leading the OT Process	3
OT 625	Community Advocacy and Leadership	3
<b>Hours</b>		<b>15</b>
<b>Winterim</b>		
OT 655	Professional Advocacy&L	2
<b>Hours</b>		<b>2</b>
<b>Spring</b>		
OT 643	Community Clinic: Management and Supervision	2
OT 650	Practice Management	2
OT 660	Clinical Reasoning: Gerontology	3
OT 665	Clinical Reasoning: Neurorehabilitation II	3
OT 641	Research in Practice III	3
<b>Hours</b>		<b>13</b>
<b>Year 3</b>		
<b>Summer</b>		
OT 670	Clinical Reasoning: Work/Ergo	3

OT 705	Research in Practice IV: Capstone Planning	3
<b>Hours</b>		<b>6</b>
<b>Fall</b>		
OT 680	Level II Fieldwork B	6
<b>Hours</b>		<b>6</b>
<b>Spring</b>		
OT 675	Level II Fieldwork A	6
OT 710	OTD Capstone Experience	7
Graduate Upon Capstone Completion		
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>97</b>

## Doctorate of Occupational Therapy (OTDe) Program - Post-Baccalaureate Track

The CUW OT Program - Post-Baccalaureate track blends the traditional classroom setting with a progressive online learning environment and is designed for students who hold a bachelor's degree. Students will be prepared to confer a doctorate degree in approximately 2.75 years.

The CUW OT Program - Post-Baccalaureate track has face-to-face classes on a weekly basis, typically 2-3 days per week. Students will be expected to attend campus one week during the summer for Behavioral Health Fieldwork and one week for the Pediatric Camps. This may or may not be the same week. We emphasize learning through hands-on application. Your learning will take place in our state-of-the-art facilities. You may choose to enhance your education through global education trips so long as they do not conflict with regularly scheduled courses. Whether in the states or abroad, you will put your learning into practice. At CUW, you benefit from fieldwork experiences that are paired with courses, active community partnerships, student and professional organizations, Pi Theta Epsilon (OT Honor Society), and faculty-mentored research opportunities. CUW's Interprofessional Education (IPE) events encourage students to work through real-world scenarios with a team of future health professionals.

### Admissions Requirements

The CUW OT Program - Post-Baccalaureate track admissions requirements are as follows:

- Bachelor's degree from a regionally accredited institution
- Minimum 3.0 cumulative GPA
- Eight (8) semester credits of Human A&P with a lab component in every course from a Biology, Anatomy, or Physiology department with a B or better in each course
- Three (3) semester credits of Statistics completed with a B or better
- Three letters of recommendation; letters of recommendation should address potential for success both academically and as an occupational therapist, giving specific details about the applicant.
- Documentation of 40 hours of OT job shadowing
- Completion of three essays which address the following:
  - Describe your understanding of occupational therapy
  - Describe your personal compatibility with the mission of Concordia University Wisconsin

- Describe your plan for success in the blended program including time management, self-directed learning, and learning in a blended environment
- Completion of OTCAS application
- Complete and successfully pass a background check
- Possess the ability to perform essential functions (<https://www.cuw.edu/academics/programs/occupational-therapy-masters/#essentialfunctions>) of an occupational therapy graduate student and confirm this using the supplied document
- International applicants who would attend on a student visa and whose native language is not English must take the Test of English as a Foreign Language (iBT TOEFL) or the IELTS (International English Language Testing System). Contact the OT Program Director for MOT program minimum scores and further information.
- Pre-requisite coursework must have been completed at a regionally accredited institution.

### Application Process

The CUW OT Program - Post-Baccalaureate track participates in the Occupational Therapy Centralized Application Service, known as OTCAS. Applicants for the CUW OT Program - Post-Baccalaureate track should apply online using the OTCAS application. To learn more about the OTCAS application process, please visit the OTCAS web site at [www.otcas.org](http://www.otcas.org) (<http://www.otcas.org/>). Applicants should submit all application items directly to OTCAS. CUW OT does not require students to submit GRE scores, a supplemental application, or supplemental application fee.

The Admissions Committee within the Occupational Therapy Department will make decisions regarding the status of an application after reviewing application materials. Decisions of the committee are final.

Students will be given an opportunity at the end of year one of the OT coursework to choose the MOT or OTDe degree program. During the advocacy & leadership course sequence, students will learn about the differences between the MOT and OTDe programs. At the conclusion of the second semester of coursework, students will work with their advisor to declare their intention to pursue the OTDe degree. Students will be evaluated and the OT Department will determine eligibility to continue to the OTDe program.

### 2021 Cohort Curriculum

Course	Title	Hours
<b>Year 1</b>		
<b>Winterim</b>		
OT 501	Introduction to APA Style & Scholarly Writing (Online Only)	1
		<b>Hours 1</b>
<b>Spring</b>		
OT 502	Concepts of Occupation	3
OT 503	Functional Anatomy	4
OT 504	Introduction to Advocacy and Leadership	2

OT 505	Research in Practice I	3
OT 506	Occupations Across the Lifespan	3
OT 507	Explore Community Clinic	3
		<b>Hours 18</b>
<b>Fall</b>		
OT 508	Facilitated Community Clinic	3
OT 509	Functional Neuroscience and Neurorehabilitation I	4
OT 510	Research in Practice II	3
OT 511	Personal Advocacy & Leadership	1
OT 512	Clinical Reasoning: Behavioral Health	3
OT 513	Occupational Kinesiology and Orthorehabilitation I	4
		<b>Hours 18</b>
<b>Year 2</b>		
<b>Spring</b>		
OT 614	Clinical Reasoning: Adult Practice Areas	3
OT 621	Clinical Reasoning: Orthorehab II	3
OT 625	Community Advocacy and Leadership	3
OT 632	Occupations of Health and Wellness	3
OT 635	Community Clinic: Leading the OT Process	3
OT 641	Research in Practice III	3
		<b>Hours 18</b>
<b>Summer</b>		
OT 602	Clinical Reasoning: Pediatrics	3
OT 604	Summer Pediatrics Camp	1
OT 612	Behavioral Health Fieldwork	1
		<b>Hours 5</b>

<b>Fall</b>			
OT 643	Community Clinic: Management and Supervision	2	
OT 650	Practice Management	2	
OT 655	Professional Advocacy&L	2	
OT 660	Clinical Reasoning: Gerontology	3	
OT 665	Clinical Reasoning: Neurorehab II	3	
OT 670	Clinical Reasoning: Work/Ergo	3	
OT 705	Research in Practice IV: Capstone Planning	3	
		<b>Hours</b>	<b>18</b>
<b>Year 3</b>			
<b>Spring</b>			
OT 675	Level II Fieldwork A	6	
OT 680	Level II Fieldwork B	6	
		<b>Hours</b>	<b>12</b>
<b>Summer</b>			
OT 710	OTD Capstone Experience	7	
<b>Graduate Upon Capstone Completion</b>		<b>Hours</b>	<b>7</b>
		<b>Total Hours</b>	<b>97</b>

### Badging in the OTDe

In order to provide students with the opportunity to develop an area of specialization in the OTDe curriculum, each student will identify 1 badge for specialization, along with a clinical population/setting of focus at the time of declaring intent to pursue OTDe (after semester 2).

There are 5 badges a student can choose from: Advocacy, Research, Education, Leadership, or Administration/Program & Policy Development. In order to earn a badge, students will complete 4 additional learning steps in that area (2 in semester 3; 2 in semester 4).

Assignments related to earning a badge will be embedded into classes in the OTDe curriculum and we will use tracking tools through Blackboard to track assignment completion to meet the requirements to earn the badge. The table below outlines additional/specialization specific assignments organized by course throughout the curriculum.

#### Advocacy Badge

Community Advocacy & Leadership: Create podcast related to Occupational Justice Assignment

Research in Practice III: Create a document to promote/market advocacy for best practices identified in the student’s scoping review.

Professional Advocacy & Leadership: Contact your Legislator Assignment

Research in Practice IV: Research specific Outcome Measures needed for Capstone Project

#### Research Badge

Community Clinic: Leading the OT Process: Measuring Clinic Outcomes

Research in Practice III: Identify appropriate outcome measures for a next step research question that emerges from the student’s scoping review

Practice Management: Gather outcome data and practice data analysis

Research in Practice IV: Learn appropriate data analysis techniques to examine identified outcome measures in the student’s capstone project

#### Education Badge

Occupations of Health & Wellness: Create and present a session on an adult learning theory

Research in Practice III: Student will teach one concept in the course by preparing a 5 slide learning activity to teach a course concept

Practice Management: Create a learning module or client education handout to use in the clinic

Research in Practice IV: Research specific Outcome Measures needed for Capstone Project (how would you assess team building, leadership, systems functionality/effectiveness, etc.)

#### Leadership Badge

Research in Practice III: Lead Journal Club and reflect on group feedback

Community Clinic: Leading the OT Process: Lead mentorship training sessions

Professional Advocacy & Leadership: Interview a Leader Assignment

Research in Practice IV: Research specific Outcome Measures needed for Capstone Project

#### Administration/Program & Policy Development Badge

Community Advocacy & Leadership: Create a one page handout on new information to share from the student’s scoping review (tailored to a specific stakeholder)

Research in Practice III: Identify how the results of the student’s scoping review could influence policy in their area of interest and identify key stakeholders and the related information they would need

Practice Management: Student will take on a management role in the clinic; identify and implement a needed change

Research in Practice IV: Research specific Outcome Measures needed for Capstone Project

## Doctor of Physical Therapy

Concordia University Wisconsin offers a professional (entry-level) Doctor of Physical Therapy (DPT) program. The program is based on a liberal arts foundation and encompasses three years of professional education beyond a Bachelor’s degree.

### Mission Statement

The Concordia University Wisconsin Physical Therapy program is committed to developing physical therapists with a sound foundation in movement across the lifespan. Graduates will demonstrate excellence in collaborative, culturally competent, ethical, evidence based practice

and leadership within a changing health care environment. The program seeks to foster personal and professional growth in knowledge, skills, and attitudes for Christ-centered service to Church, community, and the world.

## Accreditation

The Physical Therapy Program at Concordia University Wisconsin is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703.706.3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: [www.capteonline.org](http://www.capteonline.org) (<http://www.capteonline.org>).

## General Academic Information

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

The Professional Physical Therapy Program at Concordia leads to a Doctor of Physical Therapy (DPT) degree. This entry-level professional degree program is three full years in duration, beginning in the summer. The program is full-time and encompasses six semesters, three winterims, and three summer sessions. The curriculum combines classroom, laboratory, and supervised clinic-based instruction. No specific major is required or preferred for entry into the program provided the prerequisite classes have been met.

## Curriculum

Course	Title	Hours
<b>Year 1</b>		
<b>Summer</b>		
DPT 510	Evidence Based Practice I	2
DPT 501	Human Anatomy I	3
DPT 560	Intro to Professional Practice	2
DPT 584	Neuroscienc I	1
<b>Hours</b>		<b>8</b>
<b>Fall</b>		
DPT 550	Pathophysio Pharmacol I	4
DPT 505	Kinesiology	5
DPT 500	Foundations of Physical Therapy	3
DPT 502	Human Anatomy II	3
DPT 585	Neuroscienc II	2
<b>Hours</b>		<b>17</b>

<b>Winterim</b>		
DPT 540	Clinical Decision Making	2
<b>Hours</b>		<b>2</b>
<b>Spring</b>		
DPT 650	Pathophysio Pharm II	4
DPT 615	Movement Science	4
DPT 736	Tissue/ Biomechanic Histology	3
DPT 565	Therapeutic Exercise	3
DPT 555	Movement Analysis I	1
DPT 586	Neuroscience III	2
<b>Hours</b>		<b>17</b>
<b>Year 2</b>		
<b>Summer</b>		
DPT 659	Intro to Manage of Muscul Diso	2
DPT 580	Mgmt Pediatric Disorders	4
DPT 628	Clinical Problem Solving I	2
DPT 665	Manag of Integument Sys Disord	2
DPT 635	Evidence Based Practice II	3
<b>Hours</b>		<b>13</b>
<b>Fall</b>		
DPT 660	Manag of MuscSkel Dis I	4
DPT 655	Movement Analysis II	3
DPT 625	Therapeutic Modalities	4
DPT 610	Managemen of Neuromuscl Disorders I	3
DPT 602	Community Clinic I	1
<b>Hours</b>		<b>15</b>
<b>Winterim</b>		
DPT 630	Clinical Problem Solving II	2
<b>Hours</b>		<b>2</b>
<b>Spring</b>		
DPT 661	Manag of MuscSkel Disorders II	4
DPT 611	Managemen of Neuromuscl Disorders-Adult	3

DPT 609	Exercise Science I	3
DPT 723	Cardiopulmc Sys/Acute Care	4
DPT 612	Community Clinic II	1
<b>Hours</b>		<b>15</b>
<b>Year 3</b>		
<b>Summer</b>		
DPT 631	Clinical Problem Solving III	6
DPT 742	Psychosocia Dimensions of Rehabilitatic I	1
<b>Hours</b>		<b>7</b>
<b>Fall</b>		
DPT 705	Medical Imaging	3
DPT 709	Exercise Science II	2
DPT 744	Practice Managemen	2
DPT 745	Health Promotion	2
<b>Elective</b>		<b>3</b>
DPT 786	Community Clinic III	1
DPT 743	Psychosocia Dimensions of Rehabilitatic II	1
<b>Hours</b>		<b>14</b>
<b>Spring</b>		
DPT 760	Clinical Practice I	6
DPT 761	Clinical Practice II	6
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>122</b>

## Entrance Requirements

Admission to the entry-level Doctor of Physical Therapy program is competitive. Concordia University Wisconsin will admit one class of 28 full-time students in the summer of each academic year.

Admission requirements include:

- Bachelor's degree in any field from a regionally accredited institution
- Minimum 3.0 cumulative GPA
- Minimum GPA of 3.0 in all required sciences
- Ability to perform essential functions of a physical therapist listed at [www.cuw.edu/dpt](http://www.cuw.edu/dpt) (<http://www.cuw.edu/dpt/>)
- Submit GRE scores
- Complete 40 hours of observation of a diversity of PT services

Science Prerequisites (See [www.cuw.edu/dpt](http://www.cuw.edu/dpt) (<http://www.cuw.edu/dpt/>) for additional details)

- Chemistry- two semesters of sequenced courses with labs
- Physics- two semesters of sequenced courses with labs

- Human Anatomy and Physiology- two semesters offered through a Biology, Anatomy or Physiology department

Other prerequisites:

- Statistics - one semester
- Psychology - one semester

Students may apply to the program before all admission requirements and prerequisites are completed, but must be completed prior to matriculation.

## Priority Admission for Concordia Undergraduate Students

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

- Are current, full time student at CUW or CUAA who will graduate with a Bachelor's degree from Mequon or Ann Arbor
- At the time of submitting the application, are not missing more than one prerequisite science course
- Have a cumulative GPA of at least 3.0
- Have a grade point average of at least 3.45 in prerequisite science courses
- Submit all application materials by the PTCAS Decision deadline
- Successfully complete a personal interview
- Submit GRE scores

All prerequisite science courses must be completed at CUW/CUAA and can not be previously completed at another institution. If a CUW/CUAA prerequisite science course is repeated, the first, original grade will be considered when determining whether or not the student is eligible for priority admission. CUW/CUAA students who meet these requirements are required to take the GRE.

Fulltime students who will graduate from St Norbert College and Viterbo University who meet priority admission standards will also qualify for priority admission based on availability.

Concordia also offers accelerated admission to the Doctor of Physical Therapy program to students who attend the Mequon campus. Please refer to the undergraduate catalog for accelerated admission requirements.

## Application Process

The Physical Therapy Department at Concordia University participates in the Physical Therapist Centralized Application Service, known as PTCAS. Applicants for the Doctor of Physical Therapy program should apply online using the PTCAS application. To learn more about the PTCAS application process, please visit the PTCAS web site at [www.ptcas.org](http://www.ptcas.org) (<http://www.ptcas.org/>).

Submit official GRE scores to code 7697 for the Concordia DPT program. GRE scores for code 7697 will automatically be sent to PTCAS.

Concordia does not require a supplemental application or application fee in addition to the PTCAS application and fee.

The Physical Therapy program values diversity. Applicants will not be negatively biased due to race, color, creed, national origin, gender, age, disabling conditions, or marital status.

The Physical Therapy Selection Committee shall make decisions regarding the status of an application after reviewing application materials and considering feedback from personal interviews. Decisions of the committee are final.

## Cost

Students pay a semester-based tuition for six semesters which is posted on the Concordia University Wisconsin website. Winterim and summer sessions are included for no additional charge. Tuition will not increase during the six semesters of the program.

APTA student membership is highly recommended for all students. Current student membership rates are available on the APTA website at [www.apta.org](http://www.apta.org) (<http://www.apta.org>).

During the clinical education portion of the curriculum, students may be required to leave the Milwaukee area. It is difficult to estimate these expenses, as it cannot be predetermined where the students will complete their clinical internships. Additionally, during the academic work, students will need to have transportation available to leave campus for clinical experiences. Some of the off-campus educational experiences will require a fee.

Concordia University Wisconsin student malpractice insurance is included in the tuition.

## Financial Aid

Federal student loans are available to graduate students seeking degrees who are U.S. citizens or permanent residents. Students may apply online at [www.fafsa.gov](http://www.fafsa.gov) (<http://www.fafsa.gov>). Concordia's school code is 003842. Students are eligible for Federal Student loans and Graduate PLUS loans to cover the cost of tuition, books, fees, transportation, and living expenses.

Students are eligible to apply for loans and scholarships from the APTA, WPTA, and some local and national Physical Therapy agencies. The Physical Therapy Faculty and Financial Aid Office can help provide information on these programs.

Concordia University will be seeking approval for the Bridge Doctor of Physical Therapy (bDPT) degree program from the Commission on Accreditation in Physical Therapy Education (CAPTE) in 2021. Following approval, details regarding the bDPT program will be posted.

Contact information:

David Hengst, Graduate Admissions Counselor, 262-243-4397 / [david.hengst@cuw.edu](mailto:david.hengst@cuw.edu)

# Master of Occupational Therapy

Concordia University Wisconsin offers an entry-level Occupational Therapy (OT) degree in two programs, the Master of Occupational Therapy (MOT) or the Occupational Therapy Doctorate (OTDe). Each degree program is offered in three tracks: accelerated, bridge, and post-baccalaureate. The programs are based on a liberal arts foundation and encompasses 2-3 years of professional education beyond a bachelor's degree. The **Accelerated** track is designed for high school students looking to pursue a bachelor's AND master's or doctorate. The **Bridge** track is designed for Certified Occupational Therapy Assistants (COTAs) with at least one year of experience looking to pursue a master's or doctorate degree. Applicants will hold an associate's degree from a regionally accredited institution AND a bachelor's degree OR being

currently enrolled in the Bridge BSRS program at CUW. The **Post-Baccalaureate** track is designed for applicants who already hold a bachelor's degree looking to pursue a master's or doctorate degree.

## Mission Statement

The mission of Concordia University's Occupational Therapy programs is to positively impact communities by developing Christ-centered occupational therapists who empower others to reach their highest potential through leadership, best practice, advocacy, and innovation.

## Accreditation

The Master of Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (<https://www.aota.org/Education-Careers/Accreditation.aspx>)(ACOTE (<http://www.acoteonline.org/>)) of the American Occupational Therapy Association (<https://www.aota.org/>) (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is [www.acoteonline.org](http://www.acoteonline.org) (<http://www.acoteonline.org>).

MOT students must complete 24 weeks of Level II fieldwork within 24 months following the completion of the didactic portion of the program.

The entry-level Doctorate of Occupational Therapy program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is [www.acoteonline.org](http://www.acoteonline.org) (<http://www.acoteonline.org>). The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

OTDe students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 24 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

## Credentialing

Graduates of the MOT program may sit for the National Certification Exam for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (<http://www.nbcot.org/>) (NBCOT) located at One Bank St., Suite 300, Gaithersburg, MD 20878, (301)-990-7979. Graduates who successfully complete the exam will receive the credentials: Occupational Therapist Registered OTR®. Please note that most states require additional licensure/certification to practice. Be forewarned that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The OTDe program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Program data specific to Concordia University Wisconsin on the National Board for Certification in Occupational Therapy (NBCOT) Exam can be found here (<https://secure.nbcot.org/data/schoolstats.aspx>).

## General Academic Information

Our goal is to prepare students as an outstanding occupational therapist, who will practice with excellence and integrity. We emphasize the importance of serving all clients with the best care possible. Students will develop the skills necessary to enable people to do their day-to-day (occupational) activities despite physical or functional impairments, activity limitations, or participation restrictions. By combining classroom, laboratory, and supervised clinic-based instruction, our courses train students for a wide range of work settings.

Through our program students will be able to:

- develop an individualized evaluation, during which the client/family and occupational therapist determine the person's goals,
- customize an intervention to improve the person's ability to perform daily activities and reach their goals, and
- evaluate outcomes to ensure that the goals are being met and/or make changes to the intervention plan.

## Program Outcomes

- Occupational therapy graduates will demonstrate the skills to be effective change-makers in surrounding communities.
- Occupational therapy graduates will combine theory, evidence, and clinical reasoning in a reflective process of evaluation, intervention, and targeting of outcomes.
- Occupational therapy graduates will effectively and efficiently solve occupation-based problems.
- Occupational therapy graduates will be competently prepared for direct access.
- Occupational therapy graduates will intentionally make clinical decisions using Christ-centered values.
- Occupational therapy graduates will develop leadership skills.
- Occupational therapy graduates will effectively communicate and collaborate in a variety of communities.
- Occupational therapy graduates will demonstrate professional behaviors while using knowledge based skills for the effective practice of occupational therapy.

## Master of Occupational Therapy (MOT) Program - Accelerated Track

The CUW MOT Program - Accelerated track blends the traditional classroom setting with a progressive online learning environment and is designed for high school graduates who are prepared to pursue both a bachelor's and master's degree in approximately 4.25 years.

## Admission Requirements

Students who begin their undergraduate career as a freshman in CUW's Bachelor of Science in Rehabilitation Science (BSRS) (<https://www.cuw.edu/academics/programs/rehabilitation-science-bachelors/>) program may apply to the CUW MOT Program - Accelerated track during the fall of their sophomore year. Students accepted into the MOT program will begin taking graduate courses toward a degree in Occupational Therapy the summer after their sophomore year.

The CUW MOT Program - Accelerated track admissions requirements are as follows:

- Current enrollment in the CUW BSRS program or a completed bachelor's degree from a regionally accredited institution
- Minimum 3.0 cumulative GPA
- Eight (8) credits of Human Anatomy & Physiology completed with a B or better in two of the three following courses: BIO 191, BIO 192, and/or RSC 302\*
  - RSC 302 must be completed at CUW
- Three (3) credits of Statistics with a B or higher\*
- Three letters of recommendation; letters of recommendation should address potential for success both academically and as an occupational therapist, giving specific details about the applicant.
- Documentation of 40 hours of OT job shadowing
- Completion of four essays which address the following:
  - Describe your reasons for selecting occupational therapy as a career
  - Describe your understanding of occupational therapy
  - Describe your personal compatibility with the mission of Concordia University Wisconsin
  - What are the unique qualities of a successful graduate student, and what is your personal plan to manage time, manage stress, and communicate professionally?
- Possess the ability to perform essential functions (<https://www.cuw.edu/academics/programs/occupational-therapy-masters/#essentialfunctions>) of an occupational therapy graduate student and confirm this using the supplied document
- Complete and successfully pass a background check
- International applicants who would attend on a student visa and whose native language is not English must take the Test of English as a Foreign Language (iBT TOEFL) or the IELTS (International English Language Testing System). Contact the OT Department Chair for OT program minimum scores and further information

\* *Pre-requisite coursework not completed at CUW must have been completed at a regionally accredited institution*

## Eligibility Notices for CUW BSRS Students

First time freshman in the BSRS (<https://www.cuw.edu/academics/programs/rehabilitation-science-bachelors/>) program must have a high school GPA of 3.2 and an ACT score of 21. Those who apply and submit the tuition deposit prior to December 1st during their senior year in high school will be reviewed and ranked according to GPA and ACT scores. The top 30 applicants will be considered guaranteed for admission to the CUW MOT Program - Accelerated track. Students who have guaranteed admission must maintain a 3.0 GPA and receive at least a "B" grade in BIO 191, BIO 192, RSC 302, and Statistics.

Students transferring into CUW's BSRS (<https://www.cuw.edu/academics/programs/rehabilitation-science-bachelors/>) program will not be guaranteed placement into the CUW MOT Program - Accelerated



track. Transfer students must complete at least 36 credits at CUW. To have priority in the CUW MOT Program - Accelerated track admissions, students must complete the following courses at CUW:

- BIO 191 Anatomy and Physiology I
- BIO 192 Anatomy and Physiology II
- RSC 302 Advanced Functional Anatomy and Physiology

Admission to the CUW MOT Program - Accelerated track will be considered in the following order based on available spots in the cohort:

1. CUW students who were given guaranteed status who maintain guaranteed status (3.0 GPA and B or higher in all A&P on the first try and Statistics courses) and meet the admissions requirements.
2. CUW students in the BSRS program but who do not have guaranteed status and meet all admissions requirements.
3. CUW students who are not in the BSRS program and transfer students who earn 36 credits at CUW and meet the admissions requirements.
4. Students from outside CUW who meet the admissions requirements.

### Application Process

Students interested in applying for the CUW MOT Program - Accelerated track will complete an online application through the CUW Graduate Admissions Department.

The Admissions Committee within the Occupational Therapy Department will make acceptance decisions. Decisions of the committee are final.

Students will be given an opportunity at the end of year one of the OT coursework to choose the MOT or OTDe degree program. Those interested in the OTDe degree will need to complete the additional application procedure.

### Curriculum: 2021 Cohort

Course	Title	Hours
<b>Year 1</b>		
<b>Summer</b>		
OT 501	Introduction to APA Style & Scholarly Writing	1
		<b>Hours 1</b>
<b>Fall</b>		
OT 502	Concepts of Occupation	3
OT 503	Functional Anatomy	4
OT 504	Introduction to Advocacy and Leadership	2
OT 505	Research in Practice I	3
OT 506	Occupations Across the Lifespan	3
OT 507	Explore Community Clinic	3
		<b>Hours 18</b>

<b>Spring</b>		
OT 508	Facilitated Community Clinic	3
OT 509	Functional Neuroscience and Neurorehabilitation I	4
OT 510	Research in Practice II	3
OT 511	Personal Advocacy & Leadership	1
OT 512	Clinical Reasoning: Behavioral Health	3
OT 513	Occupational Kinesiology and Orthorehabilitation I	4
		<b>Hours 18</b>
<b>Year 2</b>		
<b>Summer</b>		
OT 602	Clinical Reasoning: Pediatrics	3
OT 604	Summer Pediatrics Camp (One week on campus)	1
OT 612	Behavioral Health Fieldwork (One week on campus)	1
		<b>Hours 5</b>
<b>Fall</b>		
OT 614	Clinical Reasoning: Adult Practice Areas	3
OT 621	Clinical Reasoning: Orthorehab II	3
OT 625	Community Advocacy and Leadership	3
OT 632	Occupations of Health and Wellness	3
OT 635	Community Clinic: Leading the OT Process	3
OT 641	Research in Practice III	3
Graduate with BSRS after conclusion of 120 credits		
		<b>Hours 18</b>

<b>Spring</b>	
OT 643	Community Clinic: Management and Supervision 2
OT 650	Practice Management 2
OT 655	Professional Advocacy&Ldrshp 2
OT 660	Clinical Reasoning: Gerontology 3
OT 665	Clinical Reasoning: Neurorehabilitation II 3
OT 670	Clinical Reasoning: Work/Ergo 3
<b>Hours 15</b>	
<b>Year 3</b>	
<b>Summer</b>	
OT 675	Level II Fieldwork A 6
Dates are set by the Fieldwork Site	
<b>Hours 6</b>	
<b>Fall</b>	
OT 680	Level II Fieldwork B 6
Dates are set by the Fieldwork Site	
Graduate upon Fieldwork Completion	
<b>Hours 6</b>	
<b>Total Hours 87</b>	

Due to the curriculum being in development, schedule is subject to change. For the most up-to-date information, please contact the department directly at 262-243-4429.

### Master of Occupational Therapy (MOT) Program - Bridge Track

The CUW MOT Program - Bridge track is designed for Certified Occupational Therapy Assistants (COTA) with at least one year of work experience and an associate degree from a regionally accredited institution who are prepared to pursue both a bachelor's and master's degree in approximately 3.75 years. A COTA holding a bachelor's degree will complete the master's degree in approximately 2.75 years.

The CUW MOT Program - Bridge track is offered primarily online with an on-campus learning experience one weekend a month during the fall and spring terms. Additionally, students will be expected to attend campus one week during the summer for Behavioral Health Fieldwork and one week for the Pediatric Camps. We emphasize learning through hands-on application. Student learning will take place in our state-of-the-art facilities. Students may choose to enhance their education through global education trips so long as they do not conflict with regularly scheduled courses. Whether in the states and abroad, students will put their learning into practice. At CUW, students may benefit from fieldwork experiences that are paired with courses, active community partnerships, student and professional organizations, Pi Theta Epsilon (OT Honor Society), and faculty-mentored research opportunities.

### Admissions Requirements

The CUW MOT Program - Bridge track admissions requirements are as follows:

- An associate degree in occupational therapy and a bachelor's degree in any field from a regionally accredited institution
  - Applicants holding only an associate degree must be enrolled in the CUW Bachelor of Science in Rehabilitation Science (BSRS) Bridge program
  - Applicants holding a bachelor's degree in addition to the associate degree are eligible for direct entry
- Documentation of at least one year of practice as a COTA
- Minimum 3.0 cumulative GPA from all post-secondary institutions
- Eight (8) semester credits of Human A&P with a lab component in every course from a Biology, Anatomy, or Physiology department with a B or better in each\*
- Three (3) semester credits of Statistics with a B or better
- Possess the ability to perform essential functions (<https://www.cuw.edu/academics/programs/occupational-therapy-masters/#essentialfunctions>) of an occupational therapy graduate student and confirm this using the supplied document
- Three letters of recommendation; letters of recommendation should address potential for success both academically and as an occupational therapist, giving specific details about the applicant.
- Completion of four essays which address the following:
  - Describe your rationale for transitioning from OTA to OTR degree
  - Describe how your clinical reasoning and other skills will change with a transition to the OTR role
  - Describe your personal compatibility with the mission of Concordia University Wisconsin
  - What are the unique qualities of a successful online graduate student, and what is your personal plan to manage time, manage stress, manage financial responsibilities, and be a successful online learner?
- Complete and successfully pass a background check
- International applicants who would attend on a student visa and whose native language is not English must take the Test of English as a Foreign Language (iBT TOEFL) or the IELTS (International English Language Testing System). Contact the OT Department Chair for MOT program minimum scores and further information.

*\*Pre-requisite coursework must have been completed at a regionally accredited institution.*

### Application Process

Students interested in applying for the CUW MOT Program - Bridge track will complete an online application through the CUW Graduate Admissions Department. Applications are due January 15. Students enrolled in the BSRS Bridge program will have priority enrollment with additional spots available to applicants who already hold a bachelor's degree.

The Admissions Committee within the Occupational Therapy Department will make acceptance decisions. Decisions of the committee are final.

Students will be given an opportunity at the end of year one to choose the MOT or OTDe degree program. Those interested in the OTDe degree will need to complete the additional application procedure.

**Curriculum: 2021 Cohort**

Course	Title	Hours		
<b>Year 1</b>				
<b>Summer</b>				
OT 501	Introduction to APA Style & Scholarly Writing	1		
OT 502	Concepts of Occupation	3		
OT 506	Occupations Across the Lifespan	3		
		<b>Hours</b>	<b>7</b>	
<b>Fall</b>				
OT 503	Functional Anatomy	4		
OT 504	Introduction to Advocacy and Leadership	2		
OT 505	Research in Practice I	3		
OT 507	Explore Community Clinic	3		
		<b>Hours</b>	<b>12</b>	
<b>Winterim</b>				
OT 511	Personal Advocacy & Leadership	1		
		<b>Hours</b>	<b>1</b>	
<b>Spring</b>				
OT 508	Facilitated Community Clinic	3		
OT 509	Functional Neuroscience and Neurorehabilitation I	4		
OT 512	Clinical Reasoning: Behavioral Health	3		
OT 513	Occupational Kinesiology and Orthorehabilitation I	4		
		<b>Hours</b>	<b>14</b>	
<b>Year 2</b>				
<b>Summer</b>				
OT 602	Clinical Reasoning: Pediatrics	3		
OT 604	Summer Pediatrics Camp (One week on campus)	1		
OT 612	Behavioral Health Fieldwork (One week on campus)	1		
OT 632	Occupations of Health and Wellness	3		
		<b>Hours</b>	<b>8</b>	
<b>Fall</b>				
OT 510	Research in Practice II	3		
OT 614	Clinical Reasoning: Adult Practice Areas	3		
OT 621	Clinical Reasoning: Orthorehab II	3		
OT 625	Community Advocacy and Leadership	3		
OT 635	Community Clinic: Leading the OT Process	3		
		<b>Hours</b>	<b>15</b>	
<b>Winterim</b>				
OT 655	Professional Advocacy&L (Online Only)	2		
		<b>Hours</b>	<b>2</b>	
<b>Spring</b>				
OT 641	Research in Practice III	3		
OT 643	Community Clinic: Management and Supervision	2		
OT 650	Practice Management	2		
OT 660	Clinical Reasoning: Gerontology	3		
OT 665	Clinical Reasoning: Neurorehab II	3		
		<b>Hours</b>	<b>13</b>	
<b>Year 3</b>				
<b>Summer</b>				
OT 670	Clinical Reasoning: Work/Ergo	3		
		<b>Hours</b>	<b>3</b>	
<b>Fall</b>				
OT 675	Level II Fieldwork A	6		
		<b>Hours</b>	<b>6</b>	
Dates are set by the Fieldwork Site				
<b>Spring</b>				
OT 680	Level II Fieldwork B	6		
		<b>Hours</b>	<b>6</b>	
Dates are set by the Fieldwork Site				

Graduate upon Fieldwork Completion

	Hours	6
<b>Total Hours</b>		<b>87</b>

Due to the curriculum being in development, schedule is subject to change. For the most up-to-date information, please contact the department directly at 262-243-4429.

### Master of Occupational Therapy (MOT) Program - Post-Baccalaureate Track

The CUW MOT Program - Post-Baccalaureate track blends the traditional classroom setting with a progressive online learning environment and is designed for students who hold a bachelor's degree. Students will be prepared to confer a master's degree in approximately 2.5 years.

The CUW MOT Program - Post-Baccalaureate track has face-to-face classes on a weekly basis, typically 2-3 days per week. Students will be expected to attend campus one week during the summer for Behavioral Health Fieldwork and one week for the Pediatric Camps. This may or may not be the same week. We emphasize learning through hands-on application. Your learning will take place in our state-of-the-art facilities.

You may choose to enhance your education through global education trips so long as they do not conflict with regularly scheduled courses. Whether in the states or abroad, you will put your learning into practice. At CUW, you benefit from fieldwork experiences that are paired with courses, active community partnerships, student and professional organizations, Pi Theta Epsilon (OT Honor Society), and faculty-mentored research opportunities. CUW's Interprofessional Education (IPE) events encourage students to work through real-world scenarios with a team of future health professionals.

### Admissions Requirements

The CUW MOT Program - Post-Baccalaureate track admissions requirements are as follows:

- Bachelor's degree from a regionally accredited institution
- Minimum 3.0 cumulative GPA
- Eight (8) semester credits of Human A&P with a lab component in every course from a Biology, Anatomy, or Physiology department with a B or better in each course
- Three (3) semester credits of Statistics completed with a B or better
- Three letters of recommendation; letters of recommendation should address potential for success both academically and as an occupational therapist, giving specific details about the applicant.
- Documentation of 40 hours of OT job shadowing
- Completion of three essays which address the following:
  - Describe your understanding of occupational therapy
  - Describe your personal compatibility with the mission of Concordia University Wisconsin
  - Describe your plan for success in the blended program including time management, self-directed learning, and learning in a blended environment
- Completion of OTCAS application
- Complete and successfully pass a background check
- Possess the ability to perform essential functions (<https://www.cuw.edu/academics/programs/occupational-therapy-masters/#essentialfunctions>) of an occupational therapy graduate student and confirm this using the supplied document
- International applicants who would attend on a student visa and whose native language is not English must take the Test of English

as a Foreign Language (iBT TOEFL) or the IELTS (International English Language Testing System). Contact the OT Program Director for MOT program minimum scores and further information.

- Pre-requisite coursework must have been completed at a regionally accredited institution.

### Application Process

The CUW MOT Program - Post-Baccalaureate track participates in the Occupational Therapy Centralized Application Service, known as OTCAS. Applicants for the CUW MOT Program - Post-Baccalaureate track should apply online using the OTCAS application. To learn more about the OTCAS application process, please visit the OTCAS web site at [www.otcas.org](http://www.otcas.org) (<http://www.otcas.org>). Applicants should submit all application items directly to OTCAS. CUW OT does not require students to submit GRE scores, a supplemental application, or supplemental application fee.

The Admissions Committee within the Occupational Therapy Department will make decisions regarding the status of an application after reviewing application materials. Decisions of the committee are final.

Students will be given an opportunity at the end of year one to choose the MOT or OTDe degree program. Those interested in the OTDe degree will need to complete the additional application procedure.

### Curriculum: 2021 Cohort

Course	Title	Hours
<b>Year 1</b>		
<b>Winterim</b>		
OT 501	Introduction to APA Style & Scholarly Writing	1
		<b>Hours 1</b>
<b>Spring</b>		
OT 502	Concepts of Occupation	3
OT 503	Functional Anatomy	4
OT 504	Introduction to Advocacy and Leadership	2
OT 505	Research in Practice I	3
OT 506	Occupations Across the Lifespan	3
OT 507	Explore Community Clinic	3
		<b>Hours 18</b>
<b>Fall</b>		
OT 508	Facilitated Community Clinic	3
OT 509	Functional Neuroscience and Neurorehabilitation I	4
OT 510	Research in Practice II	3

OT 511	Personal Advocacy & Leadership	1
OT 512	Clinical Reasoning: Behavioral Health	3
OT 513	Occupational Kinesiology and Orthorehabilitation I	4
<b>Hours</b>		<b>18</b>
<b>Year 2</b>		
<b>Spring</b>		
OT 614	Clinical Reasoning: Adult Practice Areas	3
OT 621	Clinical Reasoning: Orthorehab II	3
OT 625	Community Advocacy and Leadership	3
OT 632	Occupations of Health and Wellness	3
OT 635	Community Clinic: Leading the OT Process	3
OT 641	Research in Practice III	3
<b>Hours</b>		<b>18</b>
<b>Summer</b>		
OT 602	Clinical Reasoning: Pediatrics	3
OT 604	Summer Pediatrics Camp (One week on campus)	1
OT 612	Behavioral Health Fieldwork (One week on campus)	1
<b>Hours</b>		<b>5</b>
<b>Fall</b>		
OT 643	Community Clinic: Management and Supervision	2
OT 650	Practice Management	2
OT 655	Professional Advocacy&L	2
OT 660	Clinical Reasoning: Gerontology	3

OT 665	Clinical Reasoning: Neurorehab II	3
OT 670	Clinical Reasoning: Work/Ergo	3
<b>Hours</b>		<b>15</b>
<b>Year 3</b>		
<b>Spring</b>		
OT 675	Level II Fieldwork A	6
OT 680	Level II Fieldwork B	6
Graduate upon Fieldwork Completion		
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>87</b>

Due to the curriculum being in development, schedule is subject to change. For the most up-to-date information, please contact the department directly at 262-243-4429.

## Master of Science in Physician Assistant Studies - CUAA

### Mission Statement

The Concordia University Physician Assistant program mission is to educate Physician Assistant graduates who will demonstrate competency in all aspects of patient primary medical care.

### Vision Statement

The vision of the PA program at Ann Arbor is to provide the **local and global community** with competent medical providers who will improve lives and influence communities through clinical service and leadership, and do so in a compassionate and respectful manner that changes the lives of all patients who seek our care.

### Program Basics

The Concordia University PA program at Ann Arbor is a 27 month professional program that will confer the Master of Science in PA studies (MSPAS) degree after successful completion of all required components of the program. The program will provide rotations in urban and tertiary hospital settings, but the main focus of this particular program is to provide healthcare to patients from rural and underserved area to improve access and promote health, in keeping with our mission and the mission of the University.

### Accreditation

The Concordia University Ann Arbor Master of Science, Physician Assistant Studies (MSPAS) Program has applied for Accreditation-Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Concordia University Ann Arbor anticipates matriculating its first class in January 2021, pending achieving Accreditation-Provisional status at the June 2020 ARC-PA meeting. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appears to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for graduation of the first class (cohort) of students.

CASPA applications will not be available for completion until such time as the CUAA program has successfully been provisionally accredited.

This is anticipated to be no sooner than July 2020 and admission decisions will not be made until successful accreditation is granted.

Program applicants will be notified as soon as we are informed of accreditation process results. Information on accreditation is available at <http://www.arc-pa.org/accreditation/> ([https://webmail.cuw.edu/owa/redir.aspx?C=x4zqueofXpV\\_Vz7pz3vha6B77cZp9b-fqEHi4E\\_Hksil-AIE7SvXCA.&URL=http%3a%2f%2fwww.arc-pa.org%2faccreditation%2f](https://webmail.cuw.edu/owa/redir.aspx?C=x4zqueofXpV_Vz7pz3vha6B77cZp9b-fqEHi4E_Hksil-AIE7SvXCA.&URL=http%3a%2f%2fwww.arc-pa.org%2faccreditation%2f)), or at: Accreditation Review Commission on Education for the Physician Assistant, Inc., 12000 Findley Road, Suite 150, Johns Creek, GA 30097, (770) 476-1224.

## Credential Awarded

The proposed Physician Assistant program will grant the Master of Science in Physician Assistant Studies (MPAS) degree. The graduate is then eligible to take the PANCE (Physician Assistant National Certifying Examination) administered by the NCCPA (National Commission on Certification of Physician Assistants).

## Program Outcomes

The goals of this program are to:

- Maintain a PANCE pass rate greater than, or equal to, the national first-time PANCE pass rate.
- Develop entry-level PA graduates who demonstrate competency in all aspects of primary care.
- Instill the values of lifelong learning, professionalism, and ethical practice in upholding the mission of CUAA.
- Achieve a PA employment rate of 75% by 6 months after graduation.

## Program Learning Outcomes

At the completion of the PA program, students will:

1. Demonstrate the requisite knowledge necessary in primary medicine to evaluate and manage medical concerns of an acute, emergent, chronic, and preventive nature in patients of any age.
2. Demonstrate communication skills that are patient-centered in obtaining a thorough and concise medical history from patients of any age, gender, ethnicity and culture in an unbiased, attentive, and respectful manner.
3. Perform a technically accurate complete physical exam on patients of any age for preventive and/or chronic visits; and/or select the appropriate focused physical exam using appropriate technique for patients presenting with acute or emergent medical problems.
4. Select appropriate labs & diagnostic testing based on a differential diagnosis, and interpret testing to narrow or identify the diagnosis.
5. Demonstrate the requisite basic procedural skills required to identify and manage illness and injury in a primary medicine encounter in patients of any age.
6. Utilize higher-level cognitive skills and critical thinking to derive a diagnosis or presumptive diagnosis from a broad differential utilizing all aspects of patient evaluation findings.
7. Organize and present an oral presentation of a clinical patient encounter in a coherent fashion.
8. Document a clinical note including all component parts appropriate to the presentation for a patient of any age and gender, with a medical or surgical concern in an inpatient or outpatient setting with any chief complaint.

9. Utilize available medical research to identify appropriate evidence for a particular clinical question or to assist in medical decision making.
10. Function professionally in medical practice with all members of the healthcare team.

## Student Performance Requirements

The CUAA PA student will be required to:

- Participate in full time didactic and clinical training, sometimes requiring weekends and late hours
- Perform all required medical and surgical procedures
- Participate fully in medical, surgical, emergency, outpatient and inpatient settings off campus
- Demonstrate professionalism, and ethical behavior at all times.
- Follow the medical law as it relates to restrictions, constraints, and opportunities for PA students
- Demonstrate respect for beliefs and values different from self, exhibit empathy and compassion for all patients, and tolerate ambiguity, and differences in patient abilities in health literacy.
- Display mental and physical stamina required during long hours in both the classroom and clinical settings, and required continuing study after on campus and clinical days are finished.
- Demonstrate competency by the end of the program in all CUAA PA Program Learning Outcomes at to the level required by faculty
- Participate in service
- Complete other duties as required to demonstrate aptitude for the physician assistant profession

## Successful Completion of the Didactic Year:

In order to successfully complete the didactic year and advance to the clinical rotation year, the student MUST:

- Comply with all policies and procedures published by CUAA and those of the Physician Assistant Program.
- Achieve a grade of 79% or higher at the end of each didactic course.
- Maintain a GPA of 3.0 or higher at the end of each term.
- Submit timely documentation of immunization and physical exam requirements.
- Maintain BLS certification (on your own) throughout the program and obtain or maintain ACLS certification (provided by the PA program) prior to entering clinical rotations. ACLS certification must remain valid through graduation from the program.
- Comply with professionalism expectations.

The program will monitor student progress in a timely and ongoing fashion, and will provide remediation options for the student to improve performance. It is the student's responsibility to make significant efforts at remediation to prove competency. Processes for remediation is outlined in both the Didactic and Clinical Student Handbooks.

## Successful Completion of the Clinic Year:

- Comply with all CUAA and PA Program policies and procedures
- Comply with professionalism expectations
- Achieve a total grade for each EOR at 79% or higher
- Maintain a GPA of 3.0 or higher at the end of each term
- Successfully complete all written, practical and oral summative evaluations with a grade of 73% or higher

- Successfully complete the summative evaluation as designated by program requirements

## Requirements for Graduation

- Successful completion of all components of the program with demonstrated competency (didactic, clinical and Capstone)
- Compliance with all CUAA and PA program policies and procedures demonstrated professional behavior throughout the program
- Fulfillment of all financial obligations to Concordia University Ann Arbor

## Dismissal from the Program:

The CUA A's PA Program reserves the right to dismiss any PA student at any time prior to graduation. Circumstances warranting such action may be of an academic, legal or professional nature. Additional information is available in the student handbooks on appeal of dismissal and withdrawal from the program.

## Deceleration

Deceleration in the didactic program is not allowed for academic or professionalism deficiencies. In the case of a Leave of Absence due to medical illness or pregnancy, deceleration may require that the student repeat the entire didactic year, taking all courses again that they had passed previously, which would require additional tuition. The program will make decisions related to LOA on a case-by-case basis.

## Curriculum

TOTAL CURRICULUM CREDITS = 113 (67 didactic + 46 Clinical)

### Spring Term 1 (18 credits)

- PHAS 509 Anatomy (5cr)
- PHAS 511 Molecular Basis of Disease (2cr)
- PHAS 512 Primary Medicine 1 (3cr)
- PHAS 513 Labs & Diagnostics 1 (2cr)
- PHAS 514 Patient Care 1 (2cr)
- PHAS 516 Pharmacotherapy 1 (2cr)
- PHAS 517 Skills for Primary Practice 1 (1cr)
- PHAS 533 Medical Decision Making 1 (1cr)
- PHAS 519 PA Professional Practice 1 (1cr)

### Summer 1 (12 credits)

- PHAS 522 Primary Medicine 2 (3cr)
- PHAS 523 Labs & Diagnostics 2 (2cr)
- PHAS 524 Patient Care 2 (1cr)
- PHAS 528 Pharmacotherapy 2 (2cr)
- PHAS 529 Skills for Primary Practice 2 (1cr)
- PHAS 543 Medical Decision Making 2 (2cr)
- PHAS 536 PA Professional Practice 2 (1cr)

### Fall Term 1 (17 credits)

- PHAS 537 Primary Medicine 3 (4cr)
- PHAS 538 Labs & Diagnostics 3 (3cr)
- PHAS 539 Patient Care 3 (2cr)
- PHAS 541 Pharmacotherapy 3 (3cr)
- PHAS 542 Skills for Primary Practice 3 (2cr)
- PHAS 557 Medical Decision Making 3 (2cr)
- PHAS 546 PA Professional Practice 3 (1cr)

### Winterim 1 (3 credits)

- PHAS 547 Behavioral Medicine (2cr)
- PHAS 549 PA Professional Practice 4 (1cr)

### Spring Term 2 (16 credits)

- PHAS 558 Medical Emergencies (3cr)
- PHAS 559 Surgical Medicine (3cr)
- PHAS 551 Primary Medicine 4 (3cr)
- PHAS 552 Labs & Diagnostics 4 (2cr)
- PHAS 553 Patient Care 4 (2cr)
- PHAS 554 Pharmacotherapy 4 (2cr)
- PHAS 556 Skills for Primary Practice (1cr)

### Clinical Year Of Practice (46 credits)

- PHAS 611 Family Medicine Clinical Rotation 1
- PHAS 612 Family Medicine Clinical Rotation 2
- PHAS 621 Internal Medicine Clinical Rotation 1
- PHAS 622 Internal Medicine Clinical Rotation 2
- PHAS 623 Women's Health Clinical Rotation
- PHAS 624 Pediatric Clinical Rotation
- PHAS 631 Behavioral Medicine Clinical Rotation
- PHAS 632 Surgical Medicine Clinical Rotation
- PHAS 633 Emergency Medicine Clinical Rotation
- PHAS 641 Elective Clinical Rotation 1
- PHAS 642 Elective Clinical Rotation 2
- PHAS 651 Summative Assessment

## Admission Requirements

Candidates for admission must meet the following requirements:

- Baccalaureate Degree (must be earned prior to matriculation from a regionally accredited university or college in the U.S.).
- GPA
  - Minimum 3.0 cumulative GPA or higher, AND
  - Minimum 3.0 prerequisite science GPA or higher
- Prerequisite Coursework
  - Note: Each prerequisite course must be successfully completed with a grade of "C" or higher from a regionally U.S. accredited college or university. For applicants who have taken their prerequisite coursework outside the U.S., please see Admissions tab for more information.
  - All prerequisite science coursework must be completed at the time of application.

- One non-science prerequisite course may be pending at the time of application, but must be completed prior to matriculation in the program.
- Labs for science pre-requisites must be completed in a face-to-face manner in the classroom, and not as an online component.
- Audited coursework is not accepted for prerequisite courses, nor are grades of PASS/FAIL.
- Application Deadline:
  - October 15, 2020 is the deadline for verified applications.
  - Please note, the deadline for application is for Verified applications. Submit your applications at least 4-6 weeks prior to the deadline to allow time for verification of information in your application.
- There must be documentation of 500 hours of hands-on patient care experience.
  - Examples of hands-on patient care may include but is not limited to: nursing, CNA, ER tech, EMT/paramedic, lab technician, dietician, exercise stress test technician, mental health therapist, military medical/clinical specialist, occupational/physical therapist, pharmacist, pharmacy technician, phlebotomist, respiratory therapist, surgical technician.
  - Medical scribe experience as a scribe is invaluable to documentation and observational learning, but hands-on patient care experience is not part of the scribe's responsibility. As such, a scribe may use 100-200 hours of scribe work as part of the health care requirement, but the remainder must be in some capacity in which you have direct patient interaction.
  - The following are NOT considered hands-on experience: PA or MD shadowing; non-clinical research assistant; candy striper; CPR instructor; patient transporter, pharmaceutical rep; ski patrol (unless EMT certified), lifeguard, aerobics instructor, therapeutic horse observers, unit clerk, medical insurance clerk, medical secretary.
  - If you have additional questions regarding whether your particular experience suffices, please contact the program office directly to discuss.
- Completion of 24 hour minimum shadowing of a Physician Assistant.
  - Shadowing must be completed and documented to the program via CASPA in order for the application to be considered ready for review.
  - The program is not able to find or suggest sites for applicants to complete the shadowing requirement.
- Three letters of reference are required to be submitted: (PLEASE NOTE)
  - One letter of reference must be from a PA with whom you have shadowed, and should speak to your understanding of the role of a PA and aptitude for the vocation of a Physician Assistant specifically.
  - One letter of reference must be from an employer/supervisor of your patient health care experience, and should speak to your interaction and care of patients and aptitude for a profession as a health care provider.
  - One letter must be from someone who can speak to your aptitude for successfully navigating the strenuous workloads and rigor that the curriculum will require.
- Technical Standards are physical, behavioral and cognitive abilities that must be met in order for a PA to complete the educational curriculum, and competently perform all duties required as a PA upon graduation. Please see Technical Standards for Physician Assistants

that each student must be able to meet in order to be admitted to the PA program and function effectively in the PA profession.

#### PREREQUISITES

- Chemistry:
  - One or two semesters of general (inorganic) chemistry with lab (4 cr each) (two preferred)
  - One semester of either organic chemistry or biochemistry with lab (both are preferred) (3 cr) (if Organic chemistry or Biochemistry are taken at a community college, pre-req for that course must have been a college level general chemistry course)
- Biology:
  - One or two semesters of general biology with lab (3-4 cr. each) (two are preferred)
  - Botany, or survey course does not fill this requirement
- Human Anatomy & Physiology:
  - May be completed as two semesters of A & P with lab done on-campus
  - May be completed as individual Human Anatomy and separate Physiology course, again with on-campus lab component.

PLEASE NOTE: A & P is the cornerstone for all understanding in clinical medicine, and as such, the course must be rigorous, related to HUMAN anatomy & physiology, and should have been completed within 5 years of application, although more distant coursework of an applicant currently working in a medical field utilizing A & P may be acceptable.

- Microbiology: One semester with lab
- Psychology: One semester (lifespan, developmental or abnormal preferred)
- Statistics: One semester
- College algebra or higher: One semester (will accept high school AP credit)
- Medical Terminology: One semester (recommended within 5 years of application)
- English Composition: One semester minimum (will accept high school AP credit)

#### Highly recommended courses though not required:

- Pharmacology
- Immunology
- Additional Psychology classes

#### ADDITIONALLY

No advanced placement or transfer credit is granted if transferring from another PA or graduate program nor for foreign medical graduates or foreign physicians. No course credit is given for experiential learning.

NOTE: high school AP coursework for the basic sciences courses (Biology 1 and Chemistry 1) may be used for pre-requisite requirements.



The statement above refers to AP in coursework taken at a previous PA program.

## Master of Science in Physician Assistant Studies - CUW

Concordia University Wisconsin offers a Physician Assistant Studies program. The program is based on a liberal arts foundation and encompasses twenty six months of professional education beyond a bachelor's degree.

### Mission Statement

The Physician Assistant program at CUW prepares students to become competent physician assistants who provide high quality health care in a respectful, culturally sensitive, caring and knowledgeable manner. CUW PA graduates are committed to caring for patients in mind, body and spirit with an emphasis on continual lifelong learning.

### Professional Accreditation

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Concordia University Wisconsin Physician Assistant Program sponsored by Concordia University Wisconsin. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2026.

The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

Information on accreditation is available at [www.arc-pa.org](http://www.arc-pa.org) (<http://www.arc-pa.org/>) or at: Accreditation Review Commission on Education for the Physician Assistant, Inc., 12000 Findley Road, Suite 150, Johns Creek, GA 30097, (770) 476-1224.

### Credentials Awarded

Upon successful completion of the PA program, students will be awarded a Master of Science in Physician Assistant Studies (MSPAS) from Concordia University Wisconsin. The graduate is then eligible to sit for the Physician Assistant National Certifying Examination (PANCE). This examination is administered through the National Commission on Certification of Physician Assistants (NCCPA). The program has received Accreditation-Continued until 2026, (See accreditation statement) which allows for the graduates of this program to sit for the Physician Assistant National Certifying Examination (PANCE).

### Program Outcomes

The goals of this program are:

1. PA graduates will have a first-time PANCE pass rate at or above the national average.
2. The CUW PA Program will maintain continuing accreditation status, fully compliant with all ARC-PA Standards.
3. The CUW PA Program will provide academic support to all matriculated students.
4. Faculty and students will support and promote the CUW PA Program.

5. Faculty and graduates will promote academics and leadership within the PA profession.
6. The CUW PA Program will provide opportunities in inter-professional education in order to perform effectively as a member of the healthcare team.

### Curriculum

Course	Title	Hours
<b>Year 1</b>		
<b>Summer</b>		
PHAS 500	Anatomy	6
PHAS 501	Physician Assistant Seminar (PA Seminar I)	1
PHAS 515	Molecular Mechanisms	3
PHAS 535	Evidence Based Medicine	1
PHAS 540	Public Health & Epidemiology	2
		<b>Hours</b>
		<b>13</b>
<b>Fall</b>		
PHAS 502	PA Seminar II	2
PHAS 525	Clinical Medicine I	6
PHAS 526	Pathophys & Pharmacology I	5
PHAS 520	Neuroanator	2
PHAS 527	Medical Diagnostics I	3
PHAS 504	Physical Assessment I	2
PHAS 506	Clinical Skills 1	1
		<b>Hours</b>
		<b>21</b>
<b>Winterim</b>		
PHAS 580	Intro to Clinical Practice	3
PHAS 570	Behavioral Medicine	2
PHAS 575	Obstetrics & Gynecology	2
		<b>Hours</b>
		<b>7</b>
<b>Spring</b>		
PHAS 530	Clinical Medicine II	6
PHAS 507	Clinical Skills 2	1
PHAS 505	Physical Assessment II	2
PHAS 531	Pathophys/ Pharmacology II	5

PHAS 532	Medical Diagnostics II	3
PHAS 560	Surgical Medicine	3
PHAS 503	PA Seminar III	2
<b>Hours</b>		<b>22</b>
<b>Year 2</b>		
<b>Summer</b>		
PHAS 545	Emergency Medicine	4
PHAS 550	Pediatrics	3
PHAS 508	Clinical Skills 3	1
<b>Hours</b>		<b>8</b>
<b>Fall</b>		
Clinical Rotations I		16
<b>Hours</b>		<b>16</b>
<b>Winterim</b>		
Clinical Rotations II		4
<b>Hours</b>		<b>4</b>
<b>Spring</b>		
Clinical Rotations III		16
<b>Hours</b>		<b>16</b>
<b>Year 3</b>		
<b>Summer</b>		
Clinical Rotations IV		8
PHAS 600	PA Seminar IV	2
<b>Hours</b>		<b>10</b>
<b>Total Hours</b>		<b>117</b>

Students will be placed on a rotation schedule for the last 11 months of their education.

The following rotations are required:

Code	Title	Hours
PHAS 610	Family Medicine Clin Pract I	4
PHAS 615	Family Medicine Clin Pract II	4
PHAS 620	Internal Medicine Clin Pract I	4
PHAS 625	Internal Medicine Clin Pract II	4
PHAS 630	Women's Health	4
PHAS 635	Pediatric Clinical Practicum	4
PHAS 640	Emerg Medicine Clin Practicum	4
PHAS 645	Surgery Clinical Practicum	4
PHAS 650	Behavioral Medicine Clin Pract	4
PHAS 655	Clinical Practicum Elect I	4
PHAS 660	Clinical Practicum Elect II	4
<b>Total Hours</b>		<b>44</b>

#### Total Credits Required: 117

The program retains the right to make curricular changes as needed in order to provide the optimal education program.

**Advanced Placement:** Concordia University Wisconsin's Physician Assistant program does not accept advanced placement, transfer credit or experiential learning to matriculating students. All PA program courses must be completed at Concordia University in sequence.

**Employment:** The PA program strongly discourages working while attending the program. The PA program is an intensive didactic and clinical educational program that involves an average of at least 40 to 50 hours per week, in addition to study, laboratory, and other activities. Most students find they cannot be academically successful in the program if they attempt to work. During the clinical year, students are not allowed to work due to the number of hours required in the clinical setting which includes being on call. Students are not allowed to be substituted for staff at any time during their education.

## General Academic Information

The Concordia University Wisconsin PA Program is a full time 26 consecutive month curriculum. The didactic phase is held at the Mequon Campus and provides the foundation for the clinical year. Spanning the first 15 months of the program, the didactic phase consists of courses in the basic sciences and clinical/behavioral medicine. Areas of study include human anatomy with cadaver lab, physical examination and history taking, pharmacology, physiology/pathophysiology, clinical skills, and topics and issues related to the profession. The clinical portion of the program will be in urban, rural, and medically underserved settings throughout Wisconsin as well as possible out-of-state locations with physician, PA and Nurse Practitioners preceptors.

## Clinicals

The clinical phase of the curriculum is made up of rotations in family medicine, internal medicine, general surgery, women's health, behavioral medicine, pediatrics, emergency medicine and two electives. Rotations are mainly located throughout Wisconsin. Students are responsible for their lodging, transportation, and meals. The Director of Clinical Education is responsible for deciding which clinical site the student will be assigned to for each rotation. The Director of Clinical Education places the student where they feel the best fit will occur based on the student's level of skill and knowledge.

## Entrance Requirements

Admission to the Physician Assistant program is competitive. Concordia University Wisconsin will admit one class of 30 full-time students in May of each academic year.

Candidates for admission must meet the following requirements:

- Baccalaureate degree earned prior to matriculation from a regionally accredited university or college
- Minimum 3.2 cumulative GPA
- Minimum 3.2 cumulative prerequisite science GPA
- All prerequisite courses must be successfully completed with a grade of "C" or higher from a regionally accredited college or university
  - Applicants must have all prerequisite science courses complete at the time of application. One non-science prerequisite course may be pending at the time of application, but will need to be completed prior to matriculation in the program.
- Lab components must be completed in a face-to-face format on-campus. Online labs are not accepted.
- If the transcripts are not in English, transcripts will need to be evaluated through the required service designated by CASPA.
- Complete a minimum of 500 hours of patient care experience. Please review the CUW website for further information regarding the patient care experience requirements.

- Complete a minimum of 24 hours of job shadowing with a Physician Assistant
- Able to perform Technical Standards for Physician Assistants
- Three letters of reference are required as part of the application process. One letter of reference must be from a PA with whom you have shadowed, and should speak to your understanding of the role of a PA. One letter of reference must be from an employer/supervisor of your patient care experience, and should speak to your interaction and care of patients. At least one more letter (may be more than one) can be professional, academic, or a character reference.

Science Prerequisites (See [www.cuw.edu/pa](http://www.cuw.edu/pa) (<http://www.cuw.edu/pa/>) for additional details):

- General Chemistry- Two semesters of sequenced courses with labs
- Organic Chemistry- One semester with lab
- Biochemistry- One semester with or without lab
- Microbiology- One semester with lab
- Human Anatomy with lab and Physiology- Two Semesters. Can be either separate Anatomy (with lab) and Physiology courses OR combined A&P I and II courses including labs.\*
- Biology- Two semesters with labs (excluding the listed prerequisite science courses mentioned even at higher levels)
- Genetics- One semester with or without lab

Other prerequisites:

- Psychology - One semester
- Statistics - One semester
- College Algebra or higher - One semester
- Medical Terminology - One semester\*

\* A&P and Medical Terminology are *recommended* within five years of applying to the program.

Questions about specific prerequisites courses should be directed to the Graduate Admission Office.

A felony conviction may affect a graduate's ability to attain state licensure or placed on clinical rotations.

## Technical Standards for Admissions and Retention

The Concordia University Wisconsin (CUW) has specific technical standards that apply to all candidates for admission and those who are selected to enter the program. Students selected to enter the program must have the capacity to complete the entire course curriculum to achieve the Master of Science in Physician Assistant Studies degree.

Some accommodations may be able to be made for some disabilities in some of these areas, but the Physician Assistant's (PA) role in the provision of health care requires that he or she be able to perform in an independent manner that does not compromise patient care.

In order to perform the functions required of a physician assistant in a variety of clinical situations and render competent patient care stipulated by the faculty, accreditation agencies, and the standards of practice as a PA, candidates/students for the program must meet the following technical standards:

1. **Observation:** Students must be able to observe demonstrations, visual presentations, lectures, and laboratory studies in the basic medical and clinical settings. The candidate must be able to accurately observe a patient both close and at a distance; this

requires functional use of vision, sensation, and smell. Adequate visual capabilities are necessary for proper evaluation and treatment integration, including the assessment of symmetry, range of motion, and tissue texture changes.

2. **Communication:** Students must be able to speak, hear, and observe patients to gather pertinent data, describe their observations (including activity and function, mood, and posture) and be able to perceive nonverbal communications. Students must be able to effectively communicate with patients, families, faculty, and colleagues from different cultural backgrounds in oral, written, computer and telephonic formats.
3. **Motor and Sensory:** Students must have gross and fine motor function and coordination in order to auscultate, palpate, and percuss as well as the ability to use appropriate diagnostic techniques and instruments to provide routine and emergent medical care and common diagnostic procedures such as, but not limited to performance of cardiopulmonary resuscitation, advanced cardiac life support, administering intravenous medications, suturing of simple and complex wounds, treatment of respiratory distress or bleeding, routine obstetric and gynecologic care, as well as assisting in surgery. Students should have adequate sensory skills, including tactile sensory and proprioceptive capability. Students must be able to transport themselves from one location to another in a timely fashion in order to facilitate patient care responsibilities and to receive educational training. Strength, mobility and endurance: Students must be able to tolerate physically taxing workloads.
4. **Cognitive, Integrative, and Quantitative Skill:** Students must exhibit skills in problem solving, and critical thinking, measurement, calculation, and comprehension of three dimensional relationships consistent with medical practice. Students must be able to assimilate and learn large amounts of complex, technically detailed information in the form of lectures, discussions, videos, handouts, and clinical exam demonstrations and to synthesize and apply concepts arising from it to create diagnostic and therapeutic plans.
5. **Behavioral and Social Skills:** Students must possess sufficient emotional health to allow them to optimally utilize intellectual, cognitive, and reasoning judgment required of medical professionals and be able to quickly complete all duties and responsibilities commensurate with effective diagnosis and treatment of patients of all ages. Students must be able to demonstrate empathy, sensitivity, and the ability to quickly establish rapport with patients, exhibiting adequate interpersonal communication skills, compassion, concern for others, honesty, and integrity. Students must be able to tolerate physically demanding workloads (which may involve nights, weekends, and on call), noisy environments, and long hours. Students need to be able to maintain composure and emotional stability in challenging and stressful, changing circumstances and to deal effectively with uncertain, possibly emotionally charged situations. Students must be able to accept constructive criticism and respond via appropriate behavior modification. Students must be able to complete all assignments and activities as assigned by the program. Students must be able to attend all classes, labs, examinations, and rotations on time and act in a professional manner.

The PA program at Concordia University Wisconsin has the freedom and ultimate responsibility for selection and evaluation of students, design, implementation and evaluation of curriculum, and determination of who will be awarded a degree and certificate of completion. Admission, retention, program completion, and graduation decisions are made based on satisfactory academic and clinical performance and upon

nonacademic, behavioral factors which serve to ensure overall success in the PA profession.

Candidates for admission to the Concordia University Wisconsin's PA program will be required, if admitted, to certify in writing that they understand and meet the above technical standards. Candidates who feel that they may not or cannot meet these technical standards will need to contact the Learning Resource Center (LRC) in Luther 200 to see if reasonable accommodations as determined by the LRC and their disability policies can be made.

Concordia University will attempt, to the best of its ability, to develop mechanisms by which otherwise qualified candidates for admission can be accommodated; however, the integrity of the curriculum and the need to provide optimal patient care must be maintained in order to ensure that all parts of PA education are delivered to all students.

## Admission for Concordia Undergraduate Students and Alumni

Current students and alumni of a Concordia University system school will be guaranteed an interview for the PA program if they meet certain requirements. Guaranteed interviews will be extended to students and alumni who have submitted a verified CASPA application by the deadline, have a cumulative AND prerequisite science point average of at least 3.40, and have completed all additional entrance requirements.

## Application Process

Admission to the Physician Assistant program is competitive. Concordia University Wisconsin will admit one class of 30 full-time students in May of each academic year.

The Physician Assistant Studies Program at Concordia University of Wisconsin participates in the Centralized Application Service for Physician Assistants (CASPA). Applicants for the Master of Physician Assistant Studies program should apply online using the CASPA application. To learn more about the CASPA Application process, visit the <http://portal.caspaonline.org> CASPA website.

In addition to the online application, please submit:

- **Personal Statement:** Your personal statement will be completed as part of the CASPA application, and should speak to your desire to pursue a career as a Physician Assistant.
- **Letters of Reference:** Three letters of reference are required as part of the application process. One letter of reference must be from a PA with whom you have shadowed, and should speak to your understanding of the role of a PA. One letter of reference must be from an employer/supervisor of your patient care experience, and should speak to your interaction and care of patients. At least one more letter (may be more than one) can be professional, academic, or a character reference.
- **Official Transcripts:** Submit official transcripts from all previously attended universities directly to CASPA. Students with international transcripts must have them evaluated by a foreign transcript evaluation service, and the official scores must be submitted directly from the evaluation service to CASPA.
- **Patient Care & Shadowing:** Complete a minimum of 500 hours of patient care experience and a minimum of 24 hours of job shadowing.
- Graduate entrance exams such as the GRE are not required

- The TOEFL iBT® exam will be required unless the applicant is a graduate of a United States college or university. The minimum required score for the TOEFL iBT® is 100.

All parts of the completed application are given consideration. The admissions committee also evaluates the applicant's desire to become a physician assistant, evidence of academic potential, motivation, personal maturity, self-assurance, good interpersonal skills, and when applicable, the interview evaluation report.

At this time we are unable to enroll F-1 international students in the Physician Assistant Program.

## Anti-Discrimination Policy

As a matter of policy, Concordia University admits students of any age, race, color, gender, and national and ethnic origin. Admitted students enjoy the rights, privileges, programs and activities generally offered to all Concordia students. Further, Concordia University does not discriminate according to age, race, color, gender, and national and ethnic origin in administering admissions and educational policies, scholarship and loan programs, and athletic and other school-administered programs.

## Applicant Interviews

Completed and verified applications undergo preliminary evaluation as they are received to make sure the minimum entrance requirements are met. After the admission deadline, qualified applicants will be reviewed by committee members and select candidates will be chosen to attend a campus interview.

An on-campus interview will give the applicant an opportunity to learn more about Concordia University Wisconsin's PA program and will give the program faculty an opportunity to meet and talk with the applicant.

During the interview process, the curriculum, program expectations as well as other information will be discussed. Interviews take place with at least two faculty members. After completion of the interview, the PA program admissions committee reviews each applicant and a final decision is made.

Applicants who have been selected to come in for an interview who still need to complete a non-science prerequisite will have to provide documentation when they will be taking the prerequisite course and that they will be able to complete the coursework prior to matriculation if accepted into the program.

Applicants who have been selected to enroll in the program after the interview process who still need to complete prerequisite coursework and/or their Bachelor's degree will be conditionally accepted into the program. Those applicants who do not successfully pass prerequisite courses with a grade of "C" or higher, (a grade of C- is not allowed), do not complete all prerequisite courses, or do not complete their Bachelor's degree prior to the first day of class, will not be allowed to matriculate into the program. Being offered an opportunity to interview for a seat in the program, does not guarantee admission or acceptance to enroll.

## Background Checks

All students accepted into the PA program will be required to have and pass a background check prior to being fully accepted into the program.

## Cost

Students pay a semester-based tuition, for seven semesters, which is posted on the Concordia University Wisconsin website. Winterim sessions are included at no additional charge. Housing and transportation expenses are not included in tuition and fees. Additional

program specific fees and equipment costs will be associated with the program.

During the clinical rotation portion of the curriculum, students may be required to leave the Milwaukee area. It is difficult to estimate these expenses, as it cannot be predetermined where the students will complete their clinical internships. Additionally, during the academic work, students will need to have transportation available to come to and leave campus for lectures, labs, and clinical experiences.

Concordia University Wisconsin student liability insurance is included in the tuition.

## Financial Aid

Federal student loans are available to graduate students seeking degrees who are US citizens or permanent residents. Students may apply online at [www.fafsa.gov](http://www.fafsa.gov) (<http://www.fafsa.gov>). Concordia's school code is 003842. Students are eligible for Federal Student loans and Graduate PLUS loans to cover the cost of tuition, books, fees, transportation, and living expenses.

# Master of Science in Rehabilitation Science

## Purpose

The Master of Science in Rehabilitation Science (MSRS) Program offers an advanced masters degree for physical and occupational therapists who have completed their professional training at the bachelor's level. MSRS courses will be taught in a face-to-face format by current faculty in the Physical and Occupational Therapy Departments at Concordia University Wisconsin. This degree is designed so students can complete all requirements to graduate in a 12-month period. Students will begin the program in the fall (late August). The remaining course work will be completed during the subsequent spring and summer semesters. Students will be allowed to matriculate into the program only during the late August start time and are encouraged to complete the degree within one year (full time).

## Mission Statement

The mission statement of the Master of Science Degree in Rehabilitation Science is to provide physical and occupational therapists with an evidence-based and clinically-focused curriculum intended to increase knowledge of and exposure to practice skills and areas.

## Admission and Application Information

The minimum criteria for admission are:

- Undergraduate degree in occupational therapy or physical therapy
- Cumulative GPA of 2.5 or better in undergraduate degree based on credential evaluation by an outside agency or evaluation by admissions staff in the Office of International Student Services at CUW
- TOEFL or IELTS exam scores (this does not apply to applicants whose language of instruction for their OT or PT degree was in English). For the TOEFL, Concordia University requires a minimum score of 213 (computer-based), 80 (internet-based), or 550 (paper-based). A minimum score of 6.5 (overall band score) on the IELTS is required (minimum score of 6 in all areas). Students completing an approved ESL program may be exempt from taking the TOEFL or IELTS

Complete the online application ([www.cuw.edu/apply](http://www.cuw.edu/apply) (<http://www.cuw.edu/apply/>)) and submit the following items:

- Application fee of \$50.00 USD online or send money order or cashier's check
- Official transcripts from all schools attended. If the transcripts are not in English, please have them translated into English and attested
- TOEFL or IELTS scores
- A brief, typed resume (please include any previous clinical experience)
- A one-page statement of purpose stating why you would like to enroll at CUW
- Two (2) reference letters from previous teachers and/or employers
- A bank statement with the balance converted into U.S. dollars. If a relative or parent is sponsoring you, please submit their letter of support along with their bank statements. If a company is sponsoring you, please have that company write a letter of support and provide a financial statement from the company on company letterhead. If your degree would be financed by a scholarship, please provide proof of scholarship
- While there is no requirement for standardized testing such as GRE or Miller Analogies, students who have taken these exams may submit results to strengthen their application

## Program Outcomes

The three main objectives of the Master of Science in Rehabilitation Science degree are to provide currently practicing clinicians with:

1. Advanced evidence-based knowledge in specialty areas of clinical practice that will enhance clinical decision making;
2. Advanced research skills that will increase the amount and quality of clinic-based research conducted;
3. Advanced leadership skills to provide services in new and emerging practice areas.

## Curriculum

Course	Title	Hours
<b>Year 1</b>		
<b>Fall</b>		
MSRS 505	Scientific Writing in Rehabili	4
MSRS 560	Pediatric Cond/Pract Environ	4
MSRS 610	Indust Rehab & Pract Environ	4
		<b>Hours</b> 12
<b>Spring</b>		
MSRS 550	Adlt Neuro Cond & Pract Enviro	4
MSRS 630	Adult Ortho Cond & Pract Env	4
MSRS 650	Research Proj & App in Intl Pr	4
		<b>Hours</b> 12

<b>Summer</b>	
MSRS 515	Evidence-based Pract in Rehab 4
MSRS 620	Gerontologic Cond & Pract En 4
	<b>Hours 8</b>
	<b>Total Hours 32</b>

## Master of Science in Speech-Language Pathology

The two-year graduate, full-time Master of Science program in Speech-Language Pathology is designed to prepare students to become a competent speech-language pathologist who provide quality care in a respectful, culturally sensitive, caring, and knowledgeable manner. Committed and experienced faculty will guide the didactic program along with high-quality clinical experiences to prepare students for professional certification and licensure.

The Department of Speech-Language Pathology is committed to: PROMOTING EXCELLENCE | SERVING COMMUNITY | EMBRACING DIVERSITY | INSPIRING COMPASSION | FOSTERING CRITICAL THINKING | VALUING INDEPENDENCE.

Concordia University Wisconsin Department of Speech-Language Pathology is committed to offering an engaging environment and access to off-site community service and clinical opportunities, in addition to our state-of-the art, on-campus Concordia University Wisconsin Speech, Language, and Hearing clinic. Clinical and therapeutic services are provided to students at LUMIN (Lutheran Urban Mission Initiative, Inc.) elementary schools throughout the Milwaukee area, individuals affiliated with Portal Industries in Grafton, and more.

In addition to clinical instruction/supervision, didactic clinical instruction is provided in conjunction with all on-campus clinical education opportunities (placements). This didactic instruction is in a small seminar-type setting focused on topics related to the collective caseload of the students in the group. Topics will include but not be limited to clinical procedures, medical and clinical diagnoses, and cultural and ethical considerations.

Upon successful completion of all requirements and graduation from the Master of Science in speech-language pathology program at CUW, individuals will be prepared to apply for initial licensure required for practice in the state of Wisconsin and will have demonstrated the knowledge and skills necessary for ASHA certification with a faith-based focus. Students will have completed the required 25 hours of observation and 375 hours of clinical practicum and be prepared to transition into their clinical fellowship year. Upon completion of their clinical fellowship, students will have completed all the requisite knowledge and skills competencies and will be eligible to apply for their certificate of clinical competence (CCC) through ASHA. Additionally, students will have demonstrated effective and professional interaction skills with patients, families, and other health care professionals through service learning and/or the provision of clinical services in the CUW Interprofessional Education (IPE) clinic while working collaboratively with other disciplines.

This program requires successful completion of 42 core academic credit hours, 6 credit hours of electives, and 9 credit hours of clinical practicum

resulting in a minimum of 57 credit hours of coursework (academic and clinical) for completion.

Completion of an undergraduate degree in Communication Sciences and Disorders at CUW does not guarantee students admission to the graduate program in Speech-Language Pathology.

For more information, visit WWW.CUW.EDU/SLP (<http://www.cuw.edu/SLP/>)

### Mission Statement

The Department of Speech-Language Pathology 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 Department of Speech-Language Pathology aims to prepare students for the opportunities and rigors of a vocation positively impacting communicatively-challenged individuals across the lifespan and their families by providing outstanding academic/clinical education, as well as community outreach. The department 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.

### Essential Functions of a Speech-Language Pathologist

The Department of Speech-Language Pathology at CUW is committed to developing future speech-language pathologists with established knowledge and skills competencies, as well as independent critical thinkers. In addition to having the knowledge and skills to practice as a speech-language pathologist, there are *essential functions* critical to successful treatment of individuals with communication and swallowing disorders. Students are therefore required to meet all essential functions needed with or without reasonable accommodations. Students who do not demonstrate essential functions at any point in their course of study, may be denied continuation in the program.

In 2007, the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) outlined the essential functions necessary for speech-language pathologists. The document may be found at <http://www.capcsd.org/proceedings/2007/talks/EFchecklist.pdf>

**The following are specific skills/essential functions needed by speech-language pathologists in order to provide service within the scope of practice.**

#### COMMUNICATION SKILLS:

- Speech-language pathologists must have strong communication skills, verbal and non-verbal.
- Students must demonstrate proficiency in spoken and written English in order to communicate effectively with clients/patients, caregivers, faculty, staff, peers, payer sources, and other health care professionals

#### PHYSICAL HEALTH:

- Speech-language pathology students must be in good physical health overall. A student with a chronic illness may not be able to have consistent attendance in class and/or clinic, limiting their ability to gain all the knowledge and skills required.
- Students must possess the stamina for physical tasks. Must be able to sit/stand for several hours.

- Students must demonstrate the stamina to perform classroom/ clinical tasks for the amount of time in a typical workday.

#### **OBSERVATION SKILLS/SENSORY ABILITIES:**

- Speech-language pathologists must have keen observation skills.
- Students must be able to pick up on non-verbal communication and non-verbal cues (e.g., facial expressions, gestures, body language/ orientation, joint attention, eye contact)
- Students need to be aware of the sensory needs of their clients/ patients and the impact on communication.
- Students must therefore demonstrate functional hearing skills (aided or unaided) for speech frequencies.
- Students must have sufficient vision (with or without glasses) to participate in academic and clinical aspects of their education.
- Students must be able to read materials such as medical records, IEP's, and testing materials.
- Students must be able to complete visual assessment of the structure and function of oral-facial structures.
- Students must have the visual capability to read and interpret videos fluoroscopic swallow studies.

#### **INTELLECTUAL/COGNITIVE SKILLS:**

- Students must have the cognitive skills to achieve competencies in required academic coursework.
- Students must demonstrate the ability to attend, memorize, organize, analyze, integrate and apply the information from coursework in a clinical setting.
- Students must have sufficient problem solving and critical thinking skills.
- Students must demonstrate the ability to use professional written language.

#### **MOTOR SKILLS:**

- Students must have sufficient use of gross and fine motor skills to carry-out clinical service to clients/patients. This includes, but is not limited to: keyboarding, clinical, diagnostic, and lab equipment, and note-taking (in class and clinically during interview/case history).
- Students must demonstrate the ability to access operate and/or access transportation to all clinical and academic placements.
- Students must demonstrate the ability to transfer to and from the floor safely.
- Students must demonstrate the ability to move between areas (some maneuverability in small spaces), and use technology (e.g., AAC, computers, hearing aids, microphones).

#### **BEHAVIOR/SOCIAL SKILLS:**

- Students must have good judgment and behave professionally.
- Students must have good emotional health, to allow for use of intellectual skills even in stressful situations.
- Students must be reliable, mature and act responsibly.
- Students must demonstrate the ability to interact with faculty, preceptors, other students, other professionals, clients/patients, and caregivers in a variety of academic and clinical settings.
- Students must demonstrate understanding of the ASHA Code of Ethics and be able to apply it to difficult clinical situations.
- Students must have sufficient time management skills to complete all required academic and clinical coursework in a timely manner.

- Students must demonstrate the ability to take in constructive criticism and self-evaluation and use it to enhance their skill development.
- Students must show respect for individuals of diverse backgrounds.

## **ACCREDITATION**

Concordia University Wisconsin is accredited by the Higher Learning Commission of the North Central Association of Schools and Colleges: North Central Association of Schools and Colleges

<https://www.cuw.edu/about/accreditation-approval.html> .

The Master of Science (M.S.) program in speech/language pathology at Concordia University Wisconsin is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association.

This is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

#### **Council on Academic Accreditation in Audiology and Speech-Language Pathology**

American Speech-Language Hearing Association  
2200 Research Boulevard #310  
Rockville, MD 20850  
800-498-2071

The CAA has determined that the program demonstrates sufficient compliance with the Standards for Accreditation as outlined in the 2019 Candidacy Compliance Continuum. As a result the CAA has awarded candidacy for a period of five years beginning 3/1/2019 through 2/29/2024. Award of candidacy allows the program to matriculate students into the program as it continues to document compliance with accreditation standards for the duration of the candidacy accreditation cycle.

## **Program Outcomes**

Upon successful completion of all requirements and graduation from the Master of Science in speech-language pathology program at CUW, individuals will be prepared to apply for initial licensure required for practice in the state of Wisconsin and will have demonstrated the knowledge and skills necessary for the ASHA Certificate of Clinical Competence. Upon completion of the SLP graduate program, students will have completed all required knowledge and skills competencies consistent with ASHA's Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC – *see link below*). Further, all students will have met the required 25 hours of observation and 375 hours of clinical practicum to be prepared to transition into their clinical fellowship year following graduation. All competencies and clinical hours will be documented and maintained by the program using CALIPSO, a web-based academic and clinical management program. In addition, the SLP graduate program will prepare students to pass the Praxis examination in Speech-Language Pathology (<https://www.ets.org/praxis/asha>) (<https://www.ets.org/praxis/asha/>).

Upon completion of their clinical fellowship, students will have completed all the requisite knowledge and skills competencies and will be eligible to apply for their certificate of clinical competence (CCC) through ASHA. Additionally, students will have demonstrated effective and professional interaction skills with patients, families, and other health care professionals through service learning and/or the provision of clinical services in the CUW Interprofessional Education (IPE) clinic while working collaboratively with other disciplines. This program will require successful completion of 42 core academic credit hours, 6 credit hours of

electives, and 9 credit hours of clinical practicum resulting in a minimum of 57 credit hours of coursework (academic and clinical) for completion.

(CFCC link- <https://www.asha.org/about/governance/committees/committeesmartforms/council-for-clinical-certification-in-audiology-and-speech-language-pathology/>) (<https://www.asha.org/about/governance/committees/committeesmartforms/council-for-clinical-certification-in-audiology-and-speech-language-pathology/>)

## SLP GRADUATE CLINICAL EDUCATION AND PRACTICE REQUIREMENTS

Graduate students in the Speech-Language Pathology graduate program must be "In Good Standing" to enroll in the Clinical Practicum courses (SLP 650, SLP 651, & SLP 652) and to participate in scheduled clinical activities. Students must maintain a cumulative GPA of 3.0 to be considered "In Good Standing". In addition, students must have completed the requisite academic coursework prior to enrolling in clinical practicum related to that specific disorder.

Additionally, students must have no documented professional and/or ethical behavioral concerns in their graduate program record/file.

Students may request access to their student record/file from their Departmental Advisor, the Clinic Director, and/or Department Chair.

### Fieldwork and Clinical Practicum

#### YEAR 1 - SUMMER

##### SLP 650

1 client, on-campus if experience from undergrad  
If no experience with clinic in undergrad will have 1 client, paired with experienced 2nd year student  
Practicum course; 1 hour classroom session per week

#### YEAR 1 - FALL

##### SLP 650

On-campus clinic; 1-2 clients  
Practicum course; 1 hour classroom session per week

#### YEAR 1 - SPRING

##### SLP 650

½ the students in on-campus clinics

##### SLP 651

½ the students in off-campus ~10 hours/week (2, ½ days)  
Both Practicum courses have a 1 hour classroom session per week

#### YEAR 2 - SUMMER

##### SLP 650

If off-campus in the prior spring semester, then on-campus students may be paired with an inexperienced 1st year student

##### SLP 651

If on-campus during the prior spring semester, now off campus experience; ~10 hours/week (2, ½ days)  
Both Practicum courses have a 1 hour classroom session per week

#### YEAR 2 - FALL

##### SLP 651

All 2nd year students either off-campus (2, ½ days) or possibly on-campus with multiple more complex clients  
Practicum course; 1 hour classroom session per week

#### YEAR 2 - SPRING

##### SLP 652

All 2nd year students off-campus full time  
8 week medical placement

8 week school placement  
NO classroom requirement

### ASHA Clinical Certification Standards (CCC-SLP)

Speech-Language Pathology graduate program student outcomes are consistent with the ASHA Clinical Competency and Certification Standards. All SLP graduates will likely meet the 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. These standards can be found at <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2018). 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Retrieved from <https://www.asha.org/certification/2020-SLP-Certification-Standards>.

**At the conclusion of the CUW Speech-Language Pathology Graduate Program, students are expected to meet the academic content and clinical practice competencies, short of a post-graduate clinical fellowship experience, associated with the ASHA Certificate of Clinical Competence (CCC).**

A detailed list of the requirements needed for ASHA Certificate of Clinical Competence (CCC) can be found at: <http://www.asha.org/certification/AboutCertificationGenInfo.htm>

## Sample SLP Graduate Plan of Study

Course:	Title:	Hours
<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>YEAR 1</b>		
<i>Summer I</i>		
SLP 505	Child Language Disorders I (YEAR 1)	3
SLP 570	Neurological Bases of Comm (3 credits, NR)	
SLP 650	Clinic Pract: On-Campus	1
SLP 665	Special Topics: (2 credits, NR) <sup>1</sup>	
SLP 645	Practicum: Audiology (1 credit) <sup>2</sup>	
<i>Fall</i>		
SLP 515	Research Methods	3
SLP 520	Speech Sound Disorders	3
SLP 525	Aphasia & Related Disorders	3
SLP 530	Augmentativ & Alternative Comm	3
SLP 650	Clinic Pract: On-Campus	1
SLP 645	Practicum: Audiology (1 credit) <sup>2</sup>	
<i>Winterim</i>		
SLP 665	Special Topics: (2 credits) <sup>1</sup>	
<i>Spring I</i>		
SLP 535	Child Language Disorders II	3
SLP 540	Fluency Disorders	3
SLP 560	School Methods (3 credits)	
SLP 620	Voice Disorders	3
SLP 645	Practicum: Audiology (1 Credit) <sup>2</sup>	
SLP 555	Dysphagia	3
SLP 665	Special Topics: (2 credits) <sup>1</sup>	
SLP 650	Clinic Pract: On-Campus	1



YEAR 2		
<i>Summer II</i>		
SLP 610	Cognitive Communicat Disorders	3
SLP 665	Special Topics: (2 credits) <sup>1</sup>	
SLP 650	Clinic Pract: On-Campus	1
<i>Fall II</i>		
SLP 635	Professional Issues and Counseling	3
SLP 615	Assess & Mgmt of Multicult Pop	3
SLP 545	Motor Speech Disorders	3
SLP 630	Genetic Factors in SLP Practic	3
SLP 665	Special Topics: (2 credits) <sup>1</sup>	
SLP 651	Clinic Pract: Level I	1
<i>Winterim II</i>		
SLP 665	Special Topics: (2 credits) <sup>1</sup>	
<i>Spring II</i>		
<i>No required academic coursework</i>		
SLP 652	Clinical Externship: Level II	4
<i>Total Elective Credits<sup>1</sup></i>		6
<b>Total Hours</b>		<b>57</b>

<sup>1</sup> **Elective – Special Topics: SLP 665** can be repeated with different specific topics; student must complete a minimum of 6 elective credits; students may opt for a thesis option in place of all 6 credits of electives or complete research practicum for up to 4 credits of 6 credit hours of electives.

<sup>2</sup> **SLP 645 - Audiology Practicum** Students must complete one section of this course.

### Graduate Capstone Experience

A capstone to completion of the graduate program in speech-language pathology will be an oral comprehensive examination. This exam will be given during Winterim of the 2<sup>nd</sup> year after all academic coursework has been completed. The procedure is as follows:

- Students will be given a broad-based case developed by faculty.
- Students will have 1 week to prepare a 10-15 minute presentation which will be presented and defended to a pre-appointed faculty committee.
- There will then be a 15 minute Q & A with the committee. Questions may include any relevant information related to the case, within our scope of practice.
- Student will be dismissed for 15 minutes while the committee reviews and debates.
- The student will return to the room and offer a self-critique to the committee.
- The committee will offer feedback and indicate pass/ fail.
- If the student does not pass, a remediation plan will be developed with the committee.

### Admission Requirements

• Applicants to the Master of Speech-Language Pathology program apply through an online service called Communication Sciences and Disorders Centralized Application Service (CSDCAS).

To learn more about the CSDCAS application process, prerequisites, CUW's admission requirements,

and admission deadlines, please visit <https://csdcas.liaisoncas.com/applicant-ux/#/login>.

- Bachelor's Degree in Communication Science & Disorders or equivalent (or a bachelor's degree in another major and the completion of a CSD leveling program from a regionally accredited institution)
- Minimum 3.0 cumulative undergraduate GPA, firm
- Personal Essay (not to exceed 1000 words)  
*What has called you to the vocation of speech-language pathology? How is the Master of Science in Speech-Language Pathology program at CUW a good fit to meet your educational and career goals?*
- GRE scores submitted via ETS to CUW CSDCAS
- Resume
- Three letters of recommendation
- Documented and signed ASHA qualified observation hours
- Ability to perform essential functions of a Speech-Language Pathologist as outlined by CAPCSD

### Financial Aid

Federal student loans are available to graduate students seeking degrees who are US citizens or permanent residents. Students may apply online at [www.fafsa.gov](http://www.fafsa.gov) (<http://www.fafsa.gov>). Concordia's school code is 003842. Students are eligible for Federal Student loans and Graduate PLUS loans to cover the cost of tuition, books, fees, transportation, and living expenses.

## Master of Social Work

Concordia University Wisconsin offers the Master of Social Work (MSW) degree. The MSW is a two-year graduate program. Advanced standing is available to those with a Bachelor of Social Work. The program is available for full-time and part-time students.

### Mission Statement

The mission of Concordia University Master of Social Work (MSW) program is to provide a Christian environment that prepares MSW professionals to assume leadership roles in an increasingly diverse and global society. To prepare students to be advanced generalist social workers who embrace Christian values, and support resiliency and strengthen individuals, families, groups, organizations, and communities, and advocate for social and economic justice.

### Accreditation

MSW programs are accredited by the Council on Social Work Education (CSWE). The CUW- MSW program is working with CSWE toward full accreditation. The program has been granted Candidacy by CSWE, and is in good standing. Full accreditation is anticipated in February 2020. Accreditation is retroactive to the first class who graduated in August, 2018.

### General Academic Information

The Master of Social Work degree is designed to prepare students for professional practice with individuals, families, groups, organizations, and communities. The MSW is a competency based degree that emphasizes the significant contribution of knowledge, values, skills, and the importance of cognitive/affective responses to practice situations. The MSW degree is a highly sought after professional degree and

recognized nationally and internationally for the quality of professional practice.

Social work practitioners are found in every aspect of practice. They are licensed in every state. Social workers provide critical services at multiple levels of practice and in inter-professional settings. The Advanced Generalist Specialization prepares social workers for practice at all levels of practice. Advanced Generalist Social Workers are employed in hundreds of positions requiring the special knowledge base of the profession.

Advanced Generalist Social Work practitioners work with those who have mental health issues, domestic violence, child abuse, family problems and many others. They work in the criminal justice system as probation officers, juvenile justice social workers, court social workers, and many others positions. Social workers work in community agencies to develop programs, write grants, organize and manage community endeavors to better society. Social work practitioners are prepared for administration as CEOs, administrators, supervisors, political advocates, politicians, and many other macro level jobs.

## Fieldwork Experiences

The MSW degree requires two field placements supervised by experienced MSW practitioners. The program has contracts with more than 80 agencies willing to provide supervised experience for MSW interns. The Department of Social Work plans for and places students in agencies supporting the student's specified area of interest.

## Credit Transfer

The department will accept up to 6 transfer credits, of previous graduate level coursework, into the MSW program based on the following criteria:

1. Coursework must have been completed within five years prior to admission to the program (or be approved by the MSW faculty committee).
2. Courses transferred must be comparable in scope and subject matter to courses offered by the Social Work department. The student will need to provide a course description and the course syllabus for any course transfer requests.
3. An earned grade of 3.0 (B) is required for all courses transferred.
4. All transfer credits must be certified by the Registrar and approved for the degree by the Chair of Social Work.
5. No more than 6 credits may be transferred.

## Cost

Students pay a semester-based tuition which is posted on the Concordia University Wisconsin website.

## Professional Membership

NASW student membership is highly recommended for all students. Current student membership rates are available on [www.nasw.org](http://www.nasw.org). The department also recommends membership with the North American Association of Christians in Social Work (NACSW). Visit [www.nacsw.org](http://www.nacsw.org)

## Financial Aid

Federal student loans are available to graduate students seeking degrees who are US citizens or permanent residents. Students may apply online at [www.fafsa.gov](http://www.fafsa.gov). Concordia's school code is 003842. Students are eligible for Federal Student loans and Graduate PLUS loans to cover the cost of tuition, books, fees, transportation, and living expenses.

## SOCIAL WORK COMPETENCIES

The Curriculum is based on the following competencies:

### 1. Demonstrate Ethical and Professional Behavior

Social Workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of the other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

### Advanced Behaviors

Advanced Generalist Social Workers recognize the importance of life-long learning to enhance and strengthen skills that will provide ethical and responsible social work services in a continuously changing and dynamic social environments. Advanced Generalist Social Workers utilize their professional affiliations to create life-long learning opportunities for themselves and their constituents. They utilize decision-making frameworks and concept maps that provide an organized structure for the selection and application of theories and perspectives. They seek opportunities for inter-professional discussions that will impact the provision of services for individuals, families, communities, and organizations. They strategically use supervision and consultation to address ethics in practice. They appraise the intersection between Christianity and the NASW Code of Ethics and demonstrate the integration of the Code of Ethics with Christian values when interacting with constituents and agency clients.

### 2. Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to 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. Social workers understand that as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also

understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences, and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

#### **Advanced Behaviors**

Advanced Generalist Social Workers seek opportunities to strengthen knowledge and support services to an increasingly diverse and global society. They exercise leadership in the development of necessary alliances to advocate effectively for change with underserved at risk populations and other groups. They employ/model a conscious use of self, self-regulation, self-monitoring, and self-correction in practice situations.

### **3. Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social Workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice.

#### **Advanced Behaviors**

Advanced Generalists Social Workers incorporate an understanding of regional and global interconnections of oppression and applies this understanding to social work practice. They engage in community collaborations that foster social and economic justice and social change. They analyze the consequences of social and economic injustice for constituent groups. They take action to promote humane and responsive social institutions, social policies, programs, and practice.

### **4. Engage in Practice-informed Research and Research-Informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple

ways of knowing. They also understand the processes for translating research findings into effective practice. Social Workers:

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings, and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

#### **Advanced Behaviors**

Advanced Generalist Social Workers use evidence-based research findings to inform and improve social work practice. They design, implement, and interpret social work research. They articulate how research findings can improve social service delivery.

### **5. Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulations, analysis, implementation, and evaluation. Social Workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

#### **Advanced Behaviors**

Advanced Generalist Social Workers apply techniques of effective leadership with agencies, colleagues, and client systems for political action and policy changes to advance social wellbeing through effective service. They evaluate the intended and unintended impact of social policies and develop mechanisms that identify resources for clients. They articulate the impact of policies on service delivery and conduct assessments and evaluations on the implementation of policy. They identify gaps in policies at varied levels such as agency policies, public policies and regulations. They provide leadership for colleagues, client systems, and agencies for effective policy action.

### **6. Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers

understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaborations to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social Workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

#### **Advanced Behaviors**

Advanced Generalist Social Workers use appropriate assessments and intervention strategies that are grounded in human behavior theories and conceptual frameworks. They critique and apply the knowledge base of the profession to help them understand the person in the environment. They engage in relationship building activities in varied client systems and evaluate the clients' perception of the quality of the relationship. They employ culturally responsive engagement skills.

#### **7. Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social Workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaborations in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

#### **Advanced Behaviors**

Advanced Generalist Social Workers interface with complex problems in systems of all sizes, assessing, intervening, and evaluating at multiple levels of practice. They evaluate the multi-systemic dimensions of client problems. Use client system approaches, they design interventions that affect change at multiple systemic levels of practice. They identify the range of legalities and / or legal risks that may exist for a client or client system that may be considering accessing social services.

#### **8. Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require inter-disciplinary inter-professional and inter-organizational collaborations.

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on-goals.

#### **Advanced Behaviors**

Advanced Generalist Social Workers build culturally competent ways to enhance client choice, client motivation, and client hopefulness during the process of change. They synthesize and apply a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice.

#### **9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

#### **Advanced Behaviors**

Advanced Generalist Social Workers critically analyze multiple client system intervention processes, evaluating for effectiveness and cultural competence. They evaluate the impact of intentional and unintentional practice approaches. They use evidence based research to support

methods of intervention in one's own practice. They review, analyze and evaluate the effectiveness of one's own practice.

## CURRICULUM

### 63 credits

Generalist Year	27 credits
Specialization Year	36 credits
Advanced Standing Year	36 credits

### Prerequisites

- Statistics (completed within 7 years - Math 205 or comparable)
- Life Span Development (Non - BSW students only)

### Generalist Year

Code	Title	Hours
MSW 600	Adv Human Behavior Social Env	3
MSW 610	Gen Pract I: Individ & Fam	3
MSW 615	Generalist Practice II: Groups, Organizations & Communities	3
MSW 620	Social Policy & Advocacy	3
MSW 650	Research Methodologies	3
MSW 670	Advanced Field Education I	3
MSW 675	Advanced Field Education II	3
MSW 680	Advanced Field Seminar I	3
MSW 685	Advanced Field Seminar II	3

### Generalist Year Total Credits

27 credits

### Specialization

#### Second Year Graduate Students & Advanced Standing

Code	Title	Hours
MSW 700	Administration, Organization & Supervision	3
MSW 710	Advanced Practice: Individuals & Families	3
MSW 715	Adv Pract: Diverse & Vulnerable Pop	3
MSW 750	Research Project I	3
MSW 752	Research Project II	3
MSW 770	Advanced Field Education III	3
MSW 775	Advanced Field Education IV	3
MSW 780	Advanced Field Seminar III	3
MSW 785	Advanced Field Seminar IV	3
MSW 790	SW Ethics & Christianity	3

### Second Year Graduate Student & Advanced Standing

36 credits

**Total Program Credits 63**

## Entrance Requirements

- Bachelor's degree from an accredited college/university.
- BSW from CSWE accredited Social Work program, if applying for advanced standing. (within 7 years)
- Minimum undergraduate GPA of 3.00 for full acceptance.

## How to Apply

- Application form available at: [www.cuw.edu/apply](http://www.cuw.edu/apply)
- Non-refundable \$50 application fee
- One page essay, using APA format, describing your reason for obtaining a Master of Social Work Degree
- Current resume, including your education, employment, volunteer and community involvement, and any military experience
- Three professional letters of recommendation that address your potential for success in the program and profession
- All official transcripts leading to your bachelor's degree
- Completed criminal background check through the agency specified by CUW
- Contact the Department of Social Work with any further inquiries. 262.243.4436. [Social.work@cuw.edu](mailto:Social.work@cuw.edu)

# Nursing Programs

## Our Mission

The **School of Nursing** is dedicated to providing a rigorous Christ-centered education that develops and inspires highly skilled professionals who are prepared to serve diverse communities by promoting health and healing with excellence, integrity and compassion.

The **Master of Science in Nursing (MSN) program**, guided by Christian principles, builds on the baccalaureate nursing foundation to prepare advanced nurses as family nurse practitioners, adult-gerontology primary care nurse practitioners, and nurse educators, to meet professional standards and competencies.

The **Doctor of Nursing Practice (DNP) program**, guided by Christian principles, prepares leaders at the highest level of nursing practice to use the best evidence to advance the profession and positively influence health outcomes for diverse populations.

## Master Level Programs

- Master of Science in Nursing - Healthcare Informatics (p. 102)
- Master of Science in Nursing - Nurse Educator (p. 103)
- Master of Science in Nursing - Primary Care Nurse Practitioner (p. 105)
- Master of Science in Nursing - Primary Care Nurse Practitioner (p. 105)
- RN-BSN-MSN (p. 106)
- RN-BSN-MSN (p. 106)

## Doctorate Level Programs

- Doctor of Nursing Practice (DNP) Program (p. 101)

## Certificates

- Certificate After Graduate Education in Nursing (p. 108)
- Interprofessional Informatics Certificate (p. 109)
- Interprofessional Informatics Certificate (p. 109)

# Doctor of Nursing Practice (DNP) Program

The Doctor of Nursing Practice (DNP) Program, guided by Christian principles, prepares students at the highest level of practice to analyze current evidence and integrate systems thinking as a foundation for organizational change management and quality improvement initiatives to improve practice, education, and patient care in various settings.

## Program Highlights:

- Post-master's program for certified advanced practice nurses or advanced administrators.
- Cohort model is inclusive and supportive.
- Accelerated classes in a flexible online format make this a manageable program for working professionals.
- GRE is not required for admission.
- Courses are built on a Christian foundation.

## Delivery Options

The post-master's DNP program is delivered online in a cohort format. There are two mandatory cohort meetings on-campus; one prior to the

program start, and one coinciding with graduation. Students are required to complete the program within the two-year time frame.

To accommodate the schedules of working professionals, our DNP program is centered on an inclusive and supportive cohort class strategy. The Program can be completed in two years. Courses integrate elements to meet the <http://www.aacnnursing.org/DNP> (<http://www.aacnnursing.org/DNP/>) *American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice*. Students complete residency hours in areas of their choice to develop and hone leadership and practice skills.

The Doctor of Nursing Practice program at Concordia University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

## Program Outcomes

At the completion of the program, the post-masters DNP graduate will be able to:

1. Synthesize liberal arts and scientific background into advanced nursing roles.
2. Develop leadership skills for quality improvement initiatives related to advanced nursing roles across healthcare delivery systems.
3. Demonstrate advanced levels of scholarship and analysis in implementing and evaluating evidence-based approaches to advanced nursing roles at the systems level.
4. Evaluate information systems and patient care information technologies to improve healthcare.
5. Influence healthcare policy development as related to healthcare delivery systems and the nursing profession.
6. Lead intraprofessional and interprofessional teams to influence health outcomes of individuals and populations.
7. Use cultural, epidemiological, biostatistical, and environmental data to influence clinical prevention and population health outcomes at the systems level.
8. Model scholarship, professionalism, and excellence in advanced nursing roles.
9. Use advanced clinical judgment, systems thinking, and accountability to provide evidence-based care in the area of specialization or in systems leadership.

## The Program has the Following Components:

1. Coursework providing the knowledge and skills needed to meet the DNP competencies.
2. Residency requirements providing experiential learning; students work with preceptors or mentors to develop leadership skills and practice interests.
3. The DNP Project where students apply knowledge and skills to an integrative, transformational experience, under the guidance of a faculty chairperson and agency mentor.

## Curriculum

The 30 hour curriculum is delivered online with the exception of two mandatory cohort meetings at the CUW Campus in Mequon, Wisconsin.

Code	Title	Hours
	Initial Cohort Meeting CUW Mequon Campus	
DNP 903	Biostatistics & Epidemiology	4
DNP 940	DNP Project I	4

DNP 915	Advanced Evidence-Based Practice	3
MBA 842	Six Sigma Process & Applicat	3
MBA 920	Economics and Public Policy of Health Care	3
MBA 803	Ethics & Org Leadership	3
DNP 921	Healthcare Informatics	3
MMC 820	Manag Comm Prog & Pract	3
DNP 941	DNP Project II	4
Final Cohort Meeting / Presentation of DNP Projects		
<b>Total Hours</b>		<b>30</b>

## Transfer of Credit

The Graduate Nursing Program will accept up to 6 transfer credits, of previous graduate level coursework, into the DNP program based on the following criteria:

1. Coursework must have been completed within five years prior to admission to the program (or be approved by the DNP faculty committee).
2. Courses transferred must be comparable in scope and subject matter to courses offered in the DNP Program. The student will need to provide a course description and the course syllabus for any course requested for transfer. A transfer credit form (<https://drive.google.com/file/d/1EJCHDgkhX7B874BAvP2J7nhcGA7GEqEF/view/?usp=sharing>) must be completed and submitted to the Graduate Nursing Office for approval upon admission.
3. All courses transferred in must be at least 3.0 on a 4.0 scale.
4. All transfer credits must be certified by the Registrar and approved for the degree by one of the Co-Directors of the Graduate Nursing program.
5. Pathophysiology and Pharmacotherapeutics will not be accepted as transfer credits.
6. Transfer credits will not be applied to the cumulative grade point average the student earns while in Concordia's DNP program.

## Entrance Requirements

Admission to the post-master's DNP Program is competitive. We admit a cohort class of students each spring for an August start.

1. MSN degree from an accredited school of nursing.
2. Current RN licensure in the state of residence.
3. Current certification as an advanced practice nurse (nurse practitioner, clinical nurse specialist, nurse midwife, or registered nurse anesthetist) or as an advanced nurse administrator.
4. A cumulative 3.5 GPA from previous MSN coursework (those applicants with a 3.25-3.49 cumulative GPA from MSN coursework will be considered on a probationary status).
5. Graduate-level statistics course that includes descriptive and inferential statistics taken within the last five years (must have achieved a grade of B or higher).

## Admissions Requirements

1. Application form available at [www.cuw.edu/apply](http://www.cuw.edu/apply) (<http://www.cuw.edu/apply/>).
2. Non-refundable application fee.
3. Professional resume or curriculum vitae describing nursing experience and education and the applicant's progression in advanced practice or leadership positions.

4. Admission essay explaining reasons for enrolling in the DNP program at Concordia. Address future professional goals, including plans for scholarship to meet the DNP Project.
5. Two letters of recommendation from professional colleagues familiar with advanced practice nursing or leadership competence. References should address the applicant's potential for success in the DNP Program.
6. All official transcripts that led to undergraduate and graduate degrees.
7. Documentation of the number of faculty-supervised clinical hours completed in the MSN program.
8. Admission interview (may be conducted by phone).

The priority deadline is March 1st for the cohort beginning the following August.

## Master of Science in Nursing - Healthcare Informatics

The Masters of Science in Healthcare Informatics degree is designed to provide health care and educational professionals the training/education to access, mine, manage and use data appropriately to influence decision making and foster continuous quality improvement in their positions.

This program consists of 31 credits and a capstone project individualized to each student.

## General Information

1. The master's degree program in nursing at Concordia University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).
2. Students must earn a B in all courses. Policies regarding progression and retention will be applied if the student earns less than a B in a course.
3. Students are expected to act with appropriate professional behavior at all times.
4. Once accepted to the program, students are required to begin the program at the start of the next semester.
5. Students must complete all degree requirements within a five-year period from the time of taking the first course in the program.

## Program Outcomes

Upon graduation the graduate student will be able to:

1. Integrate liberal arts and sciences into advanced nursing roles and education.
2. Analyze organizational and systems leadership principles to improve quality and patient safety in advanced nursing roles.
3. Integrate evidence-based approaches into advanced nursing practice and education.
4. Integrate healthcare technologies in the delivery, enhancement, and coordination of quality patient care.
5. Analyze healthcare policies, finances, and regulations that impact healthcare systems.
6. Integrate patient-centered care using interprofessional teams to improve health outcomes of individuals and populations.
7. Integrate evidence-based, culturally appropriate knowledge in clinical prevention and population health at the individual and aggregate level.

8. Assume accountability for advanced nursing practice and lifelong learning.
9. Apply best evidence to assure competence in advanced nursing practice or nursing education with diverse populations.

## Curriculum

Code	Title	Hours
Required Courses		
MSN/IPE 521	Information Systems Management and Leadership	2
MSN/IPE 522	Health Systems Analytics	3
MSN/IPE 524	Data Standardization and Knowledge Management	2
MSN/IPE 526	Foundations of Clinical Decision Support	3
MSN/IPE 528	Data Analysis, Application, and Transformation	3
MSN/IPE 531	Informatics Capstone	3
MSN 834	Theoretical Foundations for Adv Nursing Roles and Interprofessional Collaboration	3
MSN 860	Foundations of Healthcare Informatics	3
MSN 840	Advanced Evidence-Based Nursing Practice	3
MSN 830	Healthcare Policy & Issues in Advanced Nursing	3
MPH 510 CUNE course		3
Total Credits		31

## Entrance Requirements for the Graduate School of Nursing in Addition to Graduate School Requirements

- BSN degree from an accredited nursing school
- Minimum 3.0 cumulative GPA
- Science GPA is evaluated as part of the admission process
- Current licensure as a registered nurse in the USA
- Actively working in practice.
- Ability to perform Technical Standards for Registered Nurses
- Successful completion of: Statistics course – three credits with a minimum grade of B or higher. Must be completed before registering for MSN 840 Advanced Evidence-Based Nursing Practice

## Application/Admission Process

Students may apply online through Concordia's direct online application at [www.cuw.edu/apply](http://www.cuw.edu/apply) (<http://www.cuw.edu/apply/>). When applying directly, students will submit:

- Application form available at [www.cuw.edu/apply](http://www.cuw.edu/apply)
- Non-refundable application fee
- All official college transcripts leading to the bachelor's degree
- An essay that addresses the following topics:
  - Rationale for choosing the Nursing Informatics track
  - Career goals for nursing informatics
  - Personal compatibility with the CUW mission
  - Plans for academic success, including time management, stress management, and professional communication
  - Any previous academic issues
- Professional resume and a Certified Background Check
- Three letters of reference: two must be professional and/or academic and one must be from an individual who has worked with the applicant in a professional capacity and has a minimum of a Master's degree.
- Applicants who have completed graduate level classes and wish to have them evaluated must submit these transcripts

and the transfer credit form (<https://drive.google.com/file/d/1EJCHDgkhX7B874BAvP2J7nhcGA7GEqEF/view?usp=sharing>). GRE exams are not required.

The deadline for fall admission is May 1.

The deadline for spring admission is October 1.

The admission committee will review applications and make recommendations for admission. After the recommendation for admission is approved, a formal letter of acceptance or denial is sent to the student.

## Master of Science in Nursing - Nurse Educator

The Nurse Educator (NE) track of the MSN program is designed to prepare nurses with the role competencies and knowledge they will need for positions in patient/staff education and academic nursing education programs. Nurse educator students learn to implement teaching/learning strategies that are learner-centered and to create environments conducive to developing higher level critical thinking and clinical reasoning skills in students and staff members.

Master's level nursing education builds on baccalaureate education. Scholarly inquiry provides the foundation for preparation and provision of advanced nursing services to individuals or groups. Students apply knowledge of advanced nursing in a variety of educational and practicum sites. Master's level nursing education fosters the ongoing responsibility of all professionals for continuing education and lifelong learning, as well as providing a foundation for doctoral study.

## General Information

1. The master's degree program in nursing at Concordia University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).
2. All students must maintain RN licensure in the state in which they do their clinical practica while enrolled in the Nurse Educator clinical courses. It is the students' responsibility to make sure their program of study is eligible and meets all requirements within that states' Department of Licensing & Regulation.
3. Students must earn a B in all courses. Policies regarding progression and retention will be applied if the student earns less than a B in a course.
4. Students are expected to act with appropriate professional behavior at all times.
5. All students will be required to identify appropriate preceptors. CUW faculty make the final decision regarding preceptor approval.
6. Once accepted to the program, students are required to begin the program at the start of the next semester.
7. Students must complete all degree requirements within a five-year period from the time of taking the first course in the program.

## Program Outcomes

Upon graduation the graduate student will be able to:

1. Integrate liberal arts and sciences into advanced nursing roles and education.
2. Analyze organizational and systems leadership principles to improve quality and patient safety in advanced nursing roles.



- Integrate evidence-based approaches into advanced nursing practice and education.
- Integrate healthcare technologies in the delivery, enhancement, and coordination of quality patient care.
- Analyze healthcare policies, finances, and regulations that impact healthcare systems.
- Integrate patient-centered care using interprofessional teams to improve health outcomes of individuals and populations.
- Integrate evidence-based, culturally appropriate knowledge in clinical prevention and population health at the individual and aggregate level.
- Assume accountability for advanced nursing practice and lifelong learning.
- Apply best evidence to assure competence in advanced nursing practice or nursing education with diverse populations.

## Curriculum

The 39 credit NE option prepares students to teach in schools of nursing and health care settings.

Code	Title	Hours
Required Core Courses		
BIO 850	Genetics, Immunology, & Microbiology for Advanced Nursing	3
MSN 830	Healthcare Policy & Issues in Advanced Nursing	3
MSN 834	Theoretical Foundations for Adv Nursing Roles and Interprofessional Collaboration	3
MSN 836	Advanced Pathophysiology Across the Life Span	3
MSN 840	Advanced Evidence-Based Nursing Practice	3
MSN 860	Foundations of Healthcare Informatics	3
BIO 842	Pharmacotherapeutics	3
MSN 839	Advanced Health Assessment for Nurse Educators	2
MSN 892	Global Perspectives in Health Care	3
or MBA 985	Spec Topics-Health Care	
or MMC 840	Pub Speak:Reprt/Presen	
or MPA 840	Public Program Evaluation	
Specialization Courses for NE track		
MSN 877	Eval and Testing in Nursing Ed	3
MSN 871	NE I: Role Transition for Nurse Educator	3
MSN 872	NE II Instructional Design In Nursing Education II: Classroom Teaching	3
MSN 874	Instructional Design in Nursing Education: NE III Clinical Teaching	3
MSN 875	Nurse Educator Capstone	1
<b>Total Hours</b>		<b>39</b>

## Entrance Requirements for the Graduate School of Nursing in Addition to Graduate School Requirements

- BSN degree from an accredited nursing school
- Minimum 3.0 cumulative GPA
- Science GPA is evaluated as part of the admission process
- Current licensure as a registered nurse in the USA
- Actively working in practice. Preference is given to nurses with a minimum of two years of nursing experience.
- Current CPR certification

- Ability to perform Technical Standards for Registered Nurses
- Successful completion of: Statistics course – three credits with a minimum grade of B or higher. Must be completed before registering for MSN 840 Advanced Evidence-Based Nursing Practice

## Application/Admission Process

Students may apply online through Concordia's direct online application at [www.cuw.edu/apply](http://www.cuw.edu/apply) (<http://www.cuw.edu/apply/>). When applying directly, students will submit:

- Application form available at [www.cuw.edu/apply](http://www.cuw.edu/apply)
- Non-refundable application fee
- All official college transcripts leading to the bachelor's degree
- An essay that addresses the following topics:
  - Rationale for choosing a career as a Nurse Educator
  - Career goals as a Nurse Educator
  - Personal compatibility with the CUW mission
  - Plans for academic success, including time management, stress management, and professional communication
  - Any previous academic issues
- Professional resume and a Certified Background Check
- Three letters of reference: two must be professional and/or academic and one must be from an individual who has worked with the applicant in a professional capacity and has a minimum of a Master's degree.
- Applicants who have completed graduate level classes and wish to have them evaluated must submit these transcripts and the transfer credit form (<https://drive.google.com/file/d/1EJCHDgkhX7B874BAvP2J7nhcGA7GEqEF/view/?usp=sharing>). GRE exams are not required.

The deadline for fall admission is May 1.

The deadline for spring admission is October 1.

The admission committee will review applications and make recommendations for admission. After the recommendation for admission is approved, a formal letter of acceptance or denial is sent to the student.

## Transfer of Credit

The Graduate Nursing Program will accept up to 6 transfer credits, of previous graduate level coursework, into the MSN program based on the following criteria:

- Coursework must have been completed within five years prior to admission to the program (or be approved by the MSN faculty committee).
- Courses transferred must be comparable in scope and subject matter to courses offered in the MSN Program. The student will need to provide a course description and the course syllabus for any course requested for transfer. A transfer credit form (<https://drive.google.com/file/d/1EJCHDgkhX7B874BAvP2J7nhcGA7GEqEF/view/>) must be completed and submitted to the Graduate Nursing Office for approval upon admission.
- All courses transferred in must be at least 3.0 on a 4.0 scale.
- All transfer credits must be certified by the Registrar and approved for the degree by one of the Co-Directors of the Graduate Nursing program.

5. Pathophysiology and Pharmacotherapeutics will not be accepted as transfer credits.
6. Transfer credits will not be applied to the cumulative grade point average the student earns while in Concordia's MSN program.

## Master of Science in Nursing - Primary Care Nurse Practitioner

The Nurse Practitioner (NP) track of the Master of Science in Nursing (MSN) program is designed to prepare and help professional nurse leaders fulfill their advanced practice nursing roles as family nurse practitioners (FNP) and adult/gerontology **primary** care nurse practitioners (AGPCNP) with a graduate nursing degree. Graduates will reflect the critical thinking and professional skills needed for future nurse leaders in the clinical settings. Graduate level scholarly inquiry based on theoretically or clinically directed research will provide the foundation for fulfillment of the professional standards and core competencies of advanced practice graduate nursing.

The (MSN) Program, guided by Christian principles, builds on the baccalaureate nursing foundation to prepare advanced nurses as family nurse practitioners (FNP) and adult gerontology primary care nurse practitioners (AGPCNP) to meet professional standards and competencies.

### General Information

1. The master's degree program in nursing at Concordia University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).
2. All students must maintain RN licensure in the state in which they do their clinical practica while enrolled in the Advanced Practice Nursing or Nurse Educator clinical courses. It is the students' responsibility to make sure their program of study is eligible and meets all requirements within that states' Department of Licensing & Regulation.
3. Students will be expected to work with all clients assigned to them. There is the possibility of exposure to clients with communicable diseases. Students will abide by universal precautions while working with clients.
4. Students must maintain a minimum 3.0 grade point average while in the program. Policies regarding progression and retention will be applied if the GPA falls below 3.0.
5. Students are expected to act with appropriate professional behavior at all times.
6. The MSN FNP and AGPCNP clinical sequences are designed to provide a minimum of 720 hours of clinical time to meet the requirements for taking the appropriate certification examination. Some students may require additional hours. All students will be required to identify appropriate preceptors. CUW faculty will make the final decision regarding preceptor approval.
7. Once accepted to the program, students are required to begin the program at the start of the next semester.
8. Students must complete all degree requirements within a five-year period from the time of taking the first course in the program.

### Program Outcomes

Upon graduation the graduate student will be able to:

1. Integrate liberal arts and sciences into advanced nursing roles and education.

2. Analyze organizational and systems leadership principles to improve quality and patient safety in advanced nursing roles.
3. Integrate evidence-based approaches into advanced nursing practice and education.
4. Integrate healthcare technologies in the delivery, enhancement, and coordination of quality patient care.
5. Analyze healthcare policies, finances, and regulations that impact healthcare systems.
6. Integrate patient-centered care using interprofessional teams to improve health outcomes of individuals and populations.
7. Integrate evidence-based, culturally appropriate knowledge in clinical prevention and population health at the individual and aggregate level.
8. Assume accountability for advanced nursing practice and lifelong learning.
9. Apply best evidence to assure competence in advanced nursing practice or nursing education with diverse populations.

### Curriculum

The 41 credit Nurse Practitioner option will prepare **primary** care FNP's or AGPCNP's. The MSN program is offered online with residency requirements for Nurse Practitioner students.

Students are required to complete a minimum of 720 clinical hours as part of the program.

### Family and Adult/Gerontology Primary Care Nurse Practitioner

Code	Title	Hours
<b>Required Core Courses</b>		
BIO 850	Genetics, Immunology, & Microbiology for Advanced Nursing	3
MSN 830	Healthcare Policy & Issues in Advanced Nursing	3
MSN 834	Theoretical Foundations for Adv Nursing Roles and Interprofessional Collaboration	3
MSN 836	Advanced Pathophysiology Across the Life Span	3
MSN 840	Advanced Evidence-Based Nursing Practice	3
MSN 860	Foundations of Healthcare Informatics	3
MSN 845	Role Transition for APN	2
BIO 842	Pharmacotherapeutics	3
MSN 538	Advanced Health Assessment	3
MSN 892	Global Perspectives in Health Care	3
or MSN 877	Eval and Testing in Nursing Ed	
or MBA 985	Spec Topics-Health Care	
or MMC 840	Pub Speak:Reprt/Presen	
or MPA 840	Public Program Evaluation	
<b>Specialization</b>		
Select one of the following specializations		12
<i>Specialization Courses (FNP)</i>		
MSN 851	Adv Prim Care Clin I-FNP (Course includes a minimum of 240 clinical hours)	
MSN 852	Adv Prim Care Clin II-FNP (Course includes a minimum of 240 clinical hours)	
MSN 853	Adv Prim Care Clin III-FNP (Course includes a minimum of 240 clinical hours)	
<i>Specialization Courses (AGPCNP)</i>		

MSN 865	Adv Prim Care Clin I-AGPCNP (Course includes a minimum of 240 clinical hours)
MSN 866	Adv Prim Care Clin II-AGPCNP (Course includes a minimum of 240 clinical hours)
MSN 867	Adv Prim Care Clin III-AGPCNP (Course includes a minimum of 240 clinical hours)
<b>Total Hours</b>	<b>41</b>

## Entrance Requirements for the Graduate School of Nursing in Addition to Graduate School Requirements

- BSN degree from an accredited nursing school
- Minimum 3.0 cumulative GPA
- Science GPA is evaluated as part of the admission process
- Current licensure as a registered nurse in the USA
- Actively working in practice. Preference is given to nurses with a minimum of two years of nursing experience.
- Current CPR certification
- Ability to perform Technical Standards for Registered Nurses
- Successful completion of: Statistics course – three credits with a minimum grade of B or higher. Must be completed before registering for MSN 840 Advanced Evidence-Based Nursing Practice

## Application/Admission Process

Students may apply online through Concordia's direct online application at [www.cuw.edu/apply](http://www.cuw.edu/apply) (<http://www.cuw.edu/apply/>). When applying directly, students will submit:

- Application form available at [www.cuw.edu/apply](http://www.cuw.edu/apply)
- Non-refundable application fee
- All official college transcripts leading to the bachelor's degree
- An essay that addresses the following topics:
  - Rationale for choosing a career as a primary care Nurse Practitioner
  - Career goals as a primary care Nurse Practitioner
  - Personal compatibility with the CUW mission
  - Plans for academic success, including time management, stress management, and professional communication
  - Any previous academic issues
- Professional resume and a Certified Background Check
- Three letters of reference: two must be professional and/or academic and one must be from an individual who has worked with the applicant in a professional capacity and has a minimum of a Master's degree.
- Applicants who have completed graduate level classes and wish to have them evaluated must submit these transcripts and the transfer credit form (<https://drive.google.com/file/d/1EJCHDgkhX7B874BAvP2J7nhcGA7GEqEF/view/?usp=sharing>). GRE exams are not required.

The deadline for fall admission is May 1.

The deadline for spring admission is October 1.

In addition to the Graduate Admission Requirements, there may be a pre-admission telephone interview.

The admission committee will review applications and make recommendations for admission. After the recommendation for

admission is approved, a formal letter of acceptance or denial is sent to the student.

## Transfer of Credit

The Graduate Nursing Program will accept up to 6 transfer credits, of previous graduate level coursework, into the MSN program based on the following criteria:

1. Coursework must have been completed within five years prior to admission to the program (or be approved by the MSN faculty committee).
2. Courses transferred must be comparable in scope and subject matter to courses offered in the MSN Program. The student will need to provide a course description and the course syllabus for any course requested for transfer. A transfer credit form (<https://drive.google.com/file/d/1EJCHDgkhX7B874BAvP2J7nhcGA7GEqEF/view/>) must be completed and submitted to the Graduate Nursing Office for approval upon admission.
3. All courses transferred in must be at least 3.0 on a 4.0 scale.
4. All transfer credits must be certified by the Registrar and approved for the degree by one of the Co-Directors of the Graduate Nursing program.
5. Pathophysiology and Pharmacotherapeutics will not be accepted as transfer credits.
6. Transfer credits will not be applied to the cumulative grade point average the student earns while in Concordia's MSN program.

## RN-BSN-MSN

The online RN-BSN-MSN program allows a seamless academic progression for RNs who currently hold an Associate Degree in Nursing (ADN) to achieve a higher level of education through an innovative educational curriculum with the option to exit at the BSN level or continue to the MSN Program. This program combines BSN and MSN studies, and has four areas of specialization:

1. Nurse Educator (NE)
2. Family Nurse Practitioner (FNP)
3. Adult Gerontology Primary Care Nurse Practitioner (AGPCNP)

Students may transfer in up to 84 credits to apply towards the BSN degree.

To fulfill Concordia's degree requirements, a minimum of 36 credits must be taken at Concordia to earn a BSN.

The baccalaureate and master's degree programs in nursing at Concordia University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

## Program Outcomes for the BSN portion of the program:

Upon graduation, the **Bachelor of Science in Nursing student** will be able to:

1. Apply liberal education and scientific background information into practice.
2. Apply organizational and leadership principles in practice to improve quality and patient safety.
3. Apply current evidence into professional nursing practice.
4. Use informatics and healthcare technologies to inform decision-making regarding quality patient care and safety.

5. Demonstrate knowledge of healthcare policy, finance, and regulatory environments.
6. Communicate and collaborate in an interprofessional healthcare environment to deliver safe, high quality patient care.
7. Apply knowledge of health promotion and disease prevention to improve individual and population health.
8. Demonstrate professionalism and professional values within the context of a Christian perspective.
9. Engage in the professional roles of the nurse as care provider, care manager/coordinator, lifelong learner and member of the profession.

**Program Outcomes for the MSN portion of the program**

Upon graduation the **Master of Science in Nursing student** will be able to:

1. Integrate liberal arts and sciences into advanced nursing roles and education.
2. Analyze organizational and systems leadership principles to improve quality and patient safety in advanced nursing roles.
3. Integrate evidence-based approaches into advanced nursing practice and education.
4. Integrate healthcare technologies in the delivery, enhancement, and coordination of quality patient care.
5. Analyze healthcare policies, finances, and regulations that impact healthcare systems.
6. Integrate patient-centered care using interprofessional teams to improve health outcomes of individuals and populations.
7. Integrate evidence-based, culturally appropriate knowledge in clinical prevention and population health at the individual and aggregate level.
8. Assume accountability for advanced nursing practice and lifelong learning.
9. Apply best evidence to assure competence in advanced nursing practice or nursing education with diverse populations.

**Curriculum**

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 for the BSN portion of the program.
- All students must fulfill the liberal arts core. Some courses may be transferred in as part of the 84 transfer credits.
- All students are required to take 6 faith credits at Concordia University as part of the BSN portion of the program.
- Students must earn 79% or higher in all nursing courses (NURS prefix) to meet the degree requirements for the BSN portion of the program.
- Students must earn a B or higher in all MSN related courses (MSN, BIO, MBA, MPA, and MMC).

**Curriculum Overview - RN-BSN portion of the program**

Code	Title	Hours
Core Requirements - see below for more information		28
Required Nursing Courses - see below for more information		27
Elective Courses & Credits Transferred In		65
<b>Total Credits</b>		<b>120</b>

**Core Requirements - RN-BSN portion of the program (Credits may be transferred in to meet some of the core requirements.)**

Code	Title	Hours
<b>Faith</b>		<b>6</b>
<b>Human Creativity &amp; Expression</b>		<b>3</b>
<b>Society &amp; Culture</b>		<b>6</b>
<b>Human Beings &amp; Being Human</b>		<b>3</b>
<b>Natural Sciences</b>		<b>4</b>
<b>Communication &amp; Language (3 must be writing)</b>		<b>6</b>
<b>Total Credits</b>		<b>28</b>

**Required Nursing Courses - RN-BSN portion of the program**

Code	Title	Hours
NURS 301	Dimensions of Profess Nursing	3
MSN 820	Basic Statistics for Health Care Professionals	3
NURS 336	Nursing Research for RNs	3
NURS 342	Population Health	3
NURS 442	Leadership: the Future of Nurs	3
NURS 492	Contemp Nurs/Seminar	3
MSN 830	Healthcare Policy & Issues in Advanced Nursing	3
BIO 850	Genetics, Immunology, & Microbiology for Advanced Nursing	3
MSN 834	Theoretical Foundations for Adv Nursing Roles and Interprofessional Collaboration	3
<b>Total Credits</b>		<b>27</b>

*After completing their BSN degree, students have the option of exiting with a BSN degree or requesting a formal review with the Program Director to progress to the MSN program.*

**MSN portion of the program - Nurse Practitioner Tracks**

Code	Title	Hours
MSN 840	Advanced Evidence-Based Nursing Practice	3
MSN 836	Advanced Pathophysiology Across the Life Span	3
MSN 860	Foundations of Healthcare Informatics	3
MSN 845	Role Transition for APN	2
BIO 842	Pharmacotherapeutics	3
MSN 538	Advanced Health Assessment	3
MSN 892	Global Perspectives in Health Care	3
or MSN 877	Eval and Testing in Nursing Ed	
or MBA 985	Spec Topics-Health Care	
or MMC 840	Pub Speak:Reprt/Presen	
or MPA 840	Public Program Evaluation	
<b>Specialization Courses</b>		
MSN 851	Adv Prim Care Clin I-FNP	4

or MSN 865	Adv Prim Care Clin I-AGPCNP	
MSN 852	Adv Prim Care Clin II-FNP	4
or MSN 866	Adv Prim Care Clin II-AGPCNP	
MSN 853	Adv Prim Care Clin III-FNP	4
or MSN 867	Adv Prim Care Clin III-AGPCNP	

### MSN portion of the program - Nurse Educator Track

Code	Title	Hours
MSN 840	Advanced Evidence-Based Nursing Practice	3
MSN 836	Advanced Pathophysiology Across the Life Span	3
MSN 860	Foundations of Healthcare Informatics	3
BIO 842	Pharmacotherapeutics	3
MSN 839	Advanced Health Assessment for Nurse Educators	2
MSN 892	Global Perspectives in Health Care	3
or MBA 985	Spec Topics-Health Care	
or MMC 840	Pub Speak:Reprt/Presen	
or MPA 840	Public Program Evaluation	

#### Specialization Courses

MSN 877	Eval and Testing in Nursing Ed	3
MSN 871	NE I: Role Transition for Nurse Educator	3
MSN 872	NE II Instructional Design In Nursing Education II: Classroom Teaching	3
MSN 875	Nurse Educator Capstone	1
MSN 874	Instructional Design in Nursing Education: NE III Clinical Teaching	3

### Entrance Requirements for the RN-BSN-MSN Program

- ADN from an accredited program
- Overall GPA of 3.0 or higher from all previous course work
- Science GPA is evaluated as part of the admission process
- Transcripts will be reviewed and up to 84 credits from previous coursework will be accepted
- Current licensure as a registered nurse in the USA
- Actively working in practice
- Current CPR certification
- Ability to perform Technical Standards for Registered Nurses

### RN-MSN Program Admission Requirements

- Application form available at [www.cuw.edu/apply](http://www.cuw.edu/apply)
- Non-refundable application fee
- All official college transcripts
- An essay that addresses the following topics:
  - Rationale for choosing a career as a primary care Nurse Practitioner or as a Nurse Educator
  - Career goals as a primary care Nurse Practitioner or Nurse Educator
  - Personal compatibility with the CUW mission
  - Plans for academic success, including time management, stress management, and professional communication
  - Any previous academic issues
- Three letters of reference: two must be from professional and/or academic sources, and one must be from an individual who has

worked with the applicant in a professional capacity and has a minimum of a Master's degree.

- Professional resume and a Certified Background Check

## Certificate After Graduate Education in Nursing

The Certificate After Graduate Education in Nursing (CAGE) program allows individuals with a prior Master of Science in Nursing degree to add a different clinical emphasis. The program offers three options: Family Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Nurse Educator. The program curriculum is individualized for each student based on their academic needs to meet their certification goals. A transcript review of previous MSN courses will be completed, providing an opportunity to increase advanced practice nursing knowledge and clinical experience without duplicating coursework previously completed. Credit requirements for completion will vary based on prior academic work.

### General Information

1. The master's degree program in nursing at Concordia University is accredited by the Commission on Collegiate Nursing Education (<http://www.cneaccreditation.org>).
2. All students must maintain RN licensure in the state in which they do their clinical practica while enrolled in the Advanced Practice Nursing or Nurse Educator clinical courses. It is the students' responsibility to make sure their program of study is eligible and meets all requirements within that states' Department of Licensing & Regulation.
3. Students will be expected to work with all clients assigned to them. There is the possibility of exposure to clients with communicable diseases. Students will abide by universal precautions while working with clients.
4. Students must earn a B in all courses. Policies regarding progression and retention will be applied if the the student earns less than a B in any course.
5. Students are expected to act with appropriate professional behavior at all times.
6. The MSN FNP and AGPCNP clinical sequences are designed to provide a minimum of 720 hours of clinical time to meet the requirements for taking the appropriate certification examination. Some students may require additional hours. All students will be required to identify appropriate preceptors. CUW faculty make the final decision regarding preceptor approval.
7. Once accepted to the program, students are required to begin the program at the start of the next semester.
8. Students must complete all degree requirements within a five-year period from the time of taking the first course in the program.

### Program Outcomes

Upon graduation the graduate student will be able to:

1. Integrate liberal arts and sciences into advanced nursing roles and education.
2. Analyze organizational and systems leadership principles to improve quality and patient safety in advanced nursing roles.
3. Integrate evidence-based approaches into advanced nursing practice and education.

4. Integrate healthcare technologies in the delivery, enhancement, and coordination of quality patient care.
5. Analyze healthcare policies, finances, and regulations that impact healthcare systems.
6. Integrate patient-centered care using interprofessional teams to improve health outcomes of individuals and populations.
7. Integrate evidence-based, culturally appropriate knowledge in clinical prevention and population health at the individual and aggregate level.
8. Assume accountability for advanced nursing practice and lifelong learning.
9. Apply best evidence to assure competence in advanced nursing practice or nursing education with diverse populations.

## Curriculum

### Family and Adult/Gerontology Primary Care Nurse Practitioner

Code	Title	Hours
Required Core Courses		
MSN 830	Healthcare Policy & Issues in Advanced Nursing	3
MSN 834	Theoretical Foundations for Adv Nursing Roles and Interprofessional Collaboration	3
BIO 850	Genetics, Immunology, & Microbiology for Advanced Nursing	3
MSN 836	Advanced Pathophysiology Across the Life Span	3
MSN 860	Foundations of Healthcare Informatics	3
MSN 845	Role Transition for APN	2
BIO 842	Pharmacotherapeutics	3
MSN 538	Advanced Health Assessment	3
Specialization Courses (FNP)		
MSN 851	Adv Prim Care Clin I-FNP	4
MSN 852	Adv Prim Care Clin II-FNP	4
MSN 853	Adv Prim Care Clin III-FNP	4
Specialization Courses (AGPCNP)		
MSN 865	Adv Prim Care Clin I-AGPCNP	4
MSN 866	Adv Prim Care Clin II-AGPCNP	4
MSN 867	Adv Prim Care Clin III-AGPCNP	4

### Nurse Educator

Note: This 9-credit or 15-credit graduate certificate provides participants with a foundation in the knowledge and skills required to teach in a nursing education program. Those who complete the program will be eligible to sit for the Certification for Nurse Educators (CNE) exam through the National League for Nursing.

Code	Title	Hours
Core Courses		
MSN 871	NE I: Role Transition for Nurse Educator	3
MSN 877	Eval and Testing in Nursing Ed	3
MSN 872	NE II Instructional Design In Nursing Education II: Classroom Teaching	3
Choose Two of the following courses:		
MSN 830 or BIO 850	Healthcare Policy & Issues in Advanced Nursing Genetics, Immunology, & Microbiology for Advanced Nursing	3

or MSN 860	Foundations of Healthcare Informatics
or MSN 874	Instructional Design in Nursing Education: NE III Clinical Teaching

### Entrance Requirements for the Graduate School of Nursing in Addition to Graduate School Requirements

- MSN and/or DNP degree from an accredited nursing school
- Minimum 3.0 cumulative GPA
- Science GPA is evaluated as part of the admission process
- Current licensure as a registered nurse in the USA
- Actively working in practice.
- Current CPR certification
- Ability to perform Technical Standards for Registered Nurses

### Application/Admission Process

Students may apply online through Concordia's direct online application at [www.cuw.edu/apply](http://www.cuw.edu/apply) (<http://www.cuw.edu/apply/>). When applying directly, students will submit:

- Application form available at [www.cuw.edu/apply](http://www.cuw.edu/apply)
- Non-refundable application fee
- All official college transcripts
- An essay that addresses the following topics:
  - Rationale for choosing a career as a primary care Nurse Practitioner or as a Nurse Educator
  - Career goals as a primary care Nurse Practitioner or Nurse Educator
  - Personal compatibility with the CUW mission
  - Plans for academic success, including time management, stress management, and professional communication
  - Any previous academic issues
- Professional resume and a Certified Background Check
- Three letters of reference: two must be professional and/or academic and one must be from an individual who has worked with the applicant in a professional capacity and has a minimum of a Master's degree.
- Applicants who have completed graduate level classes and wish to have them evaluated must submit these transcripts and the transfer credit form (<https://drive.google.com/file/d/1EJCHDgkhX7B874BAvP2J7nhcGA7GEqEF/view/?usp=sharing>). GRE exams are not required.

The deadline for fall admission is May 1.

The deadline for spring admission is October 1.

In addition to the Graduate Admission Requirements, there may be a pre-admission telephone interview.

The admission committee will review applications and make recommendations for admission. After the recommendation for admission is approved, a formal letter of acceptance or denial is sent to the student.

## Interprofessional Informatics Certificate

Concordia's 18-credit post-bachelor's Interprofessional Informatics certificate is an interdepartmental program that provides foundational

knowledge for professionals in a variety of disciplines to learn to make data-driven decisions.

## **Program Structure**

Designed to provide health care and educational professionals the training/education to access, mine, manage and use data appropriately to influence decision making and foster continuous quality improvement in their positions. The program consists of 15 credits of coursework as well as a 3 credit capstone project individualized to each student.

### **Core: Students complete five (5) for a total of 15 credits:**

- MSN 860 Foundations of Health Care Informatics (health care track)  
OR IPE 810 Introduction to Informatics (non-health care track)
- IPE 820 Information Systems and Technology
- MBA 825 Database Structures and Processes
- IPE 827 Project Management
- IPE 840 Informatics Analytics in Practice

### **Capstone: 3 credits:**

- IPE 830 Informatics Capstone

## **Admission Requirements**

Permission from Dean of Nursing.

## Doctor of Pharmacy

The Concordia University Wisconsin School of Pharmacy curriculum is comprised of 148 credits hours of didactic courses and practice experiences in a four year period. The majority of the first three years consist of didactic courses offered on the Mequon campus. During this period the students also learn about the practice of pharmacy through introductory experiential education courses offered at professional sites.

The fourth year consists of 7 or 8 advanced experiential rotations (6 weeks in length) which are held at various practice sites across the state/nation. Ten credit hours of didactic electives are required. Students are admitted into the program as a group and progress through the curriculum as a cohort. The educational process follows the Standards and Guidelines set forth by the Accreditation Council on Pharmaceutical Education.

### Mission Statement

The Concordia University Wisconsin School of Pharmacy is a Lutheran higher education community committed to the development of compassionate, knowledgeable and ethical pharmacists dedicated to providing exemplary patient care. This will be accomplished by providing a comprehensive pharmacy education that balances education, service and research. Our focus is to prepare pharmacy practitioners dedicated to advancing patient-centered pharmaceutical care through medication therapy management in Wisconsin and throughout the country, by working closely with patients and all other healthcare providers to address the physical, mental and spiritual needs of each patient.

Our curriculum, combined with a holistic approach to student development, promotes leadership skills and an enthusiasm for life-long learning through excellence in teaching, service and scholarship. We will produce graduates who will be servant-leaders in the pharmacy community and to Christ in the church and in the world.

### Values

The values espoused by the Concordia University Wisconsin School of Pharmacy include honesty, civility, collaboration, tolerance, mutual respect, integrity, motivation to improve, lifelong learning and service to others.

### Program Outcomes

#### Servant Leadership

**Develop pharmacists committed to the service of their profession and communities and in possession of the leadership and interprofessional skills required to provide service regardless of the pharmacist's position or title.**

SL1. The student will articulate the roles, responsibilities, and characteristics of leaders who are engaged in service to their organizations, communities, and profession.

SL2. The student will possess and articulate awareness of self as a leader through the discovery of their strengths and values.

SL3. The student will demonstrate a service orientation toward others by utilizing their talents, knowledge and skills to achieve the common good.

SL4. The student will demonstrate the ability to work in teams by utilizing the principles of combining individual strengths, team dynamics, and emotional intelligence.

SL5. The student will participate in leading change, within groups and organizations, aimed at accomplishing goals for the common good.

### Biomedical Sciences

**Develop pharmacists who have solid foundational and applicable knowledge of 1) how organisms function at system, organ, cellular, and molecular levels to maintain homeostasis and 2) how individual patient attributes and various disease states alter these functions.**

BMS1. The student will explain the relationship between structure and function of body systems within healthy individuals.

BMS2. The student will explain the relationship between structure and function of body systems within the pathophysiologic or diseased state.

BMS3. The student will demonstrate knowledge of the molecular, genetic and cellular nature of biological processes .

BMS4. The student will explain the structure and action of commensal and pathogenic microbes in infectious pathophysiology.

BMS6. The student will demonstrate knowledge of immunologic processes including but not limited to: antigen/antibody interaction, active and passive immunity, allergic responses and acquired and innate immunity.

### Drug Action

**Develop pharmacists with a fundamental understanding of the discovery, development, structure, mechanism of action, ADME (absorption, distribution, metabolism, excretion), therapeutic function, and associated adverse effects/toxicity of clinically important therapeutic pharmacological agents.**

DA1. The student will explain the strategies and process of developing new molecular entities.

DA2. The student will describe the relationships among drug structures, ADME, and mechanisms of action.

DA3. The student will identify drug class and predict therapeutic action and possible side effects based on mechanism of action, pharmacokinetic properties, and structure.

DA4. The student will compare and contrast the structures and mechanism of action of drug entities when considering drug selection, therapeutic intent, and side effect profiles for diverse patient populations.

### Drug Delivery

**Develop pharmacists who demonstrate the ability to analyze, select, evaluate, compound, and recommend products for patients based on 1) the physical and chemical properties of pharmaceutical products and 2) characteristics of absorption, distribution, metabolism, and elimination for individual patients and specific formulations.**

DD1. The student will analyze a drug product's active and inactive ingredients to identify potential applications, warnings, and contraindications.

DD2. The student will select appropriate routes of administration, dosage forms, and drug delivery systems to optimize bioavailability and therapeutic efficacy and safety.



DD3. The student will evaluate physicochemical properties of drug substances that influence solubility, drug action, and stability to identify and select optimal pharmacotherapeutic agents.

DD4. The student will evaluate commercially available and extemporaneous drug products on the basis of their characteristic physical attributes to optimize drug product selection.

DD5. The student will prepare and compound extemporaneous preparations and sterile products, utilizing appropriate techniques, procedures and equipment related to drug preparation, compounding and quality assurance.

DD6. The student will recommend and provide appropriate packaging, storage, handling, administration, and disposal of medications.

## Drug Information

**Develop pharmacists who retrieve, assess, evaluate, interpret, apply, and communicate drug information for individual patients, healthcare providers, and patient populations to promote evidence based health care, appropriate medication use systems and resource management, and public health initiatives.**

DI1. The student will demonstrate the ability to systematically retrieve drug information from multiple resources, including texts, journals, electronic databases, and patient records.

DI2. The student will assess the drug information to determine its validity and the appropriateness for the clinical situation and intended recipient.

DI3. The student will critique the scientific and clinical merit of drug information to make appropriate recommendations for individual patients and other members of the health care team.

DI4. The student will analyze drug information and explain it to individual patients and other health care providers in the context of medication use systems, or individual patients or populations.

DI5. The student will use a systematic and efficient process to identify the drug information needs of individual patients, patient populations, and other healthcare professionals, assess the available drug information, and use evidence-based medicine, guided by unique patient circumstances beliefs and attitudes, to make clinical decisions.

## Social and Administrative Sciences

**Develop pharmacists who demonstrate an ability to lead, manage, and practice in the profession in the context of health care delivery systems, incorporating legal and ethical obligations, values, unique patient attributes and public health issues.**

SAS1. The student will differentiate between leadership and management, categorize different styles of leadership and management, and apply them to financial, personnel, and operations management.

SAS2. The student will identify, discuss, and critique the types of government roles and policies that influence the delivery of health care.

SAS3. The student will list and explain economic factors that play a role in health care delivery for the patient, the health care provider, and the public as a whole.

SAS4. The student will describe and apply the legal standard of care for the provision of pharmacy services in diverse professional settings.

SAS5. The student will list and define ethical principles and apply a process for analyzing an ethical situation to justify an appropriate course of action.

SAS6. The student will assess the patient's personal and social situation including beliefs, attitudes, and socioeconomic background and incorporate these factors in optimal patient care.

## Therapeutics

**Develop pharmacists with the clinical knowledge, skills, and judgment to provide patient care interprofessional cooperation. Clinical decisions are based on sound therapeutic principles of drug and disease state management, treatment guidelines, and relevant individual patient factors, with the goal of providing evidence based, safe, and appropriate medication use for patients.**

TH1. The student will define and explain the terminology, lab findings, physical signs/symptoms, risk factors, and evidence-based clinical practice guidelines related to diseases and medical conditions.

TH2. The student will analyze and compare drug therapies for safe, effective, and convenient use, including therapeutic benefits, potential side effects, contraindications, appropriate dosing, administration, and duration of therapy.

TH3. The student will recommend the appropriate drug and non-drug therapies for treatment of diseases and medical conditions, including specific uses, indications, mechanisms of action, and drugs of choice.

TH4. The student will identify, interpret, and evaluate relevant individual patient factors including medical, genetic, social, cultural, and economic aspects to recognize actual or potential drug therapy problems.

TH5. The student will design a patient-centered, culturally sensitive care plan, including goals of treatment, appropriate drug and non-drug therapies, and monitoring parameters for safety and efficacy.

TH6. The student will describe the importance of wellness and disease prevention in patient care and design appropriate care plans to promote these elements using evidence-based clinical practice guidelines.

## Communication

**Develop pharmacists who, as individuals and in interprofessional collaboration with others, utilize effective verbal, non-verbal, and written communication skills to promote evidence-based, safe, and appropriate medication use to achieve optimal patient care.**

COM1. The student will develop skills to be able to effectively retrieve information from and convey information to a variety of patients, family members, caregivers, health care professionals, and members of the general public.

COM2. The student will demonstrate professional, ethical, and compassionate communication skills, including active listening, and appropriate verbal, non-verbal, and written techniques.

COM3. The student will apply knowledge of culture, literacy level, age, gender, disability, and other pertinent patient factors to achieve sensitive, individualized communication, and in a manner that will be best comprehended by the intended audience.

COM4. The student will use appropriate tools to communicate information and recommendations clearly, accurately, concisely, and in a timely manner.

COM5. The student will demonstrate and verify the proper administration techniques for medications and devices within the scope of pharmacy practice.

COM6. The student will provide clear and accurate documentation of patient care activity to facilitate communication and collaboration among healthcare providers.

## Curriculum

Course	Title	Hours
<b>Year 1</b>		
<b>Fall</b>		
PHAR 310	Pharmacy Biochemistry	4
PHAR 312	Pharmacy Anat and Phys	5
PHAR 320	Pharmaceutics I	2
PHAR 340	Pharmacy& System	3
PHAR 370	Applied Patient Care I	2
PHAR 380	Intro Pharmacy Prac Exp I	3
<b>Hours</b>		<b>19</b>
<b>Spring</b>		
PHAR 314	Pharmacy Microbiology	4
PHAR 322	Pharmaceutics II	4
PHAR 330	Pharmacology and Medicinal Chemistry I	3
PHAR 350	Pharmacotherapy I:Self Care	2
PHAR 352	Pharmacy Calculations	1
PHAR 372	Applied Patient Care II	2
PHAR 382	Intro Pharmacy Prac Exp II	3
<b>Hours</b>		<b>19</b>
<b>Year 2</b>		
<b>Fall</b>		
PHAR 424	Apl Pharmacokin/Therap Drg Monit	3
PHAR 426	Advan Pharmaceutical Prep	2
PHAR 432	Pharmacology Medicinal Chem II	4
PHAR 450	Pharmacotherapy II	3
PHAR 460	Medical Literature Eval I	2
PHAR 470	Applied Patient Care III	2

PHAR 480	IPPE - 3	2
<b>Hours</b>		<b>18</b>
<b>Spring</b>		
PHAR 434	Pharm & Medicinal Chemistry III	4
PHAR 442	Social and Behavioral Pharmacy	2
PHAR 452	Pharmacoth III	4
PHAR 462	Med Literature Evaluation II	2
PHAR 472	Applied Patient Care IV	2
PHAR 474	Servant Leadership	2
PHAR 482	Intro Pharm Pract Exp:IPPE-4	2
<b>Hours</b>		<b>18</b>

### Year 3

#### Fall

Electives		4
PHAR 544	Patient Care Ethics	3
PHAR 550	Pharmacoth IV	4
PHAR 570	Applied Patient Care V	2
PHAR 548	Pharmacy Law	2
<b>Hours</b>		<b>15</b>

#### Spring

Electives		6
PHAR 540	Pharmacoecon & Epidemiology	2
PHAR 552	Pharmacoth V	4
PHAR 572	Applied Patient Care VI	2
PHAR 546	Pharm Management & Leadership	3
<b>Hours</b>		<b>17</b>

### Year 4

PHAR 680	Community Pharmacy APPE	6
PHAR 682	Acute Care Medicine APPE	6
PHAR 684	Hospital/Health Sys Phar APPE	6
PHAR 686	Ambulatory Care APPE	6

PHAR 688	Elective APPE (3 rotations required to graduate)	18
	Hours	42
	Total Hours	148

### Elective Course Options (Minimum 10 elective credits required. Offerings subject to change.)

Code	Title	Hours
PHAR 511	Public Health Microbiology	2
PHAR 513	Community Compounding Practice	2
PHAR 515	Veterinary Pharmacy Practice	2
PHAR 517	Glbl Phar Exp - Spain	2
PHAR 519	Medication Use in Public and Population Health	2
PHAR 523	Pharmaceutical Biotechnology	2
PHAR 525	Faith and Health Professions	2
PHAR 527	Applied Improvisation for Health Profession Students	1
PHAR 531	Clinical Toxicology	2
PHAR 535	Study Medicinal Plants-Amazon	3
PHAR 537	Medicinal Natural Products	2
PHAR 539	Pharmacogenomics	2
PHAR 543	Managed Care Pharmacy Seminar	1
PHAR 547	Pharmacy and the Underserved	2
PHAR 549	Big Pharma: Markets & Culture	2
PHAR 551	Critical Care Pharm Practice	1
PHAR 553	Infectious Diseases Pharm Semi	1
PHAR 557	Diabetes Experience	1
PHAR 559	Ambulatory Care Pharm Pract	2
PHAR 561	Pharmacy Practice Research	1
PHAR 563	Journal Club	2
PHAR 565	Oncology Practice Seminar	1
PHAR 567	Specialty Pharmacy	2
PHAR 571	Geriatric Pharmacy	2
PHAR 573	Adv Mental Health Pharmacother	2
PHAR 575	Medical Spanish for Pharmacist	2
PHAR 577	Women's Health Iss in Phar Pra	2
PHAR 579	Advanced Cardiology Topics	1
PHAR 581	IPPE - 5	3
PHAR 583	IPPE-6	3
PHAR 591	Ped Pharmacology & Therapeutic	2
PHAR 602	Pharm Special Topics - Project	1-4

### PharmD Pathways

The School of Pharmacy (SOP) Pathways provide optional paths for students enrolled in the Doctor of Pharmacy curriculum to build their expertise within the pharmacy profession. The Pathways expand the breadth and depth of a pharmacy student's education to help them become pharmacy leaders, addressing the healthcare needs of today and tomorrow. The SOP currently offers Pathways with Pharmacy Administration, Pharmaceutical Sciences, Residency, and Underserved focuses. Students can choose to apply to one or more Pathways during the spring semester of their P2 year. Upon acceptance to the Pathway(s), students will work with a SOP Pathways faculty coordinator to select

on-campus coursework, experiential rotations, and projects to fulfill the Pathways requirement. Students who successfully complete a SOP Pathway will receive a designation on their transcript. Questions about the SOP Pathways may be directed to Dr. Melissa Theesfeld at [melissa.theesfeld@cuw.edu](mailto:melissa.theesfeld@cuw.edu).

### PharmD/Master Dual Degrees

#### PharmD/MBA

Concordia University's PharmD/MBA dual degree provides students with the opportunity to earn both their Doctor of Pharmacy degree and their Masters in Business Administration degree in as little as four years. This dual degree develops students into the future leaders of pharmacy and health care, providing them with the clinical expertise, business leadership and management skills, and real-world application needed to excel in their vocation.

The PharmD/MBA dual degree requires a minimum of 168 credits for completion, with 12 of these 168 credits counting toward both degrees. Two MBA core courses (MBA 500 and MBA 519) are fulfilled by similar content courses in the PharmD required coursework. In addition, up to 10 credits of MBA concentration area elective coursework can be counted toward the 10 credits minimum of PharmD professional elective coursework. For students seeking internship within their MBA concentration area, in some instances these may be synergistic with elective experiential rotations in pharmacy administration. The credits that count toward both degrees allow the dual degree to be completed at both a time and tuition savings relative to taking the two degrees independently.

Admission to the PharmD/MBA program can occur either in the summer before the start of a student's PharmD coursework or after a student has begun their PharmD coursework. Completion of both the PharmD and MBA at the same time (as a dual degree) is possible in four years but is not required. Students finish completing the MBA after the PharmD degree is conferred depending on their preferred course of study.

A full description of required core and elective course options can be found in the program descriptions for the PharmD and the MBA in this catalog.

#### PharmD/MPH

Concordia University's PharmD/MPH dual degree program provides students with the opportunity to earn both their Doctor of Pharmacy (PharmD) degree and their Master of Public Health (MPH) degree in as little as four years. This dual degree program is offered through a partnership between CUW's School of Pharmacy and Concordia University Nebraska's (CUNE) online MPH program. As healthcare reform continues to be at the forefront of the healthcare industry, prevention-focused public health is projected to grow in demand and importance. Pharmacists can play a critical role in leading and changing this discussion. Through the PharmD/MPH dual degree program, our students will be prepared to resolve complex health issues and enhance the well-being of communities. This program allows students to focus on a medication safety & pharmacovigilance concentration to complement their passion for service and the desire to improve public health.

The PharmD/MPH dual degree requires both the usual 148 credits for the PharmD degree and the usual 39 credits for the MPH degree. However, 12 credits of MPH concentration courses could count toward the 10 credits minimum of PharmD professional elective coursework. This makes the total minimum credit load for the dual degree program 175. The credits that count toward both degrees allow the dual degree to be completed

at both a time and tuition savings relative to taking the two degrees independently.

Students must apply, be admitted, and accept admission to each professional (PharmD) and graduate (MPH) program and abide by all program requirements. Admission to the PharmD/MPH program can occur either in the summer before the start of a student's PharmD coursework or after a student has begun their PharmD coursework. Completion of both the PharmD and MPH at the same time (as a dual degree) is possible in four years but is not required. Students may complete the MPH after the PharmD degree is conferred depending on their preferred course of study.

A full description of required core and elective course options can be found in the program descriptions for the PharmD in this catalog as well as the CUNE MPH program website.

### **PharmD/MPD**

Concordia University's PharmD/MPD dual degree program provides students the opportunity to earn both their Doctor of Pharmacy (PharmD) degree and their Master of Product Development (MPD) degree in as little as five years, focusing either on the pharmaceutical or chemical track. Seventeen credits count towards both degrees, leaving only 31 additional credits that are exclusive to the MPD curriculum. This dual degree is offered through a partnership between CUW's School of Pharmacy and Batterman School of Business. Students in this dual degree program work with the faculty in the School of Business to build their foundational knowledge in product development and entrepreneurial skills and work with the faculty in the School of Pharmacy to build their pharmaceutical and chemical analysis, synthesis, and toxicology skills.

For more information about this dual degree, please refer to the Master of Science in Product Development program information under Business Programs.

### **Admission and Application Information**

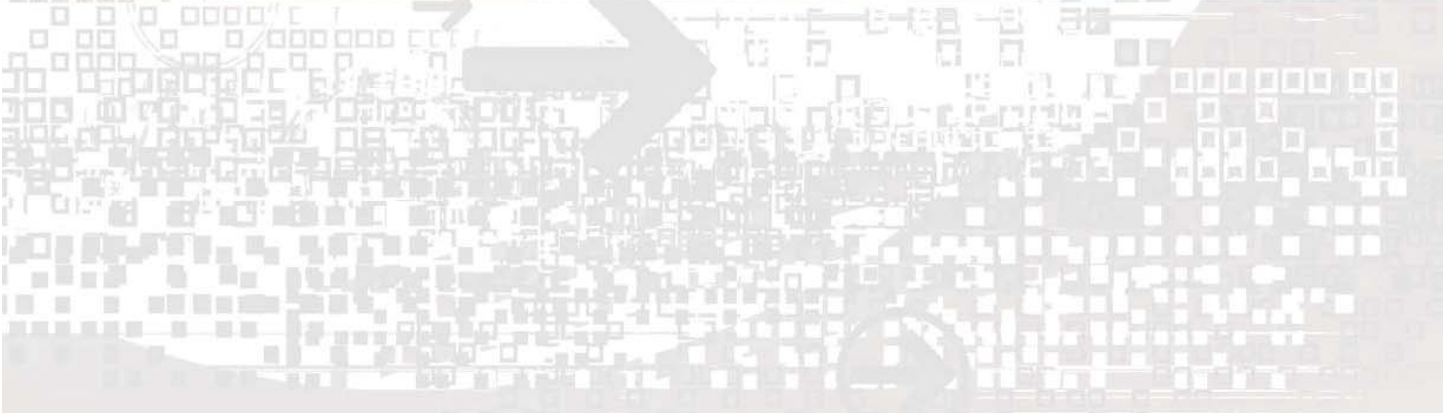
Individuals interested in learning more about the Doctor of Pharmacy program, including application and admissions processes, should contact the School of Pharmacy Office of Student Affairs. Current contact information can be found at <https://www.cuw.edu/academics/schools/pharmacy/admissions/index.html> (<https://www.cuw.edu/academics/schools/pharmacy/admissions/>) or alternatively at [pharmacy@cuw.edu](mailto:pharmacy@cuw.edu) or 262-243-2755.

# Code of Student Conduct



## *Code of Student Conduct*

*"Be devoted to one another in brotherly love. Honor one another above yourselves." (Romans 12:10)*



## Important Student Information

**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 ones 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) (<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 any Assistant Coordinator 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 Assistant Coordinator, 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. Students who engage in such self-destructive behavior or demonstrate an inability and/or unwillingness to provide for self-care 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 Affairs Officer (CSAO) 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 CSAO 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 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 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, sexual orientation, 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 Director of Disability Services who 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.

## 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 all other satellite campuses of the University and at University-sponsored events on or off campus. This code may also apply off-campus and to actions online when the CSAO 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/College; 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 and all other satellite campuses of the University.
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, accelerated learning, e-learning, 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 Affairs 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 Affairs Officer" (CSAO) 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 CSAO 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:

CSAO: Chief Student Affairs 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. 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](https://www.cuw.edu/life/residence-life/student-resources/_assets/appliances.pdf)

CUAA: <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 Life 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:

- a. Any alcohol containers (e.g., beer cans, liquor bottles);
- b. Any drug substance, drug-related paraphernalia or drug-related images, inc.;
- c. Any display that would constitute a hostile work and/or educational environment for students and/or staff in the building.
- d. 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:

- i. To determine compliance with all relevant health and safety regulations (e.g., fire alarms, lock downs, health and safety checks, etc.);
- ii. To provide cleaning and/or pest control;
- iii. To conduct an inventory of University property;
- iiii. 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 CSAO, 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)**

**1. 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)

**2. 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.

- 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.

**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., "heellies"), 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.

**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 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, or D)

**29. Fire Alarms/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 safety equipment including, but not limited to, fire extinguishers, fire hoses, fire alarms and fire doors. Tampering with or disabling any fire safety equipment in a residence hall may result in a student's immediate removal from University Housing and a fine. 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 + 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) that threaten, harm or intimidate a person, or any other form of unwanted contact. (see sanctioning grid)

**NOTE:** Bias-related incidents are behavior that constitutes an expression of hostility against a person or property of another due 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.

**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. (see Violence sanctioning grid)

Harm to person(s) includes but is not limited to:

- a. Physical fights;
- b. Slapping a boyfriend/girlfriend; and
- c. Pranks which injure or have the potential of injury to another person

**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.

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 Process:** Interfering in any manner with the student conduct 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.

**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, or D)

**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:** After multiple parking tickets within one year, the student may be subject to referral to the student conduct system. Habitual offenders may be subject to having their car towed at the owners'/students' expense.

**43. Posting:** Publication and/or dissemination of materials on campus which have not been previously approved by Concordia University representatives are prohibited. (Level A)

**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. (see sanctioning grid)

**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 CSAO, 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, or D)

**46. Sex:** Consensual sexual behavior outside of marriage is prohibited.

**NOTE 1:** As Christians, we view sex as part of our total personality and part of the total context of life. However, God in His Word forbids sexual union or intercourse outside of the marriage relationship. In a relationship between two unmarried individuals, their sexuality performs primarily one function—the building of the relationship through physical and emotional communication and sharing. However, this physical, sexual sharing must be seen as only one part of a total relationship, which also involves emotional, social, spiritual and intellectual aspects. Any relationship should develop in all of these areas at a somewhat even pace. This means that individuals involved in relationships should be getting to know one another as total persons— not just as physical, sexual beings, but also as emotional, social and spiritual beings. Getting to know another person must be seen as a lifelong process; for 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.

**NOTE 2:** The viewing and/or possession of pornography 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:** Because sex can involve a wide range of behavior, and pornography can take many forms, the Dean of Students (or the Dean's designee) is charged to evaluate each case individually.

**47. Sexual Misconduct:** Sexual Misconduct as defined below is prohibited.

**NOTE:** The investigation, adjudication, and sanctioning for violations of the Sexual Misconduct policy is different from other policy violations. See Article IV Procedures & Hearings, Section K.

a. Sexual Harassment is:

i. unwelcome, sexual or gender-based verbal, written or physical conduct that is,

- sufficiently severe, or persistent or pervasive and,
- has the effect of unreasonably interfering with, denying or limiting employment opportunities or the ability to participate in or benefit from the university's educational, social, athletic, and/or residential programs, and is based on real or reasonably perceived power differentials (*quid pro quo*), and/or the creation of a hostile environment or retaliation.

b. Non-Consensual Sexual Intercourse is defined as:

i. any sexual penetration or intercourse (anal, oral or vaginal),

ii. however slight,

iii. with any object,

iiii. by a person upon another person,

v. that is without consent and/or by force.

**Note:** "Sexual penetration" includes actual or attempted vaginal or anal penetration by a penis, tongue, finger or object, or oral copulation by mouth-to-genital contact or genital-to-mouth contact.

See Statement on Consent below.

c. Non-Consensual Sexual Contact is defined as:

i. any intentional sexual touching or attempts,



- ii. however slight,
- iii. with any object,
- iiii. by a person upon another person
- v. that is without consent and/or by force.

**Note:** "Sexual touching" includes any actual or attempted bodily contact with the breasts, groin, genitals, mouth or other bodily orifice of another individual, or any other bodily contact in a sexual manner.

See Statement on Consent below.

#### d. Sexual Exploitation

**Notes:** Sexual exploitation refers to a situation in which a person takes non-consensual or abusive sexual advantage of another, and situations in which the conduct does not fall within the definitions of Sexual Harassment, Non-Consensual Sexual Intercourse or Non-Consensual Sexual Contact. Examples of sexual exploitation include, but are not limited to:

- i. Sexual voyeurism (e.g., watching a person undressing, using the bathroom or engaged in sexual acts without the consent of the person observed);
- ii. Taking pictures or video or audio recording another in a sexual act, or in any other private activity without the consent of all involved in the activity, or exceeding the boundaries of consent (e.g., allowing another person to hide in a closet and observe sexual activity, or disseminating sexual pictures without the photographed person's consent);
- iii. Prostitution; and
- iiii. Sexual Exploitation also includes engaging in sexual activity with another person while knowingly infected with human immunodeficiency virus (HIV) or other sexually transmitted infection (STI) and without informing the other person of the infection, and further includes administering alcohol or drugs (e.g., "date rape" drugs) to another person without his or her knowledge or consent.

See Statement on Consent below.

#### e. Stalking, Domestic and Dating Violence

**Note:** The states of Michigan and Wisconsin have defined stalking and domestic violence as violations of state law. The University will consider stalking behavior, domestic violence behavior, and dating violence behavior as violations of this sexual misconduct policy. In addition to the state law definition, the University has defined the terms as follows:

- i. Stalking is engaging in a course of conduct composed of a series of 2 or more separate non-continuous acts directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others and suffer emotional distress.
- ii. Domestic Violence includes asserted violent behavior committed by the victim's current or former spouse or partner, current or former cohabitant, person similarly situated under domestic or family violence law, or anyone else protected under domestic or family violence law.
- iii. Dating Violence means violence (physical, verbal, and/or emotional) committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. Whether there was such relationship will be gauged by its length, type, and frequency of interaction.

#### f. Improper Restraint or Detention

- i. The detaining of a person without the person's consent and/or against the person's will to leave is prohibited. Therefore, "Improper Restraint or Detention" can apply to any act in which a person intentionally restricts another person's freedom or liberty to move or to leave without consent.
- ii. This can occur on or off campus, in a building, on the streets, in a vehicle, or any other place, in which a person is restrained, against their will, from moving, whether physically, by threat, or intimidation.
- iii. This can also include, but is not limited to, removing that person's means of leaving (e.g. taking and/or holding someone's keys, wallet, phone, or other means that would provide that individual with the means to leave the vicinity).

**Note:** This policy applies, but is not limited to, restricting a person from leaving a resident hall room and/or failing to leave a resident's room when requested to do so. However, this policy does not apply to authorized personnel acting within the scope of their responsibilities (e.g. Campus Safety Officers, Resident Hall Staff).

**Statement on Consent:**

- Consent is knowing, voluntary and clear permission by word or action, to engage in mutually agreed upon sexual activity. Since individuals may experience the same interaction in different ways, it is the responsibility of each party to make certain that the other has consented before engaging in the activity. For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct.
- A person cannot consent if he or she is unable to understand what is happening or is disoriented, helpless, asleep, or unconscious for any reason, including due to alcohol or other drugs. An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapacitated/lacks capacity has violated this policy. It is not an excuse that the individual respondent of sexual misconduct was intoxicated and, therefore, did not realize the incapacity/lack of capacity of the other.
- Incapacitation/lack of capacity is defined as a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the “who, what, when, where, why or how” of their sexual interaction). This policy also covers a person whose incapacity results from mental disability, involuntary physical restraint, and/or from the taking of incapacitating drugs.
- Consent to some sexual contact, such as kissing or fondling, cannot be presumed to be consent for other sexual activity, such as intercourse. A current or previous dating relationship is not sufficient to constitute consent. The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred and any similar previous patterns that may be evidenced. Silence or the absence of resistance alone is not consent.
- A person can withdraw consent at any time during sexual activity by expressing in words or actions that he or she no longer wants the act to continue, and, if that happens, the other person must stop immediately.
- A minor below the age of consent according to state law cannot consent to sexual activity. This means that sexual contact by an adult with a person below the age of consent is a crime as well as a violation of this policy, even if the minor appeared to have wanted to engage in the act.

**Note: To review additional University sexual misconduct policies that include reporting a violation, the process for addressing violations, sanction guidelines, and other information, access the University portal (Portal > Resources tab > Click Here).**

**48. 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)

**49. 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.

**50. 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 Life Office.

**51. Unmanned Aircraft Systems (sUAS):** The use or operations of unmanned aircraft systems (sUAS) on campus is prohibited. This includes uncrewed aerial devices and drones. Students seeking exceptions for use of such devices for recreational or university-related purposes may apply to Student Life 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 Life office, or the Campus Safety office.

**52. Weapons/Explosives:** The unauthorized possession or use of firearms, 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. (see Violence sanctioning grid)

**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.

## 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 Life/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 Life/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

Concordia University is committed to compliance with state and federal laws as the laws relate to individuals with disabilities. As the laws pertaining to emotional support animals are evolving, CU reserves the right to modify its policies and guidelines accordingly. The use of an emotional-assistance animal is determined in accordance with these applicable laws and regulations regarding whether such an animal is a reasonable accommodation for a disability. Students with disabilities may seek an addendum to their housing contract to include an emotional-assistance animal as an accommodation. This determination will be made on a case-by-case basis as described below. The needs of the disabled person will be balanced with the impact that the animal has on programs or other members of the campus community.

Sufficient information and documentation may be required to determine whether the animal qualifies as an emotional-assistance animal under the applicable law. Documentation should be provided on the letterhead of a treating physician or mental health provider, and permit a determination as to whether:

1. The individual has a disability for which the animal is needed;
2. How the animal assists the individual, including whether the animal has undergone any training;
3. The relationship between the individual's disability and the assistance the animal provides.
4. Animals whose sole function is to provide comfort and emotional support, meaning that they have not been trained to perform a specific task, do not qualify as service animals under the ADA.

Consistent with federal and state law, an emotional support animal may be prohibited from the residence halls if the animal's behavior or presence poses a direct threat to the health or safety of others. It may be excluded from areas where its presence fundamentally alters the nature of a program or activity, if the animal is disruptive, if its presence would result in substantial physical damage to the property of others, or if it substantially interferes with the reasonable enjoyment of the housing or public accommodation by others.

The owner of the emotional support animal is responsible for the following requirements: vaccination, leash control, clean up rules, animal health and hygiene, etc. Individuals seeking the use of an emotional support animal as a reasonable accommodation must follow the procedures for implementation of this policy as described below.

1. Procedures for Gaining Authorization to Bring an Emotional-Assistance Animal to Campus
  - a. Students must be registered with the Academic Resources Center (ARC) and the Accessibility Support Services. Students must gain authorization to bring an emotional support animal to the campus or at University sanctioned events off campus. The request must be directed to the Office of Accessibility Services.
  - b. Students must complete form requests for Emotional Support Animals.
  - c. Follow all guidelines as outlined in the CU Policy and Guidelines for Emotional-Assistance Animals. Complete the "Request for Emotional Support Animal", "User/Owner Statement for Emotional Support Animals", and "Animal Registration" forms and include documentation of your disability as outlined on the (ARC) Learning Resource web site (<https://www.cuw.edu/academics/services/student-academic-resources/learning-resource-center>)).
  - d. Complete the medical documentation required (animal and student documentation).

- e. Contact Accessibility Support Services for intake appointment.
- f. Grievances may be made as outlined in the "Accessibility Support Services Handbook" available at: (<https://www.cuw.edu/academics/services/student-academic-resources/learning-resource-center/disability-support/after-registration.html>)
- g. At CUW, paperwork is completed 30 days prior to approval. Once you receive approval, students will be contacted by appropriate departments to schedule a meeting.

For questions about emotional-assistance animals please see the Disability Support Services (DSS) on your campus.

**University Service Dog Statement:**

Concordia University recognizes some students with disabilities may require the use of a service animal. Service animals are defined 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 support do not qualify as service animals under the Americans with Disabilities Act. Concordia University has a separate residence hall policy regarding emotional-assistance animals (see CU Policy and Guidelines for Emotional Support Animals).

When it is not obvious what service the animal provides, students and campus visitors may be stopped by University personnel and asked the following questions:

- 1. Is the dog a service animal required because of a disability?
- 2. What task has the dog been trained to perform?

While not required, it is beneficial for students and campus visitors with service animals to register their dogs with the appropriate campus accessibility support services coordinator. The Coordinator will, in turn, coordinate efforts across campus (instructors, residence life, student life, and campus safety, among others) to ensure that the student or campus visitor and their service animal have a safe and enjoyable experience while on campus.

The Accessibility Support Services Coordinator for CUW is Janis Chapman

Janis.Chapman@cuw.edu

The Accessibility Support Services Coordinator for CUAA is Dr. Tori Negash

tori.negash@cuaa.edu

**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 the Student Life Office.

For more information regarding posting on the CUAA campus, visit this link (<https://catalog.cuw.edu/file:///cuw-storage.cuw.edu/dept/Division%20of%20SL/DOS/Code%20of%20Conduct/CUAA%20posting%20policy%20with%20posting%20places%20-%20NOV2017.docx>):

- 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 the Student Life Office.
- 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 Life 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 shrubs, 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, access the University Portal (Portal > Resources tab > Click Here).

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, CSAO, 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 Life hold on the student's account until investigations have been completed and/or the disciplinary sanctions have been satisfied.

### D. 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.

### E. Investigations by Title IX Office

**Note:** Refer to policies on the Portal (Portal > Resources tab > Click Here).

### F. 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)

#### **G. 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.

#### **H. Formal Hearing Procedures Prior to the Hearing**

1. The Formal Panel Hearing (FPH) shall consist of three-five members. The FPH is a pool of students, faculty and staff selected by the CSAO 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 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.

### I. 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.

**\*NOTE 2** - Link to Outcome Appeal Form

#### 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/polices;
  - 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.

#### J. 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.

#### K. 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 FHP. 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.

#### L. 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 CSAO 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 CSAO 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 CSAO 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 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 CSAO 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 CSAO 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 CSAO or designee. Failure to comply with this request may constitute criminal trespass and will result in more severe disciplinary action.

**NOTE 2:** The CSAO or designee reserves the right to charge the student for the housing relocation.

#### M. Sanctions for Student Organizations

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 CSAO 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 CSAO 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;
  - ii. Sponsoring or co-sponsoring any social event or other activity;
  - iii. 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.

**N. 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:** 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 3:** 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.

## 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	\$200	9-12	Probation = 9 months With possible Housing Suspension	AoD Assessment; Notice to parents
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, 52

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 privileges; 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
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## 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

**Points:** The accumulations of student conduct points have the effect(s) as described below.

**Break Period Violations** - Students found reasonable for violating the student conduct code on campus during periods of hall closures (Christmas and Spring break) will have all student conduct points doubled.

**Yearly Conduct Points** - Student conduct points awarded for violations occurring after room selection of the current year carry over to the next academic year.

**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.

### O. 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 in the presence of the Conduct Officer and then submit the form to the Conduct Officer. The Conduct Officer will then submit the Outcome Appeal 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 Life 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 at least 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 make a recommendation to the Dean of Students on the decision that the panel has reached.*

1. 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.*

1. 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.*

1. 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 Life 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.*

1. 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.*

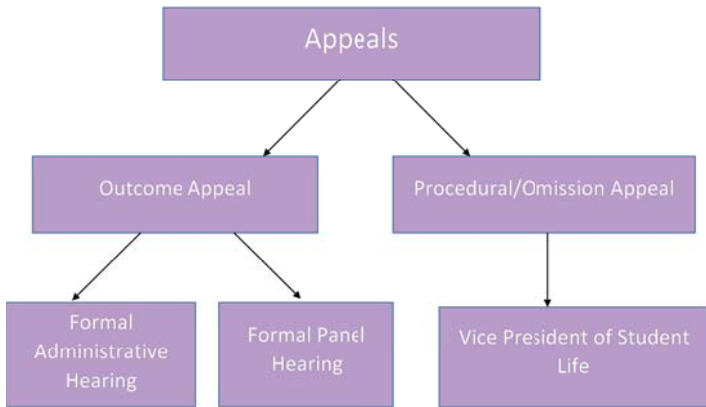
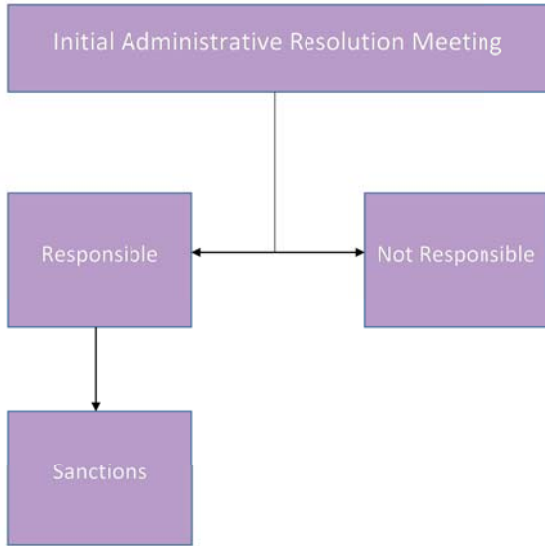
*3) Remand the case back to be reheard in its entirety by a new Formal Hearing Panel/Hearing Officer. This is typically done in cases where the new evidence is accompanied by a procedural error so profound as to render the original panel too biased or influenced.*

*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



<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**

**Disability Office:**

Mequon Campus:

Contact Person: Director of Learning Resources  
 Room: LU 200  
 Phone: (262)243-4332  
 Email: [arc@cuw.edu](mailto:arc@cuw.edu)

Ann Arbor Campus:

Contact Person: Director of Resource Center  
 Room: ARC  
 Email: [arc@cuaa.edu](mailto:arc@cuaa.edu)

**Posting Approval:**

<u>Mequon Campus:</u>	<u>Location:</u>
Student Life	AL107
Academics	LU 128
Student Activities	AL108D
Marketing	Luther
Career Services	R 004
Residence Life	AL 107 (Res. Halls only & RD's can approve)

For CUW Center sites – see your Center Director

# 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>

<u>Ann Arbor Campus:</u>	<u>Location:</u>
Student Life	SSC 106
Academics	SSC 101
Student Activities	SSC 106
Center for Career Engagement	SSC 108
Residence Life	SSC 106

**Reporting (Violation of Policy and/or Crime)**

Contact Information for Mequon Campuses:

Email: [campus.safety@cuw.edu](mailto:campus.safety@cuw.edu)

Office: Rinker 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](mailto:security@cuaa.edu)

Office: Student Service Center 114

Off Campus Phone: (734) 358-1340

On Campus Phone Extension: 7502

## Course Descriptions

### A

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- Art Education-Graduate (AEG) (p. 147)
- Athletic Training (MSAT) (p. 150)

### B

- Biology (BIO) (p. 152)
- Business-MBA Grad (MBA) (p. 154)

### C

- Chemistry (CHEM) (p. 167)
- Child Life Specialist (CLS) (p. 167)
- Computer Science (CSC) (p. 169)
- Counseling-Graduate (COUN) (p. 174)

### D

- Doctorate Business Admin (DBA) (p. 181)
- Doctorate Nursing Practice (DNP) (p. 182)

### E

- Education - CUA (EDU) (p. 182)
- Education - CUW (ED) (p. 186)
- Education Family Life (EFL) (p. 187)
- Education-Cert Elem Ed (EDC) (p. 188)
- Education-Graduate (EDG) (p. 198)
- Educational Technology (EDT) (p. 218)

### I

- International Business-Masters (MIB) (p. 222)

### L

- Legal Studies-Masters (MLS) (p. 223)

### M

- Managerial Comm-Masters (MMC) (p. 223)
- Master of Product Development (MPD) (p. 224)
- Master of Social Work (MSW) (p. 226)
- Master Sci Rehabilitation Sci (MSRS) (p. 228)
- Music (MUS) (p. 230)

### N

- Nursing-Grad (MSN) (p. 231)

### O

- Occupational Therapy-Grad (OT) (p. 233)
- Organizational Leadership (OLA) (p. 241)

### P

- Pharmacy (PHAR) (p. 242)
- Philosophy (PHIL) (p. 251)
- Physical Therapy-Doctorate (DPT) (p. 251)

- Physician Assistant (PHAS) (p. 257)
- Public Admin-Masters (MPA) (p. 263)

### R

- Religion (REL) (p. 263)

### S

- Science (SCI) (p. 264)
- Speech-Language Pathology (SLP) (p. 264)
- Student Personnel-Graduate (SPA) (p. 265)

## Applied Exercise Sci - Masters (MSES)

### MSES 540. Applied Kinesiology. (3 Credits)

This course is an examination of human movement mechanics in applied settings. Focus will be placed on functional assessment, training and conditioning, rehabilitation, and injury prevention. Advanced application of arthrokinematics, musculoskeletal function, and relative biomechanics as they relate to evidenced based science will be the focus of class content.

*Prerequisite: None*

### MSES 545. Cardiorespiratory Exerci Phys. (3 Credits)

this course will focus on the mechanisms involved in the adjustments the cardiorespiratory system is required to make to meet the metabolic demands of physical activity. Acute adjustments as well as chronic adaptations of the cardiorespiratory system will be examined in healthy and special populations. A laboratory component allows for skill achievements in exercise testing. 3 credits.

*Prerequisite: None*

### MSES 550. Seminar in Exercise Science. (3 Credits)

This course provides an overview of contemporary and often controversial health issues with analysis of selected problems of current concern to society. Throughout the course, evidence-based principles will be utilized to ensure professional practices are safe, effective, and efficient. Evidence based principles and guideline development is the foundation of many practices including medicine, physical therapy, athletic training, exercise science research, and the development of public health guidelines. This is an experiential class that further develops students to be prepared for an actual workplace environment. Following instructions, asking clarifying questions, contributing to group activities in written and oral formats, and taking responsibility for all work products are key components. This class requires a high level of participation including completion of all in class activities and assignments.

*Prerequisite: None*

### MSES 560. Practicum in Exercise Science. (3-6 Credits)

This course provides an opportunity for a graduate level student to gain valuable practical experience in an exercise physiology 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. Additionally, students are given the opportunity to network within their chosen profession. This practicum is a dynamic program that will respond to change as warranted.

*Prerequisite: None*

**MSES 563. Clinical Ex Physiology. (3 Credits)**

The course will provide an understanding of the historical perspective, current status and future direction of cardiovascular prevention and rehabilitation programs. An emphasis will be placed on cardiac rehabilitation but will add a recent American Heart Association recommendation identified as cardio-oncology rehabilitation. Pathophysiology of ischemic heart disease, heart failure, peripheral vascular disease and cancer will be emphasized. Electrocardiographic analysis and basic background in medications will be included.

*Prerequisite: None*

**MSES 565. Neuromuscular Exerc Physiology. (3 Credits)**

This course provides an examination of acute and chronic responses of the nervous and musculoskeletal systems to physical activity. The anatomy and physiology of the nervous and musculoskeletal systems will be covered. Methods of enhancing the function of the neuromuscular system in healthy and diseased populations will be explored.

*Prerequisite: None*

**MSES 569. Research Methods. (3 Credits)**

This course provides an examination of the methods commonly used to design, implement and evaluate research in the exercise sciences. The course includes the study of descriptive, quantitative and qualitative research methods, as well as techniques of literature review and reporting of research. Students enrolled in this course will complete a draft of the first three chapters for either a thesis or capstone project proposal.

*Prerequisite: None*

**MSES 600. Thesis. (1-6 Credits)**

this course is designed to help students hone their research skills through the implementation of a research proposal under the advisement of a faculty member. Students will propose a research project, get IRB approval, perform data collection, and analyze their data. Additionally, students will write up results in a complete thesis document. Students are expected to work semi-independently with their thesis adviser and must produce scholarly work. Students must also orally defend the thesis in a public forum. 1 to 6 variable credits.

*Prerequisite: MSES 569 Research Methods.*

**MSES 601. Graduate Capstone Project. (1-6 Credits)**

this course will allow the student to propose and complete a rigorous project that is different than a traditional master's degree research oriented thesis. If the capstone project is proposed, approval must be obtained from a majority of the graduate level faculty in the Department of Health and Human Performance. This course would be taken in place of MSES 600 Thesis. 1 to 6 variable credits.

*Prerequisite: MSES 569 Research Methods.*

**MSES 757. Bioenergetcs & Weight Control. (3 Credits)**

This course is designed to provide an understanding of the metabolic processes affecting weight control as well as practical approaches to the clinical management of weight issues. Specific topics include the pathways of energy metabolism, effectiveness of diet and exercise, FDA approved weight loss medications, clinical conditions associated with obesity, assessment of body composition, measurements of activity and energy expenditure, bariatric surgery, special populations, as well as the clinical effects of prolonged obesity.

*Prerequisite: None*

**MSES 820. Basic Statistics. (3 Credits)**

## Art Education-Graduate (AEG)

**AEG 500. Great Books in Art Education. (1.5 Credits)****AEG 501. The Origins of Art Education. (3 Credits)**

surveys the history of educational practices and the major philosophic, theoretical, and methodological foundations that underpin the evolution and development of art education in American elementary and secondary schools. Emphasis will be on 19th and early 20th century ideas and practices - 3 credits.

*Prerequisite: None*

**AEG 510. Children and Artistic Activity. (3 Credits)**

studies the physical growth, emotional and intellectual development, and the mastery of visually expressive skills of children, pre-adolescents, and adolescents and their relationship to artistic behaviors and creative operations. Visual learning behaviors and their consequences are also studied for the influence on social growth and the enculturation process - 3 credits.

*Prerequisite: None*

**AEG 521. Contemp Readings in Art Ed. (3 Credits)**

draws upon recent literature related to the field of art education for purposes of study and discussion. Emphasis will be upon a selection of readings of the past two decades that deepens knowledge and insights into issues currently confronting the field. Emphasis will be upon independent inquiry, individual presentations of subject matter, and group discussions related to assigned readings and the selected readings of participants - 3 credits.

*Prerequisite: None*

**AEG 522. Modrn/Post-Mod&Classroom Pract. (3 Credits)****AEG 530. Digital Photography I. (3 Credits)****AEG 531. Sources of Contemporary Practice in Art Education. (3 Credits)**

examines the philosophic, theoretical, and methodological grounds for practices in art education at all levels of instruction in public, private, and parochial schools from WWI to the present. Special emphasis will be given to post-WWII era curricular initiatives and instructional practices advocated and/or supported by foundations, special interest groups, government agencies, and public institutions (e.g. museums) as well as by leading art educators and general educationists - 3 credits.

*Prerequisite: None*

**AEG 533. Classroom Applications of Visual Culture. (3 Credits)**

presents ways in which historic and contemporary masterworks of art can be used to enhance kindergarten through twelfth-grade art curriculum. The use of the art museum, works of art, and environment as a primary resource for instruction will be emphasized. A wide range of curricular guides, visual reference materials, reproductions, and commercially developed resource materials are examined for their efficacy in the teaching of art with art - 3 credits.

*Prerequisite: None*

**AEG 535. Docent Training:MAM. (3 Credits)****AEG 536. Lecture Series:MAM. (3 Credits)****AEG 537. Docent Training:MAM. (3 Credits)****AEG 538. Lecture Series:MAM. (3 Credits)****AEG 540. Designing the Course of Instruction in Art. (3 Credits)**

studies a wide range of curricular rationales and formats used to articulate programs of study in the visual arts in public, private, and parochial at all levels on instruction. Curriculum models are developed and tested. Special emphasis is given to the generation of developmentally appropriate instructional plans and to the use of art history and criticism with studio-based curricula - 3 credits.

*Prerequisite: None*

**AEG 542. Meth Tchng/Learn in Art Class. (3 Credits)**

This course prepares graduate students for teaching in the K#12 art classroom through seminar discussion, lesson design, material preparation and hands#on activity. Curricular planning, material and facility preparation, pedagogy, assessment, and classroom management are addressed for their application to practice in the art classroom.

*Prerequisite: None*

**AEG 544. Assessment & Evaluation in Art. (3 Credits)**

This course addresses the processes of assessment and evaluation in the visual arts classroom. Assessment and evaluation are approached within the overall curricular context, and students will practice strategies for multiple forms of visual arts assessment and evaluation.

*Prerequisites: AEG 540 or permission of the instructor.*

**AEG 549. Calligraphy and Illumination. (3 Credits)****AEG 550. Integrating the Art Curriculum. (3 Credits)**

addresses issues, opinions, and strategies related to the integration of instruction in the visual arts with other subject areas of K through 12 curricula at all levels of instruction in public, private, and parochial schools. Special emphasis is given to the integration of visual arts instruction and curricula in language arts, science, social studies, and the other art forms—music, dance, literature, and theater - 3 credits.

*Prerequisite: None*

**AEG 551. Lect Series:Art Hist & Art. (3 Credits)****AEG 560. Special Topics in Art Ed. (3 Credits)**

examines a specific art education topic in depth for a full semester. The single topic will be considered in a given semester will be identified—e.g. (COURSE NO.) SEMINAR: MUSEUM EDUCATION— and addressed through lectures, intensive study and research, independent readings by students, class discussions, group reports and/or presentations, and term papers. Topics for this special seminar will be selected by the graduate art education faculty for their relevancy, currency and important to practices in art education. These topics will include titles such as Museum education, Art and Language, Cognition and Sensation, Research Methods for Art Education, Assessment and Evaluation in Art Curricula, The Philosophic Bases of Art Education, Art Education and Urban Schooling, The Role of Art Education in Parochial Schools, and Utilizing Community Resources in the Teaching of Art - 3 credits.

*Prerequisite: None*

**AEG 565. Painting II. (3 Credits)****AEG 580. Studio Practice in Visual Arts. (2,3 Credits)**

presents in-depth studio exercises that relate to a particular expressive form in the visual arts. A variety of workshops will be offered under this course title, each requiring a full semester of engagement with a specific art form. Any studio workshop to be offered in a given semester will be specifically identified—e.g. (COURSE NUMBER) STUDIO PRACTICES IN ART EDUCATION: TWO-DIMENSIONAL PRACTICES—and taught through lectures, technical demonstrations, independent inquiry, and studio exercises. Each studio workshop will be selected by the Graduate Faculty in Art Education for its relevance, currency, and importance to practices in Art Education. These workshops will include titles such as: Two-Dimensional Practices, Three-Dimensional Practices, Design Structures and Applications, Multiple Image Processes (Printmaking, Photography, and Computer), Fiber Arts, and Art in Public Places. 3 credits for each special topics seminar.

*Prerequisite: None*

**AEG 582. Creative Educator's Inst:MIAD. (3 Credits)****AEG 585. Studio Mentorship:MIAD. (3 Credits)****AEG 586. Studio Mentorship:MIAD. (3 Credits)****AEG 587. Studio Mentorship:MIAD. (3 Credits)****AEG 588. Studio Mentorship:MIAD. (3 Credits)****AEG 589. Studio Mentorship:MIAD. (3 Credits)****AEG 590. Technology in Art Ed. (3 Credits)**

addresses the use of the computer and other electronic technologies to meet the needs of the art teacher in developing and presenting visually-based instructional materials, in managing and maintaining student performance records, and in developing and utilizing database and visual retrieval systems for a wide range of subject matter specific to the teaching of art. Special emphasis is placed on the technological support of curricula and program management in art education at all levels of instruction - 3 credits.

*Prerequisite: None*

**AEG 591. Fibers. (3 Credits)****AEG 595. Loom Weaving Fundamentals. (3 Credits)****AEG 598. Applied Design. (3 Credits)****AEG 599. Independent Study. (1-6 Credits)****AEG 600. Digital Design 1. (3 Credits)****AEG 601. Digital Design 11. (3 Credits)****AEG 610. Design 1-2-Dim Design. (3 Credits)****AEG 611. 2-D Composition. (3 Credits)****AEG 620. Experiences Beyond the Classroom. (3 Credits)**

provides students with opportunities to extend their range of experiences in the study of Art Education and, in doing so, to increase insight into and understanding of social and professional contexts, theories, practices, curricular issues, practitioners, and subject matter that relates to the field. A variety of special opportunities that are usually non-scholastic in character and setting will be offered under this course title, each requiring the equivalent of a full semester of study and engagement. Any course offering will be specifically identified—e.g. (COURSE NUMBER) EXTENDED EXPERIENCES IN ART EDUCATION-FIELD APPLICATIONS—and taught and/or monitored through specifically guided activities, direct observations, reports, professional demonstrations, and academic and/or studio-like exercises. Each extended experience will be designed or evaluated by the Graduate Faculty in Art Education and assigned credit value for its relevancy, currency, and importance to practices in the teaching of art at all levels. These extended experiences will include titles such as Field Applications, Travel Study, Internships (Museum, Parks and Recreation, Schools, etc.), or Special Service Workshops (Scouting, Elderly Centers, Inner-City Programs), or Saturday or Summer Programs. 1 - 3 credits.

*Prerequisite: None*

**AEG 621. Design II (3D). (3 Credits)****AEG 622. Outdoor Drawing & Painting. (3 Credits)****AEG 627. Portfolio I. (0 Credits)****AEG 628. Portfolio II. (0 Credits)****AEG 629. Portfolio III. (0 Credits)****AEG 630. Printmaking. (3 Credits)****AEG 631. Photography 1. (3 Credits)****AEG 641. Drawing 1. (3 Credits)****AEG 645. Drawing II Assorted Media. (3 Credits)****AEG 658. Ceramics I. (3 Credits)****AEG 660. Curriculum Development I. (3 Credits)**

is a two-semester thesis alternative and an optional capstone requirement for the program of study for the Master of Science Degree in Art Education. This two-course sequence permits the student to engage in concentrated curriculum writing for a specific teaching assignment or grade level. Guided curriculum work over the two semesters concludes with a thorough and complete curriculum document designed to be both developmentally appropriate and specific to a particular community demographic. 6 credits.

*Prerequisite: None*

**AEG 661. Curriculum Development II. (3 Credits)**

is a two-semester thesis alternative and an optional capstone requirement for the program of study for the Master of Science Degree in Art Education. This two-course sequence permits the student to engage in concentrated curriculum writing for a specific teaching assignment or grade level. Guided curriculum work over the two semesters concludes with a thorough and complete curriculum document designed to be both developmentally appropriate and specific to a particular community demographic. 6 credits.

*Prerequisite: None*

**AEG 665. Painting I (Acrylic). (3 Credits)****AEG 670. Mentorship/Apprenticeship I. (3 Credits)**

is a two-semester thesis alternative and an optional capstone requirement for the program of study for the Master of Science Degree in Art Education. This two-course sequence permits the student to identify and work closely with a master artist, craftsperson or art educator. Directed studio work over the two semesters concludes with a thoroughly developed body of work in a specific studio discipline. Work with an art educator would result in a written account of the engagement as well as a set of curriculum documents related to a specific medium, age level, or teaching situation. 6 credits.

*Prerequisite: None*

**AEG 671. Mentorship/Apprenticeship II. (3 Credits)**

is a two-semester thesis alternative and an optional capstone requirement for the program of study for the Master of Science Degree in Art Education. This two-course sequence permits the student to identify and work closely with a master artist, craftsperson or art educator. Directed studio work over the two semesters concludes with a thoroughly developed body of work in a specific studio discipline. Work with an art educator would result in a written account of the engagement as well as a set of curriculum documents related to a specific medium, age level, or teaching situation. 6 credits.

*Prerequisite: None*

**AEG 675. Sculpture I. (3 Credits)****AEG 676. Sculpture II. (3 Credits)****AEG 679. Travel Study. (3 Credits)****AEG 680. Art Education Thesis. (3 Credits)**

is the capstone requirement for the program of study for the Master of Science Degree in Art Education. This course supports a student's independent initiative to define a problem or area of interest in the field of art education and to then pursue its resolution. Thesis students will select one of three formats for their study: a scholarly effort concluding with a major paper related to philosophy, theory, or practice; a body of work applied to their curricular practices, concluding with a major paper which describes the applied practice and analyzes the curricular insights gained from it; or a studio-centered project, developing new curricular structures and processes in a particular median. 3 credits.

*Prerequisite: None*

**AEG 681. Directed Course Work I. (3 Credits)**

is a two-semester thesis alternative and a possible capstone requirement for the program of study for the Master of Science Degree in Art Education. Enrollment in AEG 681/682 requires the approval of the Director of the Graduate Program in Art Education. This two-course sequence consists of two courses selected in consultation with a member of the graduate art education faculty. Courses are selected based upon the perceived needs of the student and student interests. 3 credits.

*Prerequisite: None*

**AEG 682. Directed Course Work II. (3 Credits)**

is a two-semester thesis alternative and a possible capstone requirement for the program of study for the Master of Science Degree in Art Education. Enrollment in AEG 681/682 requires the approval of the Director of the Graduate Program in Art Education. This two-course sequence consists of two courses selected in consultation with a member of the graduate art education faculty. Courses are selected based upon the perceived needs of the student and student interests. 3 credits.

*Prerequisite: None*

**AEG 685. Art History I. (3 Credits)****AEG 686. Art History II. (3 Credits)****AEG 687. Student Teach in Art Ed:Elem. (3 Credits)****AEG 688. Student Teach in Art Ed:Second. (3 Credits)****AEG 690. Applied Design:Fibers. (3 Credits)****AEG 691. Stained Glass. (3 Credits)****AEG 692. Special Projects I. (3 Credits)****AEG 693. Special Projects II. (3 Credits)****AEG 698. Applied Design. (3 Credits)****AEG 730. Printmaking. (3 Credits)****AEG 739. Film and Video Production. (3 Credits)****AEG 741. Drawing III. (3 Credits)****AEG 758. Ceramics II. (3 Credits)****AEG 765. Painting II. (3 Credits)****AEG 781. Aesthetics. (3 Credits)**

## Athletic Training (MSAT)

**MSAT 501. Manual Based Exam & Treatment. (3 Credits)**

This course will familiarize the student with the theory, skills, and clinical applications of various forms of manual soft tissue examination and treatment. The manual therapy techniques that this course will focus on include Graston Technique, muscle energy techniques, joint mobilization, myofascial release techniques, cupping, and Kinesio-tape. All skills will be demonstrated and practiced in a hands-on lab environment.

*Prerequisite: None*

**MSAT 505. Professional Development. (1 Credit)**

This course is designed to prepare students in the Master of Science in Athletic Training program for the process of seeking credentialing and employment upon graduation. Students will learn how to prepare a professional cover letter and resume, refine their interview skills, and obtain certification as an athletic trainer. 1 credit.

*Prerequisites: MSAT Program Admission or Instructor Consent*

**MSAT 510. Pathophys, Pharm & Gen Med. (4 Credits)**

is designed to provide the learner with information regarding diseases and conditions addressed in the profession of athletic training. Classroom and laboratory experiences will encompass classroom exercises addressing illness/condition recognition, assessment, differential diagnosis, referral, and treatment of a variety of different patient populations. The course will examine pharmaceutical drug applications, interactions, and their value to the injury-healing process and athletic performance. 3 credits.

*Prerequisite: fifth year Athletic Training Student.*

**MSAT 512. General Medical Conditions Assessment & Diagnosis. (3 Credits)****MSAT 515. Patient Centered Care. (3 Credits)**

This course is designed to prepare students in the Master of Science in Athletic Training program for providing patient centered care. This course will explore health care delivery, cultural competence, ethical and legal obligations, documentation, communication skills, and professionalism, in the field of athletic training.

*Prerequisites: MSAT Program Admission or Instructor Consent*

**MSAT 520. Basic Stats for Athletic Train. (3 Credits)**

is designed to help athletic trainers acquire skills related to consuming research. Fundamental scientific inquiry skills related to searching electronic data bases, reading, understanding, and appraising the athletic training 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. 3 credits.

*Prerequisite: None*

**MSAT 525. Athletic Training Foundations with Lab. (3 Credits)**

This course is designed to give the student an understanding of the foundational knowledge and skills related to the athletic training profession. The lab component is designed to give the student the opportunity to practically apply everyday skills related to the athletic training profession.

*Prerequisites: MSAT Program Admission or Instructor Consent*

**MSAT 530. Psychosocial Aspects of Athletic Training. (3 Credits)**

This course is designed to define the role of the athletic trainer within the psychosocial aspect of athletic injuries. Beyond the recognition of common psychological stressors associated with the athletic population, this course will analyze and critically assess the psychosocial ramifications of athletic injuries. Discussion on the impact of the athlete's psyche as it relates to injury, rehabilitation and return to play will be addressed with a focus on educating the athlete and athletic training professional through this process.

*Prerequisites: MSAT Program Admission or Instructor Consent*

**MSAT 532. Psychosocial Principles of Athletic Training. (3 Credits)****MSAT 535. Emergency Care in Athletic Training with Lab. (3 Credits)**

This course will prepare students to make appropriate decisions regarding acute injury and emergency care management, and to act proficiently on those decisions. Students will review concepts associated with American Heart Association (AHA) Basic Life Support (BLS) and first aid certification, including adult, child and infant CPR and AED. Additionally, special concerns seen in athletic populations will be addressed and practiced as they apply to the profession of athletic training.

*Prerequisites: MSAT Program Admission or Instructor Consent*

**MSAT 540. Applied Kinesiology. (3 Credits)**

is an examination of human movement mechanics in applied settings. Focus will be placed on functional assessment, training and conditioning, rehabilitation, and injury prevention. Advanced application of arthrokinematics, musculoskeletal function, and relative biomechanics as they relate to evidenced based science will be the focus of class content. 3 credits.

*Prerequisite: None*

**MSAT 541. Athletic Training Seminar. (1 Credit)****MSAT 542. Clinical Education I. (2 Credits)****MSAT 543. Clinical Education II. (2 Credits)****MSAT 544. Clinical Education III. (3 Credits)****MSAT 545. Clinical Education IV. (3 Credits)****MSAT 546. Clinical Education V. (3 Credits)****MSAT 547. Clinical Education VI. (3 Credits)****MSAT 550. Therapeutic Modalities with Lab. (3 Credits)**

This course involves the study of the principles and applications of cryotherapy, thermotherapy, ultrasound, laser, diathermy, traction, and electrical stimulation. This course will explore the various applications of modalities as they relate to pain management and orthopedic injuries.

*Prerequisites: MSAT Program Admission or Instructor Consent*

**MSAT 551. Orth Assess/Mgmt of LE. (3 Credits)****MSAT 552. Orth As/Mgmt-UE/Head/Neck/Spn. (3 Credits)****MSAT 553. Therapeutic Mod for Ath Inj. (3 Credits)****MSAT 554. Palp & Func Anatomy for ATs. (3 Credits)****MSAT 555. Therapeutic Exercise. (3 Credits)****MSAT 556. Acute Emerg Care of Ath Inj. (3 Credits)****MSAT 557. Advanced Injury Management. (3 Credits)****MSAT 558. Pharmacology. (3 Credits)****MSAT 559. Admin & Organization of AT. (3 Credits)****MSAT 560. Recognition & Evaluation of Orthopedic Injuries I with Lab. (4 Credits)**

This course involves the in-depth study of the orthopedic assessment of the head and face, foot, ankle, lower leg, and knee. Specifically, course information will include taking a complete medical history, inspecting the area, measuring range of motion, proper performance and interpretation of neurologic and special tests, determining a differential diagnosis, proper documentation, and coming to a clinical diagnosis based on the information obtained.

*Prerequisites: MSAT Program Admission or Instructor Consent*

**MSAT 561. Recognition & Evaluation of Orthopedic Injuries II with Lab. (4 Credits)**

This course involves the in-depth study of the orthopedic assessment of the shoulder, upper arm, elbow, forearm, wrist, and hand. Specifically, course information will include taking a complete medical history, inspecting the area, measuring range of motion, proper performance and interpretation of neurologic and special tests, determining a differential diagnosis, proper documentation, and coming to a clinical diagnosis based on the information obtained.

*Prerequisite: MSAT 560*

**MSAT 562. Recognition & Evaluation of Orthopedic Injuries III with Lab. (4 Credits)**

This course involves the in-depth study of the orthopedic assessment of the spine, pelvis and related structures. Specifically, course information will include taking a complete medical history, inspecting the area, measuring range of motion, proper performance and interpretation of neurologic and special tests, determining a differential diagnosis, proper documentation, and coming to a clinical diagnosis based on the information obtained.

*Prerequisite: MSAT 561*

**MSAT 565. Rehabilitation Techniques of Orthopedic Injuries I with Lab. (3 Credits)**

This course involves the study, methods, and application of rehabilitation techniques as they relate to orthopedic injuries.

*Prerequisites: MSAT Program Admission or Instructor Consent*

**MSAT 566. Rehabilitation Techniques of Orthopedic Injuries II with Lab. (3 Credits)**

This course expounds on the student's knowledge of the study, methods, and application of rehabilitation techniques as they relate to orthopedic injuries.

*Prerequisite: MSAT 565*

**MSAT 568. Research Methods in Sports Medicine. (3 Credits)****MSAT 569. Research Methods. (3 Credits)**

This course explores methods commonly used to design, implement and appraise sports medicine research including a review of statistical methods, epidemiology, and evidence-based practice. The course includes examination of descriptive, quantitative and qualitative research methods. Students completing this course will draft a literature review of a sports medicine-related topic.

*Prerequisites: MSAT Program Admission or Instructor Consent*

**MSAT 570. Internship Athletic Training. (1-6 Credits)**

is designed to expose students to various aspects involved with health care and rehabilitation in either a clinical or non-clinical setting. Although the student is only at the pre-professional level, he/she can be involved in the observation, assistance, and discussion of patients' treatment and care, as the experienced professional deems appropriate. 3 credits.

*Prerequisite: None*

**MSAT 571. Adv Pract & Admin in Ath Train. (3 Credits)**

will prepare students for advanced practice and administrative roles in the athletic training field. It will explore organizational structure and employment considerations at the University, Clinic/Hospital, and Outreach settings. This course will prepare the student for assuming administrative roles and managing resources as well as explore the facets of teaching and mentoring students and young professionals in the athletic training field. 3 credits.

*Prerequisite: None*

**MSAT 572. Adv Musculoskeletal Anatomy. (3 Credits)**

is designed for students seeking to gain a higher level understanding of human anatomy. The course will provide a comprehensive review of human cadaver anatomy for health professionals. Major muscles, skin, bones and joints, internal organs, blood vessels, the brain, spinal cord and major nerves will be covered. The students will use dissected cadavers to study anatomical variations, pathologies, and changes due to disease/injury. The students enrolled in the course will attend clinical lectures followed by cadaver exploration and identification. 3 credits.

*Prerequisite: None*



**MSAT 573. Athletic Training Capstone. (1-6 Credits)****MSAT 574. General Medical Conditions with Lab. (4 Credits)**

This course is designed to provide the learner with information regarding the pathophysiology of diseases and conditions encountered in the profession of athletic training. Classroom and laboratory experiences will encompass addressing illness/condition recognition, assessment, differential diagnosis, referral, and treatment of a variety of patient populations. Additionally, the course will examine pharmaceutical drug applications, interactions, and their value to the injury-healing process and athletic performance.

*Prerequisites: MSAT Program Admission or Instructor Consent*

**MSAT 575. Case Studies in Athletic Training. (3 Credits)**

This course is designed to allow students to employ their knowledge base and data-gathering skills gained during clinical education and coursework. Students will analyze and evaluate the management of healthcare related patient cases. The course will utilize both self-directed and peer group based learning.

*Prerequisites: MSAT 550, MSAT 561, MSAT 565*

**MSAT 578. Pharmacology for Athletic Trainers. (3 Credits)**

**MSAT 579. Administration & Management in Athletic Training. (4 Credits)**  
This course is designed to prepare students for the administrative and management responsibilities of an entry-level athletic trainer. This course will explore payor systems, systems of quality assurance and quality improvement, health informatics, resource management, policies and procedures, advocacy, and professional growth.

*Prerequisites: MSAT Program Admission or Instructor Consent*

**MSAT 580. Athletic Training Clinical I. (2 Credits)**

This course is designed to formally structure clinical experience specific to the first semester of enrollment in the Master of Science in Athletic Training program. Students will observe and gain hands-on experience in recognition, diagnosis, and management of injuries and illnesses at Concordia University affiliated clinical sites under the supervision of a preceptor. The purpose of this course is to incorporate specific clinical proficiencies with real life injury situations.

*Prerequisite: MSAT Program Admission*

**MSAT 581. Athletic Training Clinical II. (2 Credits)**

This course is designed to formally structure clinical experience specific to the second semester of enrollment in the Master of Science in Athletic Training program. Students will observe and gain hands-on experience in recognition, diagnosis, and management of injuries and illnesses at Concordia University affiliated clinical sites under the supervision of a preceptor. The purpose of this course is to incorporate specific clinical proficiencies with real life injury situations.

*Prerequisite: MSAT 581*

**MSAT 582. Athletic Training Clinical III. (3 Credits)**

This course is designed to formally structure clinical experience specific to the third semester of enrollment in the Master of Science in Athletic Training program. Students will observe and gain hands-on experience in recognition, diagnosis, and management of injuries and illnesses at Concordia University affiliated clinical sites under the supervision of a preceptor. The purpose of this course is to incorporate specific clinical proficiencies with real life injury situations.

*Prerequisite: MSAT 582*

**MSAT 583. Athletic Training Clinical IV. (3 Credits)**

This course is designed to formally structure clinical experience specific to the fourth semester of enrollment in the Master of Science in Athletic Training program. Students will observe and gain hands-on experience in recognition, diagnosis, and management of injuries and illnesses at Concordia University affiliated clinical sites under the supervision of a preceptor. The purpose of this course is to incorporate specific clinical proficiencies with real life injury situations.

*Prerequisite: MSAT 583*

**MSAT 584. Athletic Training Clinical V. (3 Credits)**

This course is designed to formally structure clinical experience specific to the last year of enrollment in the Master of Science in Athletic Training program. Students will observe and gain hands-on experience in recognition, diagnosis, and management of injuries and illnesses at Concordia University affiliated clinical sites under the supervision of a preceptor. The purpose of this course is to incorporate specific clinical proficiencies with real life injury situations.

*Prerequisite: MSAT 584*

**MSAT 590. Immersion Experience in Athletic Training. (6 Credits)**

This course is designed to formally structure clinical experience specific to the last year of enrollment in the Master of Science in Athletic Training program. Students will be fully immersed in the responsibilities of the clinical site, gaining hands-on experience with recognition, diagnosis, and management of injuries and illnesses and daily setting-specific administrative tasks at Concordia University affiliated clinical sites under the supervision of a preceptor.

*Prerequisite: MSAT 583*

**MSAT 595. Capstone. (3 Credits)**

This course is designed to help the student hone their research skills through the execution of a rigorous project under the advisement of a faculty member. Students will propose a capstone project, obtain approval from a majority of the Athletic Training Faculty, create a scholarly product, and disseminate the project in a public forum.

*Prerequisite: MSAT 569*

**MSAT 599. Thesis in Athletic Training. (3 Credits)****MSAT 600. Thesis. (1-6 Credits)**

This course is designed to help students hone their research skills through the implementation of a research proposal under the advisement of a faculty member. Students will propose a research project, obtain IRB approval, perform data collection, and analyze their data. Additionally, students will create a complete thesis document. Students are expected to work semi-independently with their thesis adviser and must produce scholarly work. Students must also orally defend the thesis in a public forum. 3 credits.

*Prerequisite: MSAT 569 Research Methods.*

## Biology (BIO)

**BIO 510. Ecology. (3 Credits)**

This course is a study of the interactions between organisms and their environment. Ecology surveys biotic and abiotic factors in the environment, ecosystem types, population ecology, community structure, aquatic ecology, and succession.

*Prerequisite: None*

**BIO 530. Pharmacology. (3 Credits)****BIO 540. Advanced Botany. (3 Credits)**

This course concentrates on botanical nomenclature, vegetative anatomy, floral anatomy, and morphology as related to taxonomy of vascular plants. The course includes a survey of vascular plants with an emphasis on identification of various native flora. The implications of the presence or absence of each species in various biotic communities will be studied.

*Prerequisite: None*

**BIO 550. Human Anatomy. (6 Credits)**

Human Anatomy is an integrated approach to the gross anatomy of the human body across the lifespan, with particular emphasis on the musculoskeletal and nervous systems. Consideration will also be given to the study of cells, tissues, and organ systems. The laboratory portion of the course consists of supervised dissection of human cadavers, and includes the study of living subject anatomy. Human anatomy is part of the professional curriculum in the Physical Therapy and in Occupational Therapy programs. As such, this course helps students develop their knowledge and understanding of the structure and function of the human body, and to prepare them for service as health care professionals. Pre-requisites: Admission to the DPT or MOT program or Consent of Instructor.

*Prerequisite: None*

**BIO 556. Readings in Environ 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.

*Prerequisite: None*

**BIO 567. Ecology of the Tropics. (3 Credits)**

is a field study of tropical organisms and ecosystems. This is a travel course that requires travel to the Caribbean. The influence of humans, culture, ecotourism, geology, and geography will be addressed. 3 credits.

*Prerequisite: None*

**BIO 570. Ornithology. (3 Credits)**

is a field oriented course designed to study birds in their natural habitats. Avian ecology, anatomy, physiology, and behavior as well as identification will be explored. 3 credits.

*Prerequisite: None*

**BIO 575. BIOCHEMISTRY. (3 Credits)****BIO 580. BIOLOGY INTERNSHIP. (3 Credits)****BIO 585. Neuroscience. (5 Credits)**

This course is an integrated approach to the principles of human nervous system structure and function; including development and neural plasticity. The gross anatomy of the central nervous system and its vascular supply; as well as functional regions, pathways and circuits and the cellular anatomy and physiology of neurons and synapses will be described. The course will cover somatosensory, motor (somatic and autonomic), limbic, cognitive, special sensory and ventricular systems and their interactions along with detailed discussion of the cranial nerves. The laboratory focuses on gross examination of the human central nervous system, its surrounding connective tissues and blood vessels, and cranial nerves. Neuroscience is part of the professional curriculum in the OT and PT programs. As such, this course helps students develop their knowledge and understanding of the structure and function of the human central nervous system, and will include collaborative small group analysis of patient conditions for a better understanding of the impact of injury or illness on movement and occupation. Pre-requisites: admission into the MOT or entry-level DPT Program and successful completion of BIO 550.

*Prerequisite: None*

**BIO 611. PHYSIO/HUMAN PERF LAB. (0 Credits)****BIO 810. Ecology. (3 Credits)****BIO 840. Advanced Botany. (3 Credits)**

concentrates on botanical nomenclature, vegetative anatomy, floral anatomy, and morphology of vascular plants. The course includes a survey of vascular plants with an emphasis on identification of native flora. Implications of the presence or absence of each species in various biotic communities will be studied. 3 credits

*Prerequisite: None*

**BIO 842. Pharmacotherapeutics. (3 Credits)**

This course is an integral part of the core requirements of the Advanced Practice Nursing program. The APN graduate, specifically the Nurse Practitioner, needs to be highly capable in the area of clinical decision making, which involves reflective practice, evaluation, critique, self-learning and meta cognitive awareness. The clinical decision making role for the Nurse Practitioner in primary care involves diagnosing and treating acute self-limiting as well as chronic illnesses, with many treatment plans requiring prescriptions of pharmacological agents. This course meets the 45 hour requirement for the state of Wisconsin Advance Practice Nurse Prescriber license.

*Prerequisite: None*

**BIO 850. Genetics, Immunology, & Microbiology for Advanced Nursing. (3 Credits)**

This course is a review of the basic concepts in the structure and function of cells and how the breakdown of these functions lead to human disease. Students will learn how genetics is central to understanding human health and disease and will gain new insights into the role and interactions between microorganisms and the human immune system.

*Prerequisite: None*

**BIO 856. Readings in Environmen 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. 3 credits

*Prerequisite: None*

**BIO 867. Ecology of the Tropics. (3 Credits)**

## Business-MBA Grad (MBA)

**MBA 500. Managerial Economics. (3 Credits)**

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

*Prerequisite: None*

**MBA 502. Publicity and Public Relations. (3 Credits)**

This is a graduate level course designed to examine the relationship of strategic management principles to the development of public relations programs. The course will equip MBA students to apply an ethical public relations perspective to a wide range of management and leadership issues that they can expect to encounter in business settings. A particular emphasis is placed on public relations as a strategic mindset, not as a tactical exercise. Through active discussion, expert presentations, case studies and research, students will examine key principles in the core areas of public relations, including: media relations, employee relations, government relations, brand and reputation management, and crisis and change communications, that impact business strategy and outcomes.

*Prerequisite: None*

**MBA 503. Ethics & Org Leadership. (3 Credits)**

This course presents both contemporary business issues facing managers and behavior science concepts and theories. Emphasis will be on developing theoretical skills for analyzing ethical issues, understanding organizations, competing claims, and formulating sound well-grounded policies. Also covered will be development of an understanding of how society develops and changes ethical norms; and how leadership plays a role both from an individual, group, and organizational perspective.

*Prerequisite: None*

**MBA 504. Management Nonprofit Org. (3 Credits)**

Students will apply the principles of designing a nonprofit organization and the means for a successful launch. Students will learn to identify and research entities that support the efforts of nonprofit organizations including funding for maximum impact in the community. Students will examine nonprofit practices in human resource development and organizational development, and apply strategies for nonprofit sector success in a managerial role.

*Prerequisite: None*

**MBA 505. Graduate School Success. (3 Credits)**

This course emphasizes the research, information and literature synthesis, critical reading and analysis, composing, and editing processes required for graduate-level academic writing. The course is particularly designed to prepare international students who have not previously been acculturated to the academic requirements of graduate study at Concordia University.

*Prerequisite: None*

**MBA 507. Fin Mgmt Nonprofit Orgs. (3 Credits)**

focuses on the specific elements of nonprofit financial management, explores the differences in not-for-profit accounting standards, including contribution accounting, program designation of operating expenses, sources of revenue, budgeting, and governmental reporting requirements. Financial analysis, cost accounting, auditing, cash flow management, and internal and management controls are examined. Students will develop and analyze financial reports for effective financial management. 3 credits.

*Prerequisite: None*

**MBA 508. Software Test & Qlty Assurance. (3 Credits)**

in this course students will learn multiple aspects of software testing: test cycles; testing objectives; testing in the software development process; types of software errors; reporting and analyzing software errors; problem tracking systems; test case design; testing tools; test planning; test documentation; managing a test group; test-driven development principles; continuous delivery principles and their impact on testing. Students will also get hands-on experience with industry leading open-source testing software.

*Prerequisite: None*

**MBA 510. Appl Statistic Meth. (3 Credits)**

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

*Prerequisite: None*

**MBA 511. Social Marketing Strategies. (3 Credits)**

This course is designed to help the student understand the social media revolution: the concepts, tools and applications. This course will provide students with the practical knowledge and insights needed to successfully plan, implement, manage and measure social media marketing efforts.

*Prerequisite: None*

**MBA 512. Nonprofit Fundrais Grant Write. (3 Credits)**

Students will explore and learn to apply the most current best practices in the area of fundraising and grant writing for nonprofit organizations. Given the vital nature of fundraising and grant writing for almost all nonprofits, this course will provide the tools necessary for success in this field. All major and current aspects of fund development will be covered, with special emphasis given to the development of the case of mission support. Students will learn to approach fundraising from an ethical perspective consistent with Christian values and integrity. Upon successful completion of this course the student will be well equipped for entry into a career as a fundraising professional.

*Prerequisite: None*

**MBA 513. Bus Found Admin Professions. (3 Credits)**

This course is suggested for incoming students that need to fulfill MBA core prerequisite requirements; however, it can be taken by any student as a refresher of business administrative practices. This course provides the integration of management, marketing, statistics, economics, finance, and accounting concepts essential to management and administration in organizations. Students will synthesize knowledge of theories and application that will serve as a basis for developing effective roles as administrators. Fulfills all core prerequisite requirements.

*Prerequisite: None*

**MBA 514. Corp Governance & Board Dev. (3 Credits)**

This course presents the critical elements of corporate governance for public corporations, private companies, and nonprofits. Students will be introduced to the legal and organizational structures that guide the for-profit or nonprofit entity in meeting responsibilities to the entity's stakeholders. While there are a great deal of similarities among for-profit companies and nonprofit organizations, the differences of the governance structures for a nonprofit organization will be distinguished and explained. The course will explore the central role of a board of directors as the body responsible to oversee the operations and management of the organization and guide strategy. Recruitment and the development of boards of directors will be discussed. Students will develop skills for the practical application of governance, and acquire skills for implementing a governance model in a corporate or nonprofit organization.

*Prerequisite: None*

**MBA 516. Legal Issues in Nonprofit Org. (3 Credits)**

students will understand the background of the legal issues for nonprofit management and the differences between public and private entities. Students will recognize the specific rules and regulations surrounding the nonprofit sector as they apply to local, state, and federal entities including the IRS and create a reporting mechanism for oversight. The intersection of governance models, role of nonprofit board of directors, fundraising regulations, and service to the community will be examined. 3 credits

*Prerequisite: None*

**MBA 517. International Business Law. (3 Credits)**

is divided into two fields: public international law and private international law. Public international law governs the relations between nations and international organizations. Such law consists of treaties, conventions, and customs. Private international law is generally the domestic choice of law rules used by domestic courts to resolve conflicts of law issues arising out of international business transactions. First, the course surveys institutions affecting international business and the evolution of international agencies. Next, the course concentrates on the international sale of goods, the risks associated with such transactions, and the financing of the sale of goods, e.g. letters of credit. Finally, the course covers foreign and direct investment and dispute resolution in the international setting. Closely related to international business transactions is the study of international trade and economic relations. 3 credits

*Prerequisite: None*

**MBA 518. Artificial Intelligence in Business. (3 Credits)**

This course will introduce the building blocks/concepts of artificial intelligence, machine Learning, and deep learning. Students will understand the impact of artificial intelligence in various businesses and learn how organizations leverage artificial intelligence in their business solutions. Students will apply various techniques and tools related to AI solutions.

*Prerequisite: None*

**MBA 519. Ethical Leadership for Dynamic Organizations. (3 Credits)****MBA 520. Management Information Systems. (3 Credits)**

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

*Prerequisite: Admission to the MBA program.*

**MBA 521. Oracle Acad Database Des & Pro. (3 Credits)**

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

*Prerequisite: None*

**MBA 522. Data Commun & Network Security. (3 Credits)**

This course presents the fundamentals of data communications including communication media and equipment, protocols, network architectures, network hardware, and network software. The Internet is discussed in detail and used extensively in the course as a source of a variety of information pertinent to the content of the course. Network management objectives and techniques are presented and network security is discussed.

*Prerequisite: None*

**MBA 523. Oracle Java Fundamental & Prog. (3 Credits)**

This course lays the foundation for business students who have little to no programming experience to learn fundamental Java programming concepts and terminology. It is divided into two major modules. In the first module, Java Fundamentals, students learn the Alice, Greenfoot, and Eclipse Java development environments. The second module, Java Programming, is designed to build upon the knowledge gained from the Fundamentals module and further develop Java programming knowledge using the Java SE7 programming language.

*Prerequisite: None*

**MBA 524. Systems Analysis & Design. (3 Credits)**

This course presents a short overview of information systems followed by a comprehensive treatment of modern techniques of systems analysis and design. Each of the five steps in the Systems Development Life Cycle (SDLC) is discussed in detail. A variety of case studies are considered and tools for systems analysis and design are presented. Extensive use is made of pertinent web sites.

*Prerequisite: None*

**MBA 525. Advanced Auditing. (3 Credits)**

Advanced Auditing Builds on the theory, concepts and techniques utilized by independent auditors gained by the student in completing Principles of Auditing; covers integrated audits of public companies; advanced topics concerning complex auditing judgments; and the auditor's responsibility for detecting fraud in a financial statement audit. Case studies will be used to enable students to apply audit theory to actual situations. Infused throughout of this course is the application of Ethical Decision-Making Frameworks.

*Prerequisites: B- or higher in ACCT 420.*

**MBA 526. Decision Support Systems. (3 Credits)**

Decision Support Systems covers the processes used in making creative decisions and effectively solving problems. An extensive coverage of decision-making theory is presented. A strong emphasis is placed on application and use of decision support systems (DSS). Several mini-cases are treated in detail. Topics covered include data mining, data warehousing architectures and technologies, expert systems, artificial intelligence systems, and executive information systems.

*Prerequisite: None*

**MBA 527. Project Management. (3 Credits)**

This course presents project management from a practical point of view. The course focuses on the technical aspects of project management that are directly related to practice. Numerous case studies are considered to help explain how to apply proven project management tools and techniques at each stage in a projects life#cycle. Software tools for project design and management are also presented and used.

*Prerequisite: None*

**MBA 528. Oracle Business Applications. (3 Credits)**

This course exposes students to enterprise applications that are used to manage core business operations globally. Students will learn fundamentals of an Enterprise Resource Planning (ERP) and Oracle's Order to Cash and Procure to Pay business flows.

*Prerequisite: None*

**MBA 529. Database Management. (3 Credits)**

This course provides the basis for a practical approach to database creation and administration. The course presents the various steps required to create data models (relational, network, hierarchical). This course requires a basic knowledge of Microsoft® Access and focuses on various competencies within the MBA program: programming, manipulating data, communication, and management.

*Prerequisite: None*

**MBA 530. Corporate Finance. (3 Credits)**

Corporate Finance is a study of the function of finance and the flow of funds within the corporation. This course emphasizes financial analysis, decision-making, planning and controlling, capital acquisition and use, and strategic planning. This is a 3-credit course. It is required that students have had an undergraduate finance class or equivalent prior to attempting this class. This course focuses on three competencies within the MBA program: numeracy, decision-making, and communication. The financial and calculatory elements represent numeracy. This skill is then used to improve the decision-making ability of the financial manager. The decisions are then communicated, in this class, in written format to the end user (board, shareholders, and other stakeholders). It is also expected that financial practitioners will make decisions based upon ethical practices, therefore, ethical and spiritual development is also involved.

*Prerequisite: None*

**MBA 532. Governmental Accounting. (3 Credits)**

Governmental Accounting emphasizes the different characteristics of governmental and not-for-profit organizations. Topics include accounting for state and local government entities and the role of the Governmental Accounting Standards Board (GASB), the accountability for public funds, and the accounting and financial reporting in the non-for-profit sector. Not available to students who have completed ACCT 432.

*Prerequisite: None*

**MBA 534. Mastering Analytics and Decision Making. (3 Credits)****MBA 535. GLOBL PRODUCT/OPER MGMT. (3 Credits)****MBA 540. Acct:Fin Analysis/Decision. (3 Credits)**

This course is the study of the interpretation and use of Accounting reports in decision making. Topics covered include financial statements, forecasting of financial performance/budgeting, cost-profit relationships, break-even analysis, and management planning and control. Undergraduate accounting prerequisite required.

*Prerequisite: None*

**MBA 541. Mergers and Acquisitions. (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. This course will enable the students to apply U. S. Generally Accepted Accounting Principles ("U.S. GAAP") for equity accounting, purchase accounting, intercompany transactions and transfer pricing, variable interest entities, consolidation of majority owned subsidiaries, and disposition of subsidiaries. This course will also further develop the student's ability to prepare financial statements in accordance with U. S. GAAP. In this class the instructor will further engage the students in discussing U. S. GAAP and International Financial Reporting Standards convergence issues and will cover the newest FASB and IASB pronouncements. Students in the MBA program will expand their research and written and oral presentation abilities in a project teamwork environment. 3cr. Not available to students that have taken ACCT 541.

*Prerequisite: None*

**MBA 542. Six Sigma Process & Applicat. (3 Credits)**

The Introduction to Six Sigma 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. This is an "application project course" and the project will be the most significant mediator of success and the final grade.

*Prerequisite: None*

**MBA 543. Introduction to Lean. (3 Credits)**

An Introduction to Lean 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.

*Prerequisite: None*

**MBA 544. People-Focused Management. (3 Credits)****MBA 546. Special Topics: Business & Industry. (3 Credits)**

this class covers a wide range of emerging and existing topics and is designed to be flexible as to capture commercial and industrial innovation as they develop. One such example is water. By collaborating with the 123 organizations in SE Wisconsin that are in water as well as the Water Council, Water Institute and the New School of Fresh Water Sciences, we can prepare students for employment in specialty sectors. Another example is energy but, specific to employment in the SE Wisconsin's industrial and commercial energy sector. 3 credits

*Prerequisite: None*

**MBA 548. LEED Associate & Accred Prof. (3 Credits)**

Ecological economics 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-eco-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 concurrently.

*Prerequisite: None*

**MBA 549. Ecological Economics. (3 Credits)**

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.

*Prerequisite: None*

**MBA 550. Strategic Marketing. (3 Credits)**

Strategic Marketing is a study of the planning, implementation and control of the marketing function. Topics covered include: market segmentation, use of marketing research in decision-making, use of media and promotion, budgeting, and marketing program evaluation.

*Prerequisite: None*

**MBA 552. Direct Marketing. (3 Credits)**

Direct marketing is about using data to serve your customers and prospects the right message at the right time. In this course students will explore multiple forms of direct marketing tools and tactics and learn how to successfully implement direct marketing efforts. Topics also include targeting particular market segments, different types of media, media planning and buying, impactful writing, and creative execution.

*Prerequisite: None*

**MBA 553. Sales Management. (3 Credits)**

Sales Management is a study of the principles and practices in planning, organizing, and controlling sales forces. Selection, training, compensating, supervising and stimulating salespersons is emphasized.

*Prerequisite: MBA 550.*

**MBA 554. Advertising Management. (3 Credits)**

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

*Prerequisite: None*

**MBA 555. Small Business Management. (3 Credits)**

Small Business Management is the study of the principles of management as applied to a small business with emphasis on the elements necessary to create a successful business operation. Development of a business plan will be the culmination of the course.

*Prerequisite: None*

**MBA 556. Real Estate Management. (3 Credits)**

Real Estate Management is a survey course which outlines the different professional paths available in setting and obtaining investment objectives. This survey includes an overview of available investment instruments (capital, debt, securitization and government subsidized) and investor strategies for constant fluid markets.

*Prerequisite: None*

**MBA 557. Sustainable Business Practices. (3 Credits)**

This course is an introduction to developing and implementing a successful program in the domain of sustainability and social responsibility. The student is introduced to methods of implementing technologies and practices and how to measure the consequent social and environmental performance. Reporting and presenting social and environmental performance is given full treatment. This class reveals the most widely used concepts of sustainability and social responsibility in the modern business organization. Likely to be the most important challenges of the 21st century, this overview addresses the essence of the emerging green economy.

*Prerequisite: None*

**MBA 558. Real Estate Investment. (3 Credits)**

Real Estate Investment is a survey course which outlines the different professional paths available in setting and obtaining investment objectives. This includes an overview of available investment instruments, forms of ownership, financing instruments (capital, debt, securitization and government subsidized) and investor strategies for constant and fluid markets.

*Prerequisite: None*

**MBA 560. INTERNATIONAL BUSINESS. (3 Credits)****MBA 562. Financial Analysis to Drive Business Growth. (3 Credits)****MBA 565. Supply Chain Management. (3 Credits)**

Supply Chain Management is the study of the integration of organizational strategies, policies, and programs across organizations—both the parent organization, supplier organizations, and sub-supplier organizations. Students in this course will examine supply chain management in both a domestic and global environment.

*Prerequisite: None*

**MBA 569. Mgmt Science & Analytics. (3 Credits)**

This course introduces techniques and methods used in business management to analyze and solve business problems. The course will also explore the reasoning behind the use of management science techniques. We will explore various practices from the field of management science that can be applied in spreadsheet models to help in the decision-analysis and decision making process. The course will also present techniques to assist managers with planning, organizing, leading and controlling projects.

*Prerequisite: None*

**MBA 570. Legal Aspects. (3 Credits)**

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

*Prerequisite: None*

**MBA 571. Environmental Law. (3 Credits)**

Environment Law is the study of the federal, state, and common law administrative regulations and policies, and how all of these impact businesses and the natural environment.

*Prerequisite: None*

**MBA 576. 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.

*Prerequisite: None*

**MBA 577. Loss Prevention. (3 Credits)**

Students will learn practical and strategic loss prevention techniques, and be able to apply them to business in a way that positively impacts sales and profits. Students will also learn how to provide safe and secure work environments. MBA 877 is an elective under the risk management MBA concentration.

*Prerequisite: None*

**MBA 578. Marketing Research & Intelligence. (3 Credits)**

The purpose of this class is to understand market research concepts, methodologies, segmentation, sampling, interpretation and analysis of data, questionnaire writing and design, and how to present findings in a manner that benefit an organization and aid in strategic decisions. Research trends and ethics within market research will also be covered. The class will culminate in a final project and presentation.

*Prerequisite: None*

**MBA 579. Strategic Innovation. (3 Credits)**

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

*Prerequisite: None*

**MBA 587. Industry Leaders Sem Series. (3 Credits)**

introduces the graduate student to best practices in business administration from the perspective of organizational leaders who give guest lectures for the students. Students get exposed to the culture, business and technical aspects of various industry types, and hone their professional networking skills. Series delivered over two semesters and combines on-campus and online components. 3 credit hours.

*Prerequisite: None*

**MBA 588. MKTG/NON-PROFIT ORGANIZ. (3 Credits)****MBA 590. Strategic Management. (3 Credits)**

This is a course incorporating utilization of a textbook, Capstone Foundation simulation, and other resources such as Internet and workplace materials.

*Prerequisite: None*

**MBA 600. Compensation & Benefits. (3 Credits)**

This course is a study of the the design and implementation of strategic-based compensation systems for organizational excellence. Topics include: business strategy and the compensation system; motivation and compensation philosophies; compensation planning and design; base, variable, and indirect pay processes; market pricing; total compensation strategies and practices, and “pay” system management issues and processes.

*Prerequisite: None*

**MBA 605. Altern Dispute Resolution. (3 Credits)**

This course focuses on the practices and policies which are intended to manage and resolve disagreements with minimal cost and adversarial impact. Conciliation, mediation and arbitration are explored in both mandatory and voluntary settings. The application to disputes in business contexts is emphasized.

*Prerequisite: None*

**MBA 610. Issues Human Res Management. (3 Credits)**

Explore Human Resource Management and Development concepts that impact employee productivity and organizational effectiveness. Discover current methods and practical business applications that lead to employee engagement and retention by examining employee approaches that can unleash human expertise at the individual, group, and organizational levels.

*Prerequisite: None*

**MBA 615. Employment & Labor Law. (3 Credits)**

Labor and Employment Law studies the management and administration issues related to group and individual performances and their effective contribution to the organizational objectives. Strategies for successful self#management, team building, and delegation will be emphasized.

*Prerequisite: None*

**MBA 620. Economics and Public Policy of Health Care. (3 Credits)**

Economics and Public Policy in Health Care is a study of the demand for health care compared to the supply of providers of health care services. Consideration is given to an economic analysis of health care policies with emphasis on the ethical implications of policy decisions.

*Prerequisite: None*

**MBA 621. Financial Instit Management. (3 Credits)**

Financial Institutions Management provides an understanding of the financial services industry with a focus on measuring and managing risks. It is designed for the practical application of measurement and management techniques, thus complex formula-driven techniques will be reviewed in concept.

*Prerequisite: None*

**MBA 622. Intro to Insur and Risk Manage. (3 Credits)**

Risk Management and Insurance is an introduction to the tools of insurance and risk management. Property, life, health and liability insurance will be discussed. Students desiring a more in#depth evaluation of the subject should also consider MBA 624/924# Health, Life and Social Insurance.

*Prerequisite: None*

**MBA 623. Statutory Accounting. (3 Credits)**

The course will deal with the unique accounting system for insurance, pension, and institutional decisions.

*Prerequisite: None*

**MBA 624. Health,Life & Business Soc Ins. (3 Credits)**

This course is an investigation of annuities, types of health and life insurance coverages, employee benefits, and unemployment, disability, and old#age insurance.

*Prerequisite: None*

**MBA 625. Securities Analysis. (3 Credits)**

Securities Analysis 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 those using financial spreadsheets and internet applications toward making a capital decision is emphasized. This course is an elective in the Finance concentration area. It is also a suggested prerequisite for MBA 626/926 Portfolio Mathematics, also in the Finance concentration.

*Prerequisite: None*

**MBA 626. Portfolio Math. (3 Credits)**

Portfolio Mathematics emphasizes investment selection/decision/policy issues, key concepts in modern portfolio theory, methods of common stock valuation, understanding the essentials of fixed income securities, determinants of option pricing, and evaluating managers' performance.

*Prerequisite: MBA 625/925.*

**MBA 627. ARM 54 Corporate Risk Mgmt. (3 Credits)**

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

*Prerequisite: None*

**MBA 628. ARM 56 Corporate Risk Financin. (3 Credits)**

Corporate Risk Financing is a study of the concepts and real world examples of risk financing evaluation and decision-making. We will explore the analysis and quantification of the cost of risk. The course will also explore the details of different risk financing techniques and the use of multiple techniques to finance different layers of losses from the same sources.

*Prerequisite: None*

**MBA 641. Global Persp of Sprt & Ent Mgt. (3 Credits)**

the purpose of this course is to create an awareness and understanding of the issues prevalent in the sport/entertainment business industry today while providing various perspectives and developing possible solutions. Sport/entertainment contemporary business issues will be studied and are intended to evoke critical discussions relative to the nuances of this vastly growing global industry. Specific functions of management such as decision making, conflict resolution, and compliance within the realm of the sport/entertainment industry will be discussed and debated. The course will emphasize the impact of international marketing and branding, societal implications, import/export strategies, considerations of host city bid process, and the globalization of sport/entertainment properties.

*Prerequisite: None*

**MBA 642. Cont Princ of Hosp & Event Mgt. (3 Credits)**

Contemporary Principles of Hospitality and Event Management focuses on the applications of industry knowledge and introduces students to the fundamentals and best practices of hospitality and event management. Students will be exposed to current industry policy, procedure, and standards through relevant, up to date resources and materials. This class provides students with an in-depth look at the challenges and opportunities that are routinely faced by a manager in the context of events at entertainment, sport and event facilities.

*Prerequisite: None*



**MBA 643. Integ Pub Rel and Social Media. (3 Credits)**

this course is designed to provide students with an understanding of the field of public relations and its role in sport/entertainment management. A clear understanding of the differences between public relations and advertising, marketing, publicity, and promotion is provided. The basic areas of public relations covered include media relations and community relations, thus providing an understanding of public relations strategic planning process. Students will explore mainstream social media platforms and define their specific niche usability. Furthermore, students will be able to define social media platforms and be challenged to choose specific social media platforms as vehicles for a particular organization. Students will understand the relevance of social media as it pertains to entertainment, sport, and event management. Students will be challenged to develop effective content for various public relations and social media platforms; and will understand the importance of analytics, engagement of end markets and measurability of public relations and social media efforts. 3 credits.

*Prerequisite: None*

**MBA 644. Integ Marketing & Brand Activa. (3 Credits)**

This course includes an in-depth study of sport/entertainment marketing, brand activation strategies, and the influence they have in accomplishing objectives in today's global marketplace. It involves a thorough review of the product, be it a good or a service, and details industry practices for developing, implementing and evaluating marketing and/or branded collaterals. Specific study will be placed on consumer/fan perceptions, consumer engagement strategies, return on investment, pricing, product placement, and building consumer relations and brand equity.

*Prerequisite: None*

**MBA 645. Sponsorship, Sales & Fund Stra. (3 Credits)**

This course delves into to the specific function/role of sales, sponsorship, and fundraising (cause marketing) in the sport, entertainment, hospitality, and event industry sectors. Topics such as inside/group/suite sales, sponsorship sales, sponsorship/partnership management, pricing strategies, value proposition, etc. will be discussed in this course. Students will participate in simulated course projects and experiential learning activities regarding the management of the sport, entertainment and hospitality industries.

*Prerequisite: None*

**MBA 646. Event Mgmt & Activation. (3 Credits)**

This course will enable the student to acquire an in#depth knowledge of the specialized field of event management. Emphasis will be placed on the 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 venues; understand the event planning process; and understand the accommodation and management of guests at events. Emphasis will be placed on the simulated production and management of an event.

*Prerequisite: None*

**MBA 685. Spec Topics-Health Care. (3 Credits)**

This course will offer students the opportunity to explore many of the issues that are confronted in healthcare today. Healthcare has been moving in the direction that finds the public and businesses more concerned with the costs, quality of life, and the increasing role of government leading to the beginning of the debates to resolve these issues.

*Prerequisite: None*

**MBA 686. Sustainabil & Social Entrepren. (3 Credits)**

The adoption of the tenets of sustainability in all sectors of the economy continues to gain traction. This course introduces the graduate student to the triple bottom line of Sustainability (People, Planet and Profit) as related to the development of products and to Social Entrepreneurship concepts that guide how such a business is run. The course is designed to provide a student from any discipline a foundation on the key competencies embedded in sustainability and sustainable development. The focus of the course is on balancing a company's need to maximize profits while also minimizing negative impact on the environment and maximizing positive social impact. Industry-relevant examples from the areas of healthcare and natural sciences are used to illustrate these concepts in a practical way.

*Prerequisite: None*

**MBA 687. Intellectual Prop and Reg Issu. (3 Credits)**

this course provides lectures and case studies on various aspect of intellectual property and regulatory matters as they relate to product development and commercialization. An overview is provided of the major forms of intellectual property (IP): patent, trademark, copyright and trade secret. IP issues as they pertain to the business of product development are presented through case studies and lectures. 3 credit hours.

*Prerequisite: None*

**MBA 688. New Venture Form & Bus Develop. (3 Credits)**

This course provides brief lectures on the process of writing a business plan suited to a new venture (or acquiring a growing concern) that a student is interested in starting, as well as lectures on business development. Class is taught both as lecture and in regular mentoring sessions between the student and the faculty mentor(s) they are assigned, to guide them through the process of writing their own business plan. Weekly exercises are provided, with feedback given to the student each week to prepare them for the next step in the process, until a complete business plan is written. Students also gain an understanding of the business development process associated with commercializing a product or service within a company.

*Prerequisite: None*

**MBA 800. Managerial Economics. (3 Credits)**

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

*Prerequisite: None*

**MBA 802. Publicity and Public Relations. (3 Credits)**

examines the techniques and strategies used to gain public support for an individual or organization. How spokespersons are selected and used to project policy are examined along with the use of techniques, such as interview and speech opportunities. A special emphasis is placed on integrating strategies and tools used by professionals to market a product or idea, increase sales, or change an organization's positioning or reputation. Campaigns are analyzed through a management approach that stresses strategic planning and implementation techniques. 3 credits

*Prerequisite: None*

**MBA 803. Ethics & Org Leadership. (3 Credits)**

this course studies contemporary business issues facing managers. Emphasis will be on developing theoretical skills for analyzing ethical issues and competing claims, and formulating well-grounded policies. A special emphasis on organizations and their attendant process is designed to increase ones leadership skills and effectiveness. 3 credits.

*Prerequisite: None*

**MBA 804. Management Nonprofit Org. (3 Credits)**

students will apply the principles of designing a nonprofit organization and the means for a successful launch. Students will learn to identify and research entities that support the efforts of nonprofit organizations including funding for maximum impact in the community. Students will examine nonprofit practices in human resource development, organizational development and apply strategies for nonprofit sector success in a managerial role. 3 credits.

*Prerequisite: None*

**MBA 805. Graduate School Success. (3 Credits)**

this course is designed to level set graduate students on the five competency areas of the Concordia University MBA program: ethical and spiritual development, numeracy, communication, problem solving, and cultural understanding. Course work will position incoming students to understand the Concordia University graduate learning environment and to reach his or her God-given potential as a student. 2 credits.

*Prerequisite: None*

**MBA 807. Fin Mgmt Nonprofit Orgs. (3 Credits)**

focuses on the specific elements of nonprofit financial management, explores the differences in not-for-profit accounting standards, including contribution accounting, program designation of operating expenses, sources of revenue, budgeting, and governmental reporting requirements. Financial analysis, cost accounting, auditing, cash flow management, and internal and management controls are examined. Students will develop and analyze financial reports for effective financial management. 3 credits.

*Prerequisite: None*

**MBA 808. Software Test & Qlty Assurance. (3 Credits)****MBA 810. Applied Statistics. (3 Credits)**

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

*Prerequisite: None*

**MBA 811. Social Marketing Strategies. (3 Credits)**

this course is designed to help the student understand the social media revolution; the concepts, tools and applications. This course will provide students with the practical knowledge and insights needed to successfully plan, implement, manage and measure social media marketing efforts. 3 credits.

*Prerequisite: None*

**MBA 812. Nonprofit Fundrais Grant Write. (3 Credits)**

examines the aspects, importance, and significance of fundraising for nonprofit organizations. Management of the fundraising function including the elements of information management and donor research will be explored. Students will understand the importance of relationship building as a fundraising strategy and apply the principles of fundraising research for nonprofit organizations. Students will engage in effective grant writing to develop a "case for support" and for sustaining a nonprofit organization. 3 credits.

*Prerequisite: None*

**MBA 813. Bus Found Admin Professions. (3 Credits)**

this course is suggested for incoming students that need to fulfill MBA core prerequisite requirements; however, it can be taken by any student as a refresher of business administrative practices. This course provides the integration of management, marketing, statistics, economics, finance, and accounting concepts essential to the management and administration in organizations. Students will synthesize knowledge of theories and application that will serve as a basis for developing effective roles as administrators. Fulfills all core prerequisite requirements. 3 credits.

*Prerequisite: None*

**MBA 814. Corp Governance & Board Dev. (3 Credits)**

This course examines the critical elements of a policy governance model for nonprofits. Students will develop a board policy manual, learn to write board policies, develop skills for practicing policy governance, and acquire skills for implementing this governance model in a nonprofit organization. 3 credits.

*Prerequisite: None*

**MBA 816. Legal Issues in Nonprofit Org. (3 Credits)**

students will understand the background of the legal issues for nonprofit management and the differences between public and private entities. Students will recognize the specific rules and regulations surrounding the nonprofit sector as they apply to local, state, and federal entities including the IRS and create a reporting mechanism for oversight. The intersection of governance models, role of nonprofit board of directors, fundraising regulations, and service to the community will be examined. 3 credits  
*Prerequisite: None*

**MBA 820. Management Information Systems. (3 Credits)**

concerns managing the use of technology, emphasizing computer systems, in providing the information systems that effectively support organizations and allow them to meet their goals. Fundamental concepts of information systems and their underlying technology are presented in the framework of tools for personal and managerial problem solving. Foundational information systems concepts, along with terminology, ethical issues, application and hands-on system use are explored. Additional topics include system capabilities, system abilities, and the role of intelligence in information systems. Coursework combines assignments that directly apply concepts from the textbook reading along with projects that allow students to extend their learning and apply it to practical applications. 3 credits.  
*Prerequisite: Admission to the program.*

**MBA 821. Oracle Acad Database Des & Pro. (3 Credits)**

this course is designed to provide students with an in-depth learning experience around database modeling, design, and implementation. It is divided into two major sections. In the first section, Database Design, students learn to analyze complex business scenarios and create a data model, a conceptual representation of an organization's information. In the second section, Database Programming with SQL, students implement their database design by creating a physical database using the Oracle Application Express tool and SQL, the industry-standard database programming language. Students will gain extensive hands-on experience with databases. Upon completion of this course, students will have been prepared to sit for the Oracle Database SQL Expert exam if they wish to take it. 3 credits..  
*Prerequisite: None*

**MBA 822. Data Commun & Network Security. (3 Credits)**

presents the fundamentals of data communications including communication media and equipment, protocols, network architectures, network hardware, and network software. The Internet is discussed in detail and used extensively in the course as a source of a variety of information pertinent to the content of the course. Network management objectives and techniques are presented and network security is discussed. 3 credits.  
*Prerequisite: None*

**MBA 823. Oracle Java Fundamental & Prog. (3 Credits)**

this course lays the foundation for business students who have little to no programming experience to learn fundamental Java programming concepts and terminology. It is divided into two major modules. In the first module, Java fundamentals, students learn the Alice, Greenfoot, and Eclipse Java development environments. The second module, Java Programming, is designed to build upon the knowledge gained from the Fundamentals module and further develop Java programming knowledge using the Java SE7 programming language.  
*Prerequisite: None*

**MBA 824. Systems Anal & Design. (3 Credits)**

presents a short overview of information systems followed by a comprehensive treatment of modern techniques of systems analysis and design. Each of the five steps in the Systems Design Life Cycle (SDLC) is discussed in detail. A variety of case studies are considered and tools for systems analysis and design are presented. Extensive use is made of pertinent web sites. 3 credits.  
*Prerequisite: None*

**MBA 825. Advanced Auditing. (3 Credits)**

**MBA 826. Decision Support System. (3 Credits)**  
covers the processes used in making creative decisions and effectively solving problems. An extensive coverage of decision-making theory is presented. A strong emphasis is placed on application and use of decision support systems (DSS). Several mini-cases are treated in detail. Topics covered include data mining, data warehousing architectures and technologies, expert systems, artificial intelligence systems, and executive information systems. 3 credits.  
*Prerequisite: None*

**MBA 827. Project Management. (3 Credits)**

presents project management from a practical point of view. The course focuses on the technical aspects of project management that are directly related to practice. Numerous case studies are considered to help explain how to apply proven project management tools and techniques at each stage in a project's life-cycle. Software tools for project design and management are also presented and used. 3 credits.  
*Prerequisite: None*

**MBA 828. Oracle Business Applications. (3 Credits)**

this course exposes students to enterprise applications that are used to manage core business operations globally. Students will gain an overview of Oracle Financials and Oracle Supply Chain Management functionality and learn how these applications support the core business processes of an organization. Students will also gain hands-on exposure to the Oracle software. 3 credits.  
*Prerequisite: None*

**MBA 829. Database Management. (3 Credits)**

provides the basis for a practical approach to database creation and administration. The course presents the various steps required to create data models (relational, network, hierarchical). This course focuses on various competencies within the MBA program: programming, manipulating data, communication, and management of technology. 3 credits.  
*Prerequisite: a basic knowledge of Microsoft Access.*

**MBA 830. Corporate Finance. (3 Credits)**

studies the function of finance and the flow of funds within the corporation. This course emphasizes financial analysis, decision-making, planning and controlling, capital acquisition and use, and strategic planning. 3 credits.  
*Prerequisites: undergraduate finance or equivalent.*

**MBA 832. Governmental Accounting. (3 Credits)**

emphasizes the different characteristics of governmental and not-for-profit organizations. Topics include accounting for state and local government entities and the role of the Governmental Accounting Standards Board (GASB), the accountability for public funds, and the accounting & financial reporting in the not-for-profit sector. Not available to students who have completed ACCT 432. 3 credits.  
*Prerequisite: None*

**MBA 840. Acct:Finan Anal/Decision. (3 Credits)**

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

*Prerequisite: None*

**MBA 841. Mergers and Acquisitions. (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. This course will enable the students to apply U. S. Generally Accepted Accounting Principles ("U.S. GAAP") for equity accounting, purchase accounting, intercompany transactions and transfer pricing, variable interest entities, consolidation of majority owned subsidiaries, and disposition of subsidiaries. This course will also further develop the student's ability to prepare financial statements in accordance with U. S. GAAP. In this class the instructor will further engage the students in discussing U. S. GAAP and International Financial Reporting Standards convergence issues and will cover the newest FASB and IASB pronouncements. Students in the MBA program will expand their research and written and oral presentation abilities in a project teamwork environment. Not available to students that have taken ACCT 541. 3 credit

*Prerequisite: None*

**MBA 842. Six Sigma Process & Applicat. (3 Credits)**

the Introduction to Six Sigma 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. This is an "application project course" and the project will be the most significant mediator of success and the final grade. 3 credits. Certificate: Students successfully completing this courses can obtain the associated certificate.

*Prerequisite: None*

**MBA 843. Introduction to Lean. (3 Credits)**

an Introduction to Lean 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. 3crs. Certificate: Students successfully completing this courses can obtain the associated certificate.

*Prerequisite: None*

**MBA 845. MBA Internship. (1-3 Credits)**

The internship experience provides the student with a practical application experience that cannot be duplicated in the classroom. Curricular emphasis is placed on student use of learned skills and exposure to hands-on business techniques. Students must work in an approved business site for a minimum of 120 hours to practice skills discussed in other MBA classes. All sites are to be approved by the MBA internship instructor. International students must have their I-20s signed by the school's designated school official before they begin this experience.

*Prerequisite: None*

**MBA 846. Special Topics: Business & Industry. (3 Credits)**

this class covers a wide range of emerging and existing topics and is designed to be flexible as to capture commercial and industrial innovation as they develop. One such example is water. By collaborating with the 123 organizations in SE Wisconsin that are in water as well as the Water Council, Water Institute and the New School of Fresh Water Sciences, we can prepare students for employment in specialty sectors. Another example is energy but, specific to employment in the SE Wisconsin's industrial and commercial energy sector. 3 credits

*Prerequisite: None*

**MBA 847. Industrial Ecology. (3 Credits)**

is a STEM based systematic analysis of global, regional and local material and energy flows and uses that are associated with products, processes, industrial sectors, infrastructure, and sustainable development. Energy consumption, non-renewable and renewable materials consumption, air pollutant emissions, waterborne pollutant effluents and solid waste generation associated with commercial and industrial activities are tracked and documented as part of this body of knowledge. These measures and consequent analyses are the foundation of industrial ecology, which seeks to design and manage products and services that meet human needs in an environmentally sustainable manner. 3 credits.

*Prerequisite: None*

**MBA 848. LEED Associate & Accred Prof. (3 Credits)**

this course will utilize the Environmental Studentship facility as a technological demonstration site for hand on experiences. This is a "how to" course that introduces tools, instruments and measures of the modern sustainably designed building. It prepare students to become an expert in sustainable operations and maintenance of existing buildings as a LEED AP with specialization in USGBC's LEED Existing Buildings Operations and Maintenance Rating System. This rating system considers buildings over their entire life-cycle, and provides a means of maintaining existing buildings that already have sustainable features in place to ensure the continued reduction of environmental and human health impacts. 3crs. Certificate: Students successfully completing this courses can obtain the associated certificate.

*Prerequisite: None*

**MBA 849. Ecological Economics. (3 Credits)**

Ecological economics 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.

*Prerequisite: None*

**MBA 850. Strategic Marketing. (3 Credits)**

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

*Prerequisite: None*

**MBA 852. Direct Marketing. (3 Credits)**

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

*Prerequisite: None*

**MBA 853. Sales Management. (3 Credits)**

studies the principles and practices in planning, organizing, and controlling sales force. Selection, training, compensating, supervising and stimulating salespersons is emphasized. The art of effective selling is explored with emphasis on conduct and attitude, and persuasive techniques. 3 credit hours.

*Prerequisite: None*

**MBA 854. Advertising Management. (3 Credits)**

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

*Prerequisite: None*

**MBA 855. Small Business Management. (3 Credits)**

studies the principles of management as applied to a small business with emphasis on the elements necessary to create a successful business operation. Development of a business plan will be the culmination of the course. 3 credits.

*Prerequisite: None*

**MBA 856. Real Estate Management. (3 Credits)**

is a survey course which outlines the different professional paths available in setting and obtaining investment objectives. This survey includes an overview of available investment instruments (capital, debt, securitization and government subsidized) and investor strategies for constant fluid markets. 3 credits.

*Prerequisite: None*

**MBA 857. Sustainable Business Practices. (3 Credits)**

An introduction to developing and implementing a successful program in the domain of sustainability and social responsibility. The student is introduced to methods of implementing technologies and practices and how to measure the consequent social and environmental performance. Reporting and presenting social and environmental performance is given full treatment. This class reveals the most widely used concepts of sustainability and social responsibility in the modern business organization. Likely to be the most important challenges of the 21st century, this overview addresses the essence of the emerging green economy. 3 credits.

*Prerequisite: None*

**MBA 858. Real Estate Investment. (3 Credits)**

is a survey course which outlines the different professional paths available in setting and obtaining investment objectives. This includes an overview of investment instruments, forms of ownerships, financing instruments (capital, debt, securitization and government subsidized) and investor strategies for constant fluid markets. 3 credits

*Prerequisite: None*

**MBA 865. Supply Chain Management. (3 Credits)**

is the study of the integration of organizational strategies, policies, and programs across organizations) both the parent organization, supplier organizations, and sub-supplier organizations. This course examines supply chain management in both a domestic and global environment. 3 credits.

*Prerequisite: None*

**MBA 869. Mgmt Science & Analytics. (3 Credits)**

this course introduces techniques and methods used in business management to analyze and solve business problems. The course will also explore the reasoning behind the use of management science techniques. We will explore various practices from the field of management science that can be applied in spreadsheet models to help in the decision-analysis and decision making process. The course will also present techniques to assist managers with planning, organizing, leading and controlling projects. 3 credit hours

*Prerequisite: None*

**MBA 870. Legal Aspects of Business. (3 Credits)**

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

*Prerequisite: None*

**MBA 871. Environmental Law. (3 Credits)**

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

*Prerequisite: None*

**MBA 875. Business Ethics. (3 Credits)****MBA 876. Fraud Management. (3 Credits)**

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

*Prerequisite: None*

**MBA 877. Loss Prevention. (3 Credits)**

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

*Prerequisite: None*

**MBA 878. Marketing Research & Intellige. (3 Credits)**

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

*Prerequisite: None*

**MBA 879. Strategic Innovation. (3 Credits)**

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

\*Certificate: Students successfully completing this course will earn the Professional Innovators Certificate.

*Prerequisite: None*

**MBA 880. Leadership/Organizational Beha. (3 Credits)****MBA 885. Topics in Health Care. (3 Credits)****MBA 886. Sustainabil & Social Entrepren. (3 Credits)**

introduces the graduate student to the triple bottom line of sustainability (people, profit, planet) as related to pharmaceutical and chemical product development; and, to social entrepreneurship concepts that guide how such a business is run. The focus of the course is on balancing a company's need to maximize profits, while also minimizing negative impact on the environment, and maximizing positive social impact. Industry-relevant examples are used, to illustrate these concepts in a practical way. 3 credit hours.

*Prerequisite: None*

**MBA 887. Intellectual Prop and Reg Issu. (3 Credits)**

the Industry Leaders Seminar Series introduces the graduate student to best practices in business administration from the perspective of organizational leaders who give guest lectures for the students. Students get exposed to the culture, business and technical aspects of various industry types, and hone their professional networking skills. Series delivered over two semesters and combines on-campus and online components. 3 credit hours.

*Prerequisite: None*

**MBA 888. New Venture Form & Bus Develop. (3 Credits)**

this course provides brief lectures on the process of writing a business plan, suited to a new venture (or acquiring a growing concern) that a student is interested in starting, as well as lectures on business development. Class is taught both as lecture and in regular mentoring sessions between the student and the faculty mentor(s) they are assigned, to guide them through the process of writing their own business plan. Weekly exercises are provided, with feedback given to the student each week to prepare them for the next step in the process, until a complete business plan is written. Students also gain an understanding of the business development process, associated with commercializing a product or service within a company. 3 credit hours.

*Prerequisite: None*

**MBA 890. Strategic Management. (3 Credits)**

incorporates utilization of a textbook, Capstone Foundation simulation, and other resources such as Internet and workplace materials. 3 credits.

*Prerequisite: None*

**MBA 900. Compensation & Benefits. (3 Credits)**

studies the design and implementation of strategic-based compensation systems for organizational excellence. Topics include: business strategy and the compensation system; motivation and compensation philosophies; compensation planning and design; base, carriable, and indirect pay processes; market pricing; total compensation strategies and practices, and "pay" system management issues and processes. 3 credits.

*Prerequisite: None*

**MBA 905. Alterntv Dispute Resolu. (3 Credits)**

focuses on the practices and policies which are intended to manage and resolve disagreements with minimal cost and adversarial impact. Conciliation, meditation and arbitration are explored in both mandatory and voluntary settings. The application to disputes in business contexts is emphasized. 3 credits.

*Prerequisite: None*

**MBA 910. Issues-Human Resour Management. (3 Credits)**

Explore Human Resource Management and Development concepts that impact employee productivity and organizational effectiveness. Discover current methods and practical business applications that lead to employee engagement and retention by examining employee approaches that can unleash human expertise at the individual, group, and organizational levels.

*Prerequisite: None*

**MBA 915. Labor & Employment Law. (3 Credits)**

studies the management and administration issues related to group and individual performances and their effective contribution to the organizational objectives. Strategies for successful self-management, team building, and delegation will be emphasized. 3 credits.

*Prerequisite: None*

**MBA 920. Economics and Public Policy of Health Care. (3 Credits)**

is a study of the demand for health care compared to the supply of providers of health care services. Consideration is given to an economic analysis of health care policies with emphasis on the ethical implications of policy decisions. Prerequisite recommended: MBA 500/800. 3 credits.

*Prerequisite: None*

**MBA 921. Financial Insttit Mgmt. (3 Credits)**

provides an understanding of the financial services industry with a focus on measuring and managing risks. It is designed for the practical application of measurement and management techniques, thus complex formula-driven techniques will be reviewed in concept. 3 credits.

*Prerequisite: None*

**MBA 922. Intro to Insur and Risk Manage. (3 Credits)**

is an introduction to the tools of insurance and risk management. Property, life, health, and liability insurance will be discussed. Students desiring a more in-depth evaluation of the subject should also consider MBA 624/924- Health, Life and Social Insurance. 3 credits.

*Prerequisite: None*

**MBA 923. Statutory Accounting. (3 Credits)**

deals with the unique accounting system for insurance, pension, and institutional decisions. 3 credits.

*Prerequisite: None*

**MBA 924. Hlth,Life & Bus Soc Ins. (3 Credits)**

investigates annuities, types of health and life coverages, employee benefits, and unemployment, disability, and old-age insurance. 3 credits. 70 Concordia University Accelerated Learning Centers and Off Campus Offerings

*Prerequisite: None*

**MBA 925. Securities Analysis. (3 Credits)**

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

*Prerequisite: None*

**MBA 926. Portfolio Mathematics. (3 Credits)**

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

*Prerequisite: MBA 625/925.*

**MBA 927. ARM 54 Corporate Risk Mgmt. (3 Credits)**

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

*Prerequisite: None*

**MBA 928. ARM 56 Corporate Risk Financin. (3 Credits)**

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

*Prerequisite: None*

**MBA 941. Global Persp of Sprt & Ent Mgt. (3 Credits)**

the purpose of this course is to create an awareness and understanding of the issues prevalent in the sport/entertainment business industry today while providing various perspectives and developing possible solutions. Sport/entertainment contemporary business issues will be studied and are intended to evoke critical discussions relative to the nuances of this vastly growing global industry. Specific functions of management such as decision making, conflict resolution, and compliance within the realm of the sport/entertainment industry will be discussed and debated. The course will emphasize the impact of international marketing and branding, societal implications, import/export strategies, considerations of host city bid process, and the globalization of sport/entertainment properties. 3 credits.

*Prerequisite: None*

**MBA 942. Cont Princ of Hosp & Event Mgt. (3 Credits)**

this course focuses on the applications of industry knowledge and introduces students to the fundamentals and best practices of hospitality, and event management. Students will be exposed to current industry policy, procedure, and standards through relevant, up to date resources/ materials and comprehensive case studies. This class provides students with an in-depth look at the challenges and opportunities that are routinely faced by a manager in the context of local, national and international events at entertainment, sport and event facilities. 3 credits.

*Prerequisite: None*

**MBA 943. Integ Pub Rel and Social Media. (3 Credits)**

this course is designed to provide students with an understanding of the field of public relations and its role in sport/entertainment management. A clear understanding of the differences between public relations and advertising, marketing, publicity, and promotion is provided. The basic areas of public relations covered include media relations and community relations, thus providing an understanding of public relations strategic planning process. Students will explore mainstream social media platforms and define their specific niche usability. Furthermore, students will be able to define social media platforms and be challenged to choose specific social media platforms as vehicles for a particular organization. Students will understand the relevance of social media as it pertains to entertainment, sport, and event management. Students will be challenged to develop effective content for various public relations and social media platforms; and will understand the importance of analytics, engagement of end markets and measurability of public relations and social media efforts. 3 credits.

*Prerequisite: None*

**MBA 944. Integ Marketing & Brand Activa. (3 Credits)**

this course includes an in-depth study of sport/entertainment marketing, brand activation strategies, and the influence it has in accomplishing objectives in today's global marketplace. It involves a thorough review of the product, be it a good or a service, and details industry practices for developing, implementing and evaluating marketing and/or branded collaterals. Specific study will be placed on consumer/fan perceptions, consumer engagement strategies, return on investment, pricing, product placement, and building consumer relations and brand equity. 3 credits.

*Prerequisite: None*

**MBA 945. Sponsorship, Sales & Fund Stra. (3 Credits)**

this course delves into to the specific function/role of sales, sponsorship, and fundraising (cause marketing) in the sport, entertainment, hospitality, and event industry sectors. Topics such as inside/group/suite sales, sponsorship sales, sponsorship/partnership management, pricing strategies, value proposition, etc. will be discussed in this course. Students will partake in simulated course projects and experiential learning activities and managing the sport, entertainment and hospitality industries respectively. 3 credits

*Prerequisite: None*

**MBA 946. Event Mgmt & Activation. (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 simulated production and management of an actual event. 3 credits

*Prerequisite: None*

**MBA 985. Spec Topics-Health Care. (3 Credits)**

offers students the opportunity to explore many of the issues that are confronted in health care today. Health care has been moving in the direction that finds the public and businesses more concerned with the costs, quality of life, and the increasing role of government leading to the beginning of the debates to resolve these issues. 3 credits.

*Prerequisite: None*

## Chemistry (CHEM)

**CHEM 535. Advanced Organic Chemistry. (4 Credits)****CHEM 555. Instrumental Analysis. (4 Credits)**

Instrumental Analysis 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. 2 hours lecture, 4 hours lab.

*Prerequisites: "C-" or better in CHEM 225 or consent of instructor.*

**CHEM 561. Environmental Chemistry/Toxicology I. (3 Credits)**

This course is a study of how natural environmental processes are driven by chemical reactions and how these processes are affected by toxicants—natural as well as artificial. Specific areas of concentration include the atmosphere and global warming, hydrosphere, energy, toxicology, and disposal of dangerous wastes.

*Prerequisites: one year of chemistry and one year of biology.*

**CHEM 861. Environmental Chem/Toxicology. (3 Credits)**

introduces the student to how natural environmental processes are driven by chemical reactions and how these processes are affected by toxicants—natural as well as anthropogenic. Specific areas of concentration include the atmosphere, hydrosphere, energy, toxicology, and disposal of dangerous wastes. 3 credits.

*Prerequisites: one year of chemistry and one year of biology.*

## Child Life Specialist (CLS)

**CLS 500. Therapeutic Play for the Hospitalized Child. (3 Credits)**

This course provides an introduction to utilizing play as a therapeutic modality to help children cope with the stressors of illness and healthcare experiences, as well as planning therapeutic play opportunities by the child life specialist as a member of the healthcare team.

*Prerequisite: None*

**CLS 505. Supporting the Child and Family Affected by Death. (3 Credits)**

This course examines the impact of the last stage of life on children and their families while providing skills for supporting children and families during death, dying, and grieving. The child life student will study current theories and practices related to death and dying from the standpoint of developmental and learning theory. The child life student will learn intervention methods and skills for working with children who are dying, bereaved children, and ways that loved ones can support the bereaved child.

*Prerequisite: None*



**CLS 506. Child Development. (3 Credits)****CLS 508. Family Systems. (3 Credits)****CLS 510. Clinical Ethics in Healthcare. (3 Credits)**

This course will study basic concepts influencing pediatric patients and families in the healthcare environment. Concepts will include genetic testing and therapy, stem cell research, organ transplantation, blood transfusions, end of life care, and access to healthcare. Students will examine how healthcare providers address clinical ethic issues. Child life students will be enabled to articulate their perspectives and make informed decisions compatible with the Christian faith.

*Prerequisite: None*

**CLS 515. Medical Terminology for the Child Life Professional. (3 Credits)**

This course examines medical terminology currently used in the medical field to prepare child life students for providing developmentally appropriate education and preparation for the pediatric patient and family. Students will focus on breaking down complex words into their individual components and exploring medical terms relevant to each body system in order to explain medical terms to children of varying developmental levels using child friendly language.

*Prerequisite: None*

**CLS 520. Research in the Child Life Profession. (3 Credits)**

This course introduces research methodology pertinent to the evaluation of child life (psychosocial) services, examining the research process, the rationale for conducting evaluations, the relationship of evaluative efforts to program evaluation, and the relationship of evaluative efforts to program design and implementation, as well as synthesis of research findings and application of evidence in practice.

*Prerequisite: None*

**CLS 525. Professional Issues in Child Life. (3 Credits)**

This course will examine professional issues relevant to the child life profession. Child life students will develop skills for nurturing oneself while providing effective psychosocial care for others.

*Prerequisite: None*

**CLS 530. The Child with Special Healthcare Needs. (3 Credits)**

this course will examine the impact of having a child with developmental differences in the healthcare environment and will also examine having a child with complex medical needs and its impact on the child and family. This course will provide the child life student with the fundamental skills to adapt therapeutic activities to accommodate the child with both developmental differences and medically complex needs. (3 credit hours)

*Prerequisite: None*

**CLS 535. Childhood Trauma: Resiliency in Children. (3 Credits)**

This course will examine both protective and risk factors influencing the development of resiliency in children and will study hospitalization as a potential trauma affecting childhood. Child life students will focus on identifying the strengths and protective factors of the pediatric patient and family to encourage the development of resiliency.

*Prerequisite: None*

**CLS 538. Development of the Adolescent. (3 Credits)****CLS 540. Pediatric Psychosocial Assessment. (3 Credits)**

this course will examine utilization of pediatric psychosocial assessment by the child life professional as a means to assess pediatric patient needs and to develop an individualized plan of care. Students will develop skills in conducting psychosocial assessment. (3 credit hours)

*Prerequisite: None*

**CLS 545. Child Life Documentation. (3 Credits)**

this course will prepare students for clinical assessment and various types of writing and documentation pertaining to child life services. The course will provide child life students with the opportunity to develop skills in identifying and gathering pertinent information about patients and their families, assessing patient and family emotional vulnerability and coping skills, chart writing (including electronic medical records), narrative progress and procedural note formats, student journals, case studies, grant proposals and research studies. Students will learn to apply developmental, stress and coping theories to their assessments and interventions, including family centered care and cultural considerations in all observations, recordings and writings. (3 credit Hours)

*Prerequisite: None*

**CLS 550. Child Life Program Administration. (3 Credits)**

this course will introduce child life students to the skills needed to provide effective leadership for child life programs, including budgeting and finances, health and safety issues, volunteer management and cultivation, staff management and development, staff retention, and ongoing program improvement. (3 credit hours)

*Prerequisite: None*

**CLS 555. Diversity in the Healthcare Setting. (3 Credits)**

this course will explore racial, ethnic, religious, social economic status, and gender diversity in the United States and will build skills in the child life student in working with people from these diverse areas within the healthcare environment through an understanding of culture, psychology, communication, prejudice, discrimination, and stereotyping. (3 credit hours)

*Prerequisite: None*

**CLS 560. Global Perspectives in Healthcare. (3 Credits)**

This course will provide an introduction to the complex reality of global health equity. Through exploration of global health research advances, past and current multidisciplinary programs and collaborations, students will learn principles to develop the necessary skills to design sustainable child life programming in emerging healthcare economies worldwide.

*Prerequisite: None*

**CLS 565. Research in Child Life II. (3 Credits)**

this course provides the child life student with practice in a variety of research methods and includes design of experiments, techniques for data collection, control of experimental events, and data analysis. Child life students will conduct a research project and will develop a report based on research conducted. This course builds on Research in Child Life I. (3 credit hours)

*Prerequisite: None*

**CLS 570. The Child Life Practicum Experience. (3 Credits)**

Child Life students will spend 120 hours in a supervised volunteer position in a setting serving children and families impacted by illness, injury, and healthcare experiences with a Certified Child Life Specialist preceptor. Child life students will engage in observation of the Certified Child Life Specialist, examining the role and psychosocial services provided by the specialist. (3 credit hours)

*Prerequisite: None*

**CLS 575. The Child Life Internship. (12 Credits)**

this course is the capstone of the Family Life experience for the student in the Child Life minor. This internship occurs during the fourth year and is full time internship. Child life students use learned academic information and field experiences to serve in a hospital or other medical setting with children for a minimum of 600 hours during one semester under the supervision of a Certified Child Life Specialist. (12 credit hours)

*Prerequisite: None*

**CLS 580. Fellowship Field Work in Child Life. (12 Credits)**

this course offers an advanced learning, entry-level child life experience to an undergraduate college graduate, enrolled in graduate study, who has completed a minimum 600-hour child life internship. The fellowship is limited to a one-year appointment. The fellowship provides a stipend plus employee health and dental insurance for a full-time, 12-month placement. Hands-on clinical experience, training, and supervision are provided by a Certified Child Life Specialist as a part of the fellowship experience. (12 credit hours)

*Prerequisite: None*

## Computer Science (CSC)

**CSC 501. Introduction to Informatics. (3 Credits)**

This course allows students to explore and understand the manifold dimensions of informatics and information technology. Informatics is using technology to aid people in solving problems. Information technology is the interrelationship between hardware, software, and people in the context of solving problems. This course also reviews a number of important concepts present in an undergraduate information technology program. In addition to the science of informatics, unique aspects of graduate studies in information technology are explored including practical issues related to graduate student success.

CSC501/801 is required of students who do not have an undergraduate degree in an information technology related discipline from an accredited U.S. university. This course is especially helpful for students who have been away from higher education for some time or for international students.

*Prerequisite: None*

**CSC 502. Essentials of Computer Science. (3 Credits)**

this course provides essential and foundational computer science information and is designed for students without an undergraduate degree in CS who wish to pursue the MS CS degree. Students admitted conditionally to the program are required to successfully complete CSC 502 before enrolling in any other MS CS course. Major course topics include, effective programming, software engineering principles, theory of computer science, and algorithm design. Additional important topics include, computer ethics, relating a Christian worldview to computer science, the origin and history of computer science, a survey of emerging technologies, artificial intelligence, and the grand ideas of computer science. This course focuses on the theory, practice, and application of computer science. CSC 502 is an intensive, fast-paced course. Students should be willing and able to devote a significant amount of time to master course content. This course prepares the student for success in the MS CS program. 6 credit hours.

*Prerequisite: admission to the MS CS program.*

**CSC 505. Foundations Information Tech. (3 Credits)**

This course is a survey and overview of information technology used in the enterprise today. It includes such information technology fundamentals as: grand ideas of information technology; technology organizational issues; history of information technology; informing and allied disciplines; application domains; mathematical and statistical foundations; and ethical, moral and vocational issues in information technology. This course is a required first course in the Masters of Science in Information Technology curriculum. In addition to providing an overview of the discipline of information technology, the course develops an "IT mindset" in students by illustrating the diverse context and challenges in information technology. CSC 505/805 serves as the pre-requisite for all other MS IT courses.

*Prerequisite: None*

**CSC 508. Theoretical Found of Comp Sci. (6 Credits)**

mastering any discipline requires a thorough understanding of its theoretical foundations. Effective practitioners understand both the skills and concepts of their craft. This is especially true in computer science where our theory intersects deeply with our practice. Algorithms and computation are based upon mathematical models. Understanding the theoretical foundations of computer science allows the practitioner to create excellent applications. This course surveys a number of important theoretical constructs in computation. Major topics in CSC 508 include, formal languages, finite state machines, automata, grammars, and Turing Machines. Additional important topics include, computer ethics, relating a Christian worldview to computer science, language families, language representation and expression, parsing, computational structures, circuitry implementation, and programming implementation of algorithms. 6 credit hours.

*Prerequisites: regular acceptance into the MS CS program, or successful completion of CSC 502 with a grade of B or better.*

**CSC 510. Vocation Computing. (3 Credits)**

This course provides the foundation for professional ethics in the field of Information Technology. Students are familiarized with the doctrine of vocation and its implications for ethical attitudes, policies and behaviors within IT. They also learn the history of computer ethics and the codes of practice proposed by professional societies such as the Association for Computing Machinery and the Institute for the Management of Information Systems. As our society becomes increasingly dependent on IT, it is imperative that 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. Students learn that although the field of IT poses some unique ethical problems and challenges, these can be evaluated with the same moral criteria that apply in other walks of life. Specific topics studied include: serving the user's needs; developing sustainable solutions; creating ethical products; the unintended power of computing solutions; computer security and privacy (including the problems of malicious software, hacking and identity disclosure); intellectual property rights; and the ethical implications of an electronic global community. Relevant moral criteria are presented and applied to contemporary case studies.

*Prerequisite: None*

**CSC 515. Artificial Intelligence. (3 Credits)**

Applied Artificial Intelligence presents the concepts of intelligence, both human and machine, and the nature of information, its origin, description, and transmission. This course will offer a practical approach to incorporating artificial intelligence into useful applications. It includes such topics as: face recognition, speech recognition, and robotic construction. The nature of human intelligence and the limits of machine intelligence will be treated from a scientific, philosophical, and computational perspective.

*Prerequisite: None*

**CSC 518. Software Design & Development. (3 Credits)**

topics include advanced programming techniques, dynamic data structures, object-oriented design, requirements analysis, correctness and efficiency of algorithms, deployment on multiple modern platforms, risk mitigation, long-term maintenance of software systems. Software Engineering principles are applied in order to develop systems in a professional manner. 6 credit hours.

*Prerequisites: unconditional admission to the MS CS program, or completion of CSC 502 with a grade of B or better.*

**CSC 520. User Experience. (3 Credits)**

User Experience (UX) - an advanced course in current trends involving how humans use technology and the appropriate and changing interfaces required. This is an extension of the undergraduate Human Computer Interaction course (CSC420) which emphasizes fundamental user experience theory. CSC520 tackles emerging technologies and their unique interface requirements with human beings.

*Prerequisite: None*

**CSC 525. Cybersecurity. (3 Credits)**

This course is a survey and overview of methods available to safeguard the information technology used in an enterprise today. IT systems are increasingly under attack and therefore knowledge of attacks, protection, and counter-measures is important to the IT practitioner. The IT practitioner must comprehend 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.

*Prerequisite: None*

**CSC 528. Human Aspects of Comp Systems. (6 Credits)**

the user experience is paramount in computer science. A thorough understanding of UX principles and techniques, along with a substantial understanding of computer ethics is a prerequisite to successful computer science practice. This course investigates the broad spectrum of UX (user experience) from UI and HCI to IxD and AI. Topics include, the observation and interviews of clients and users in order to determine system requirements, iterative prototyping of user interfaces, assessment of usability, the use of social networking in computing systems, legal and ethical principles related to computing systems. The foundational role of a Christian worldview in computer ethics is studied. 6 credit hours.

*Prerequisites: unconditional admission to the MS CS program, or completion of CSC 502 with a grade of B or better.*

**CSC 530. Database & Info Management. (3 Credits)**

This course provides students with the background to plan, design, implement, maintain, and use 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 concurrency control are included.

*Prerequisite: None*

**CSC 532. Advanced Database Topics. (3 Credits)**

This course explores advanced topics in database and information management systems. It is designed to delve deeper into subjects presented in CSC 530 Database and Information Management. In addition, it will examine new topics that were not covered in the introductory course. The course will provide a combination of practical applications and theoretical information. Major topics include: distributed databases, object-oriented databases, security, advanced SQL, performance tuning, and database integration with the internet. Throughout the course, we will incorporate the requirement for the ethical use of information.

*Prerequisite: None*

**CSC 533. Big Data Program & Data Vis. (3 Credits)**

concepts of Big Data and Big Data Analytics allows students to investigate the theory, practice, and application of Big Data Analytics in the context of information technology. This course emphasizes the value of Big Data Analytics from a business perspective and introduces the student to the technologies and architectures that support Big Data in a variety of industry settings, with a specific focus on Apache Hadoop and Data Visualization. Key topics include the business value of Big Data, differences between traditional and Big Data information storage and reporting architectures and practices, the toolsets available to support Big Data collection, storage and analytics and the ethics of how Big Data is used in society. Several hands-on labs will be used that will require students to develop MapReduce programs that retrieve and analyze data using the Java programming language. Additional labs will require students to develop dashboards that use visualization to explain data patterns. 3 credit hours

*Prerequisites: CSC 530/830 and CSC 535/835*

**CSC 535. Systems Develop:Theory&Practic. (3 Credits)**

This course is a survey and overview of creating software solutions using professional programming practice. Programming is a foundational skill for all computing disciplines. This knowledge area develops skills and concepts that are essential to good programming practice and problem solving. It covers fundamental programming concepts, event-driven programming, object-oriented programming, basic data structures, and algorithmic processes. The use of current development environments and languages will be emphasized.

*Prerequisite: None*

**CSC 537. Programming Practice II. (3 Credits)**

Advanced computer programming concepts are explored using the Java programming language and the Google Android development environment. An industry standard tool is used which allows students to create visually stunning Google Android applications while learning advanced programming techniques and beginning data structures. Topics covered include: object oriented design, linked lists, stacks, queues, tree, and recursion. These topics are covered within the context of good problem solving technique, algorithm design, and the Google Android software development kit (SDK). The choice of Java and Google Android involve the platform independent nature of these tools, allowing students to complete the assignments on whatever computing platform they are most comfortable using.

*Prerequisite: None*

**CSC 538. Data Management & Security. (6 Credits)**

topics include relational database theory, practical database design, interfacing with a database programmatically via a query language, securing, encrypting, and decrypting data, delivery of data on a variety of modern platforms. 6 credit hours.

*Prerequisites: unconditional admission to the MS CS program, or completion of CSC 502 with a grade of B or better.*

**CSC 540. Applied Computer Networking. (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. It 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. It will help students become better writers by emphasizing written work where possible. It will also help students apply networking technology in ways that can enrich their lives and assist in spreading the Gospel.

*Prerequisite: None*

**CSC 543. Advanced Algorithms. (3 Credits)****CSC 545. System Design and Configuratio. (3 Credits)**

Systems Analysis and Design allows students to investigate the theory, practice, and application of systems analysis and design in the context of information technology. This course emphasizes the vital and various roles played by people during the analysis and design of problem-solving systems. Key topics include requirements, acquisition and sourcing, integration, management, quality assurance, organizational context, and architecture. The tools and techniques of systems analysis and design are covered along with the information technology problem-solving model and appropriate documentation. Prototyping, process and data modeling, feasibility and reliability issues, and user interaction are studied. Current state-of-the-art topics in IT are used as illustrative examples. A project relating to a large IT system allows students to implement analysis and design techniques in a realistic setting.

*Prerequisite: None*

**CSC 547. Compilers. (3 Credits)****CSC 548. Mobile Computer Architecture. (3 Credits)**

topics include theory and design of computer hardware, data representations, operating systems, computer networks, runtime environments, and peripheral devices. Students will configure and interface software with all of these entities. 6 credit hours.

*Prerequisites: unconditional admission to the MS CS program, or completion of CSC 502 with a grade of B or better.*

**CSC 549. Language Theory. (3 Credits)****CSC 550. System Admin and Maintenance. (3 Credits)**

this course presents concepts and skills the professional system administrator must understand to effectively maintain enterprise information technology. Topics include: operating systems, application packages, administrative activities, administrative domains.

*Prerequisite: CSC 545/845 3 Credit Hours*

**CSC 552. Advanced Networking. (3 Credits)****CSC 555. Project Management. (3 Credits)**

This course examines Project Management concepts, skills, and techniques, which are vital for the successful development of any product using the software engineering process. This course will cover issues such as: requirements, request for proposals, acquisition and sourcing, integration, testing and quality assurance, and organization context.

*Prerequisite: None*

**CSC 558. Applied RESTful APIs and Integrations. (3 Credits)****CSC 560. Applied RESTful APIs and Integrations. (3 Credits)**

From eCommerce to data mining, web systems are the primary information repository of 21st century information technology. This course focuses on: web technologies, information architecture, digital media, web design and development, vulnerabilities and social software.

*Prerequisite: None*

**CSC 565. IT Integrative Capstone. (3 Credits)**

The IT integrative capstone course provides students the opportunity to showcase information technology concepts and problem solving skills by effectively analyzing a real problem and synthesizing an effective solution. Students choose an acceptable problem and then fully implement the solution to that problem following professional practice in a systems development framework. Students present their progress and project via written reports and oral presentations. The final acceptable project includes an actual product along with both process and product documentation equivalent to a master's thesis.

*Prerequisite: candidate status (as determined by program director)*

**CSC 566. Capstone Continuation. (0 Credits)**

this is a continuation of CSC 565/865 for students who need more time to complete their projects.

*Prerequisite: None*

**CSC 568. Research in Computer Sci. (6 Credits)**

topics include searching professional computing literature, writing integrative summaries, design of a research project in computer science, executing the project, analyzing results, drawing conclusions, writing and presenting the project.

*Prerequisite: successful completion of at least three courses required in the MS CS program 6 credit hours.*

**CSC 570. Readings in IT. (3 Credits)**

this course provides insights into effective reading and writing techniques in the domain of information technology. In addition to specific activities focusing on reading and writing about information technology, students will select an interesting area of IT to investigate as a guided independent study. Useful information sources for technology will be explored, and students will be challenged to read widely and well as a foundation for life-long learning.

*Prerequisite: CSC 505/805 3 Credit Hours*

**CSC 580. Internship in IT. (1-3 Credits)**

The internship provides students with an opportunity to gain valuable practical experience under the guidance of a supervisor/mentor in the work setting, as well as a professor in the academic setting. The goal is to integrate practical work experience with the cumulative knowledge and skills obtained during the students' education. It is expected that students will develop personal, professional and additional academic competencies during the internship. In order to accomplish this, students will need to go beyond the common experiences of a normal employee. Study, reasoning, reflection and theoretical and conceptual exploration will be required for students to develop new skills and knowledge to get the most of the internship experience. All students in the Information Technology program are highly encouraged to obtain relevant work experience in the information technology field before graduation

*Prerequisite: None*

**CSC 801. Introduction to Informatics. (3 Credits)**

this course allows students to explore and understand the manifold dimensions of informatics. Informatics is using technology to aid people in solving problems. As The Technology Program with a Soul, CUW's MS IT program concentrates on the vital role played by people in information technology. Information technology is the interrelationship between hardware, software, and people in the context of solving problems. This course also reviews a number of important concepts present in an undergraduate information technology program. In addition to the science of informatics, unique aspects of graduate studies in information technology are explored including practical issues related to graduate student success. The history and mission of CUW as a Lutheran higher education institution are examined. Because technological problems are solved via the communication of information, an emphasis is placed on reading and writing techniques for comprehension. Students will analyze their writing via the "writing cycle" as they read technical information and demonstrate comprehension of that information by creating effective documentation. CSC501/801 is required of students who do not have an undergraduate degree in an information technology related discipline from an accredited U.S. university. This course is especially helpful for students who have been away from higher education for some time or for international students. CSC 501/801 may be taken concurrently with CSC 505/805 if desired.

*Prerequisite: admission to program 3 Credit Hours*

**CSC 805. Foundations Information Tech. (3 Credits)**

this course is a survey and overview of information technology used in the enterprise today. It includes such information technology fundamentals as: grand ideas of information technology; technology organizational issues; history of information technology; informing and allied disciplines; application domains; mathematical and statistical foundations; and ethical, moral and vocational issues in information technology. This course is the required first course in the Masters of Science in Information Technology curriculum. In addition to providing an overview of the discipline of information technology, the course develops an "IT mindset" in students by illustrating the diverse context and challenges in information technology. CSC 505/805 serves as the pre-requisite for all other MS IT course.

*Prerequisite: admission to program 3 Credit Hours*

**CSC 810. Vocation and Ethical Computing. (3 Credits)**

this course provides the foundation for professional ethics in the field of Information Technology (IT). Students are familiarized with the doctrine of vocation and its implications for ethical attitudes, policies and behaviors within IT. They also learn the history of computer ethics and the codes of practice proposed by professional societies such as the Association for Computing Machinery and the Institute for the Management of Information Systems. As our society becomes increasingly dependent on IT, it is imperative that 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. Students learn that although the field of IT poses some unique ethical problems and challenges, these can be evaluated with the same moral criteria that apply in other walks of life. Specific topics studied include: serving the user's needs; developing sustainable and modifiable solutions; creating ethical products; computer security and privacy (including the problems of malicious software, hacking and identity disclosure); intellectual property rights; and the ethical implications of an electronic global community. Relevant moral criteria are presented and applied to contemporary case studies. The relationship between a Christian worldview and a technological society is investigated

*Prerequisite: CSC 505/805 3 credit hours*

**CSC 815. Applied Artificial Intelligenc. (3 Credits)**

this course illuminates the concepts of intelligence, both human and machine, and the nature of information, its origin, description, and transmission. This course will offer a practical approach to incorporating artificial intelligence into useful applications. Major topics include: face recognition, speech recognition expert systems, machine learning and robotics. The nature of human intelligence and the limits of machine intelligence will be treated from a scientific, philosophical, and computational perspective.

*Prerequisite: CSC 505/805 3 Credit Hours*

**CSC 820. Human Computer Interaction. (3 Credits)**

Information Technology practitioners do not create and manage systems for their own personal interest; instead, they create and manage systems as effective problem-solving tools for others. This course deals with the fundamental IT 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. IT practitioners 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.

*Prerequisite: CSC 505/805 3 Credit Hours*

**CSC 825. Data Security & Info Assurance. (3 Credits)**

this course is a survey and overview of methods to safeguard the information technology used in the enterprise today. IT systems are increasingly under attack and therefore knowledge of attacks, protection, and counter-measures is important to the IT practitioner. The IT practitioner must comprehend 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.

*Prerequisite: CSC 505/805 3 Credit Hours*

**CSC 830. Database & Info Management. (3 Credits)**

this course provides students with the background to plan, design, implement, maintain, and use database management systems. It addresses the 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.

*Prerequisite: CSC 505/805 3 Credit Hours*

**CSC 832. Database Systems II. (3 Credits)**

this course explores advanced topics in database and information management systems. It is designed to delve deeper into subjects presented in CSC 530 Database and Information Management. In addition, it will examine new topics that were not covered in the introductory course. The course will provide a combination of practical applications and theoretical information. Major topics include: distributed databases, object-oriented databases, security, advanced SQL, performance tuning, and database integration with the internet. Throughout the course, we will incorporate the requirement for ethical use of information.

*Prerequisite: CSC 530/830 3 Credit Hours*

**CSC 833. Conc Big Data & Data Analytics. (3 Credits)**

concepts of Big Data and Big Data Analytics allows students to investigate the theory, practice, and application of Big Data Analytics in the context of information technology. This course emphasizes the value of Big Data Analytics from a business perspective and introduces the student to the technologies and architectures that support Big Data in a variety of industry settings, with a specific focus on Apache Hadoop and Data Visualization. Key topics include the business value of Big Data, differences between traditional and Big Data information storage and reporting architectures and practices, the toolsets available to support Big Data collection, storage and analytics and the ethics of how Big Data is used in society. Several hands-on labs will be used that will require students to develop MapReduce programs that retrieve and analyze data using the Java programming language. Additional labs will require students to develop dashboards that use visualization to explain data patterns. 3 credit hours

*Prerequisites: CSC 530/830 and CSC 535/835*

**CSC 835. System Develop:Theory&Practic. (3 Credits)**

this course is a survey and overview of creating software solutions using professional programming practice. Programming is a foundational skill for all computing disciplines. This knowledge area develops skills and concepts that are essential to good programming practice and problem solving. It covers fundamental programming concepts, event-driven programming, object-oriented programming, basic data structures, and algorithmic processes. The use of current development environments and languages will be emphasized.

*Prerequisite: CSC 510/810 3 Credit Hours*

**CSC 837. Programming Language II. (3 Credits)**

advanced computer programming concepts are explored within the genre of iPhone/iPad programming. An industry standard tool is used which allows students to create visually stunning iPhone/iPad applications while learning advanced programming techniques, and beginning data structures. Topics covered include: object oriented design, linked lists, stacks, queues, and recursion. These topics are covered within the context of good problem solving technique, algorithm design, and the iPhone OS software development kit (SDK).

*Prerequisite: CSC 535/835 3 Credit Hours*

**CSC 840. Networking. (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. It 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. It will help students become better writers by emphasizing written work where possible. It will also help students apply networking technology in ways that can enrich their lives and assist in spreading the Gospel.

*Prerequisite: CSC 505/805 3 Credit Hours*

**CSC 845. System Design and Configuratio. (3 Credits)**

this course provides an in-depth treatment of those concepts practitioners must understand to effectively design and configure information technology systems. Topics include: operating systems, computer organization and architecture, computing infrastructures, enterprise deployment software, firmware and hardware, scripting and task automation, backup, and configuration.

*Prerequisite: CSC 530/830 3 Credit Hours*

**CSC 850. System Admin & Maintenance. (3 Credits)**

this course presents concepts and skills the professional system administrator must understand to effectively maintain enterprise information technology. Topics include: operating systems, application packages, administrative activities, administrative domains.

*Prerequisite: CSC 545/845 3 Credit Hours*

**CSC 855. Project Management. (3 Credits)**

project management concepts, skills, and techniques are vital for the successful development of any product using the software engineering process. This course will cover issues such as: requirements, request for proposals, acquisition and sourcing, integration, testing and quality assurance, and organization context.

*Prerequisite: CSC 530/830 3 Credit Hours*

**CSC 860. Web Systems & Technologies. (3 Credits)**

from eCommerce to data mining, web systems are the primary information repository of 21st century information technology. This course focuses on: web technologies, information architecture, digital media, web design and development, vulnerabilities and social software.  
*Prerequisite: CSC 520/820 3 Credit Hours*

**CSC 865. IT Integrative Capstone. (3 Credits)**

the integrative capstone course provides the student the opportunity to showcase computer science concepts and problem solving skills by effectively analyzing a real problem and synthesizing an effective solution. Students choose an acceptable problem and then fully implement the solution to that problem following professional programming practice in a software engineering framework. Students present their progress and project via written reports and oral presentations. The final acceptable project includes an actual product along with both process and product documentation equivalent to a masters thesis. *Prerequisite: candidate status (last semester) 3 Credit Hours*

*Prerequisites: candidate status (permission of program director) and successful completion of CSC 510/810, CSC 520/820, CSC 530/830, and CSC 535/835 candidate status (last semester) 3 Credit Hours*

**CSC 880. Internship in IT. (1 Credit)**

internship consists of supervised work in a given area of information technology 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.

*Prerequisite: permission of program director 1 Credit Hour*

## Counseling-Graduate (COUN)

**COUN 510. Christian Persp Psychphrmclgy. (3 Credits)****COUN 512. Psychopharmacology. (3 Credits)**

This course provides a thorough overview of alcohol and other drugs, the rationale for their use and abuse in schools and the community. Emphasis will be placed on the major categories of medications, drugs and alcohol with case overviews outlining the process of making the best possible referral and counseling practices. This course is required of all counseling students who wish to pursue the Clinical Substance Abuse Counselor certificate through the state of Wisconsin.

*Prerequisite: None*

**COUN 515. Research & Eval in Counseling. (3 Credits)**

This course provides a 'broad understanding of types of research, basic statistics, research report development, research implementation, ... publication of research information, and ethical and legal considerations.' (Wisconsin Legislature: MPSW 14.01 (4) (d.7))

*Prerequisite: None*

**COUN 520. Addictions Counseling. (3 Credits)**

In addition to alcohol and drug concerns, this course will also address behavioral addictions such as: gambling, shopping, gaming, sex and hoarding. The course will address treatment and relapse plans and goals, as well as the impact of addiction on family, friends and support systems. Developmental issues, as well as comorbidity, are addressed in the addiction process as therapeutic models are discussed.

*Prerequisite: None*

**COUN 522. Ethics of Christian Counselor. (3 Credits)**

This course adheres to the American Association of Christian Counselors code of ethics. The church worker student learns the limits of their role and expertise, as well as when to seek additional help. Issues such as liability, conflicts of interest and confidentiality are discussed. This course is taught by an ordained or commissioned minister of religion who is a licensed mental health counselor.

*Prerequisite: None*

**COUN 523. Ind Counsl frm Christian Persp. (3 Credits)****COUN 528. Christian Persp Family Dev. (3 Credits)****COUN 543. Counsel-Theory & Issues. (3 Credits)**

This course provides both the historical and current perspectives of various theories of counseling, as well as introducing the student to the profession of counseling. This course also introduces the student to specific requirements of the graduate program. The portfolio requirement for school counselors, APA writing style, as well as legal and ethical guidelines for counseling are discussed.

*Prerequisite: None*

**COUN 544. Scripture & Christian Counselo. (3 Credits)**

This course will use an LCMS scriptural world view in the integration of faith#based principles into a holistic counseling approach.

*Prerequisite: None*

**COUN 545. Christian Care Giving. (3 Credits)**

This course offers counseling professionals already working in the church, or contemplating working in a faith-based organization the opportunity to understand and apply Christian theology in their professional practice and in service to others. This course will incorporate lay ministry principles that will support the development of Christian counseling skills.

*Prerequisite: None*

**COUN 546. Christian Reconciliation. (3 Credits)**

This course is an introduction to Christian Reconciliation. Students will gain a basic knowledge about what causes conflict and various responses to conflicted situations. A theological framework for Christian Reconciliation will be presented that will introduce students to the concept of sin and forgiveness. Students will explore their own responses to personal conflict while learning skills to assist others who are struggling with conflicted interpersonal situations.

*Prerequisite: None*

**COUN 550. Social Psychology. (3 Credits)**

Social Psychology is the scientific study of the way in which people's thoughts, feelings, and behaviors are influenced by other people. Interactions of an individual with one or more other individuals in social settings are analyzed. Social Psychology introduces basic concepts of small group behavior, communication, and the development of attitudes.

*Prerequisite: None*

**COUN 552. Soc/Cult Foundation Coun. (3 Credits)**

Social/Cultural Foundations in Counseling is an exploration of various cultures and their impact on human behavior. The focus of the course is on the powerful impact that cultural background may have on the mental health field, and on how biases may affect therapeutic relationships. Current issues and therapeutic techniques are addressed keeping in mind our multicultural society.

*Prerequisite: None*

**COUN 553. Social/Cultural Theologcl Found. (3 Credits)****COUN 554. Theories of Personality. (3 Credits)**

This course focuses on six general approaches to explaining personality. These approaches are the psychoanalytic approach, the trait approach, the biologic approach, the humanistic approach, the behavioral/social approach, and the cognitive approach. Emphasis will be placed on ways the student will use these theories to be helping professionals in their field of study. Students will also be asked to write a paper incorporating their own beliefs in this study of personality.

*Prerequisite: None*

**COUN 561. Career Counsel Foundation. (3 Credits)**

This course introduces a variety of theories and practices in career development and career counseling using career assessments and information sources. Students will become familiar with the Career Clusters model and program development using the National Career Development Guidelines.

*Prerequisite: None*

**COUN 563. Cur Topics Pastors & Church Wk. (3 Credits)**

This course will look at a range of topics such as physical and sexual abuse, pornography, various addictions, Christian reconciliation, and other topics that churches and Christian agencies experience in their service to members and non-members.

*Prerequisite: None*

**COUN 564. Consultations Strategies. (3 Credits)**

This course is designed to provide an overview of the consultation process and insight into the various roles that consultants may play. Theoretical approaches and principles of consultation, planned change, and organizational development will be discussed as well as the concept of counselors as consultants within the organization and within the community.

*Prerequisites: COUN 543/843; COUN 584/884 OR COUN 580/880; COUN 592/892; COUN 592/892; COUN 552/852; COUN 581/881; COUN 593/893; COUN 594/894.*

**COUN 565. Consult Strat within Church. (3 Credits)****COUN 574. INTRO REHABIL PSYCH. (3 Credits)****COUN 575. MEDICL/PHYSICL DISABIL. (3 Credits)****COUN 577. Mod & Meth Christian Fam Couns. (3 Credits)****COUN 578. Christian Trauma Counseling. (3 Credits)****COUN 579. Practicum Elementary School. (2 Credits)**

This is a 200 hour experience designed to introduce students to the form and content of their discipline. The student has exposure to the day-to-day realities of school counseling practice, i.e., social/emotional, academic, and career domains. Students are to develop and demonstrate professional levels of competency as determined by the Wisconsin Department of Instruction. In addition, the student should register for and begin work in COUN Portfolio – elementary while enrolled in this class.

*Prerequisite: None*

**COUN 580. Family Development. (3 Credits)**

This course explores issues in family systems and the cycle of family life. Topics focus on issues relating to family systems and stages of family development. The course is designed to generate an understanding of the family system in biological, psychosocial, and spiritual development. While there are no prerequisites for this course, it is suggested the student has some prior knowledge of counseling theory.

*Prerequisite: None*

**COUN 581. Models/Methods Family Coun. (3 Credits)**

This course will offer the student opportunities to explore various schools of thought and treatment techniques related to the practice of family counseling. The role of the professional in diverse settings and with traditional and nontraditional families will be discussed. Research on the effectiveness of working with families as well as the assessment of family dynamics will be explored.

*Prerequisite: None*

**COUN 582. Trauma Counseling. (3 Credits)**

This course affords the student the opportunity to learn how to work with victims and survivors of trauma. The student will discuss skills for dealing with trauma survivors and families, and trauma victims. Students will also discuss suicide risk assessment and intervention. Additional topics will include: compassion fatigue, post-traumatic stress disorder, trauma in families, trauma in children, and risk assessment.

*Prerequisite: None*

**COUN 583. Clients From Spec Popul. (3 Credits)****COUN 584. Human Development. (3 Credits)**

This course offers students an opportunity to explore issues in the stages of human development over the life span. Various issues related to human development in the biological, cognitive, psychosocial, and spiritual spheres will be discussed. Further, students will also become more familiar with the major psychological theories pertaining to human development.

*Prerequisite: None*

**COUN 586. Design,Implem and Eval. (3 Credits)**

This course explores the planning, establishing, administering and evaluating of counseling / consultation programs that are supported in the literature as Evidence Based Practices. The student will utilize knowledge of basic statistics and data collection to design a program within her / his own special area of interest. The students will utilize data they have gathered to establish the steps to implement the program within their school or community. Further, the students will use data driven information to evaluate the efficacy of the program they have designed and implemented.

*Prerequisite: None*

**COUN 587. Tests & Measurements. (3 Credits)**

This course provides the graduate student with an understanding of test analysis and design. Special emphasis is placed on evaluating the validity and reliability of commercially available and self-created test instruments.

*Prerequisite: None*

**COUN 588. Psychopathology. (3 Credits)**

This course views how human and scientific aspects of normal / abnormal psychology converge in the world of clinical treatment. Students will gain an understanding of conceptual framework and alternative modes of treatment.

*Prerequisite: None*

**COUN 589. Found Clin Mental Health Couns. (3 Credits)**

This course reviews the history of mental health counseling, as well as reviewing various models, theories and principles of mental health counseling in a clinical setting. Various options for treatment, as well as various responsibilities which are a part of clinical mental health counseling are addressed. Further, the following aspects of clinical work are addressed: advocacy, consultation, collaboration and ethics.

*Prerequisite: None*



**COUN 590. Practicum Middle School. (2 Credits)**

This is a 200 hour experience designed to introduce students to the form and content of their discipline. The student has exposure to the day-to-day realities of school counseling practice, i.e., social/emotional, academic, and career domains. Students are to develop and demonstrate professional levels of competency as determined by the Wisconsin Department of Instruction. In addition, the student should register for and begin work in COUN Portfolio – middle school while enrolled in this class.

*Prerequisite: None*

**COUN 591. Practicum High School. (2 Credits)**

This is a 200 hour experience designed to introduce students to the form and content of their discipline. The student has exposure to the day-to-day realities of school counseling practice, i.e., social/emotional, academic, and career domains. Students are to develop and demonstrate professional levels of competency as determined by the Wisconsin Department of Instruction. In addition, the student should register for and begin work in COUN Portfolio – high school while enrolled in this class.

*Prerequisite: None*

**COUN 592. Professional Ethics. (3 Credits)**

This course deals with philosophical issues affecting practice. Special attention is given to ethics and the nature of humankind. Legal issues such as confidentiality, malpractice, school law and the counselor as witness will be discussed.

*Prerequisite: None*

**COUN 593. Individual Counseling. (3 Credits)**

Individual Counseling provides the graduate student with hands-on experience in individual counseling techniques as well as the opportunity to gain objective insight into the dynamics of one-to-one counseling and the role of the counselor. The course requirements include practice of counseling techniques, small-group activities, and audio or video-taped counseling sessions designed to promote self-awareness, skill development, and development of intentional competencies. This course is required to be taken face to face. Prerequisites are: COUN 543; COUN 584 OR COUN 580; COUN 592; COUN 552; COUN 554

*Prerequisite: None*

**COUN 594. Group Counseling. (3 Credits)**

Group Counseling discusses the purpose, types, functions and principles of group counseling. The course encourages students to develop an understanding of the ability to engage in and evaluate small group processes and relationships. Group counseling techniques, group development, and group stages are also addressed.

*Prerequisite: COUN 543; COUN 584 (or COUN 580); COUN 592; COUN 552 (or COUN 550); COUN 554.*

**COUN 595. Read/Research Counseling. (1-3 Credits)****COUN 596. Adv Thry & Skill for Prof Coun. (3 Credits)**

This course addresses specific issues related to working with clients, including those who may have substance abuse concerns. Coursework addresses 'the diagnostic process, including differential diagnosis and the use of diagnostic classification systems (DSM & ICD); training on administration of intake interview, mental status evaluation, biopsychosocial history; mental health history, and psychological assessment for treatment planning and caseload management; and techniques and interventions related to a broad range of mental health issues.' (Wisconsin Legislature: Chapter MPSW 14.01(2) (f) 1)

*Prerequisite: 33 credit hours in the counseling program.*

**COUN 598. Pract for School Counselors I. (3 Credits)**

Practicum for School Counselors provides 300 hours of field experience designed to acclimate and prepare the student to assume the responsibilities of a school counselor. The student will complete a practicum experience within an approved school setting under the supervision of an onsite counselor and a Concordia University Wisconsin counselor/supervisor. In addition, the student should register for COUN 928 and COUN 929 and begin work in COUN 928 – Portfolio II while enrolled in this course.

*Prerequisite: None*

**COUN 599. Pract for School Counselors II. (3 Credits)**

This course continues Practicum for School Counselors and provides an additional 300 hours of field experience designed to acclimate and prepare the student to assume the responsibilities of a school counselor. The student will complete a practicum experience within an approved school setting under the supervision of an onsite counselor and a Concordia University Wisconsin counselor/supervisor. The student should complete COUN 929 – Portfolio III during this course and pass the Praxis II – Professional School Counselor exam. The Praxis II test information may be accessed at [www.ets.org](http://www.ets.org). Students must pass test 0421 or 5421.

*Prerequisite: None*

**COUN 600. Internship I. (2 Credits)**

Internship I provides an additional 300 hours of field experiences designed to acclimate and prepare the student to assume the responsibilities of a school counselor. The student will complete the internship hours within an approved school setting under the supervision of an on-site counselor and a Concordia University counselor/ supervisor. The student should be working to complete Portfolio 2 and Portfolio 3 during this course. 2 credits.

*Prerequisite: None*

**COUN 601. Internship II. (3 Credits)**

Internship II requires that the student complete an additional 300 hours of field experience as a part of a 700 hour practicum/internship requirement. Internship II experiences must be under the supervision of an on-site counselor and a counselor/supervisor from Concordia University. In addition, the student should be complete Portfolio 2 and Portfolio 3 during this class and plan to take the Praxis II-Professional School Counselor exam that is required for licensing. 3 credits.

*Prerequisite: None*

**COUN 603. Pract for Prof Counselors I. (3 Credits)**

The Professional Counseling curriculum requires students to train at an approved Practicum Site for a recommended twenty hours per week. A minimum of six hundred hours of contractually agreed upon Practicum experience and the successful development of counseling competencies recommended and described by the National Board of Certified Counselors are required for Practicum completion. Prerequisites include all curriculum courses for the School of Counseling.

*Prerequisite: None*

**COUN 604. Pract for Prof Counselors II. (3 Credits)**

The Professional Counseling curriculum requires students to train at an approved Practicum Site for a recommended twenty hours per week. A minimum of six hundred hours of contractually agreed upon Practicum experience and the successful development of counseling competencies recommended and described by the National Board of Certified Counselors are required for Practicum completion. Prerequisites include all curriculum courses for the School of Counseling.

*Prerequisite: None*

**COUN 605. Pract for Prof Counselor III. (3 Credits)****COUN 606. Practicum for Prof Counselors. (3 Credits)**

This is a field-based experience designed to introduce the student to the area of professional counseling. Orientation to the profession is reviewed. Ongoing goals include the development of professional levels of competency and successful integration into the day-to-day operation and expectations of the clinical setting. The student completes 100 hours of clinical work under the supervision of an approved site supervisor and approved supervisor from Concordia. A minimum of 40 hours of face to face client contact is documented, as well as engaging in and documenting supervision. Supervision must consist of: 1) a minimum of 1 hour per week of individual or triadic supervision per week by a CU supervisor, approved student supervisor, or site supervisor; and 2) an average of 1.5 hours weekly of group supervision through the site supervisor, approved student supervisor or CU supervisor.

*Prerequisite: None*

**COUN 607. Internship I - Prof Counselor. (3 Credits)**

This is a 300 hour field-based internship experience designed to introduce student practitioners to the form and content of their discipline. The experience continues to be supervised by an approved site supervisor and approved supervisor from Concordia who both hold an appropriate current license issued by WI DSPS, or the equivalent of the license in the state of the experience. A minimum of 120 hours of face to face client contact is expected, as well as one hour per week of individual or triadic supervision by the onsite and/or university supervisor. Further, the student will participate and document an average of 1.5 hours weekly of group supervision provided by the site supervisor, an approved student supervisor or a CU supervisor. Exposure to the day-to-day realities of clinical practice, i.e., case file maintenance, record keeping, staff sessions, consultations with colleagues and other health-care providers, are expected to aid in shaping professional expectations and behaviors while preparing students for the transition from graduate school to professional practice. Students are to develop, demonstrate, and be evaluated on professional levels of competency in the various areas of clinical practice recommended and described by the American Counseling Association and the National Board of Certified Counselors.

*Prerequisite: COUN 606.*

**COUN 608. Internship II for Prof Counsel. (3 Credits)**

This is a 300 hour field-based internship experience designed to further develop the skills of the student practitioners. This is a continuation of the work started in Practicum in the development of professional levels of competency of clinical practice recommended and described by the American Counseling Association and the National Board of Certified Counselors. The experience continues to be supervised by an appropriately credentialed mental health professional holding a current license in Wisconsin, or the state in which the student is engaged in their internship hours. A minimum of 120 hours of face to face client contact is expected, as well as one hour per week of individual or triadic supervision by the onsite and/or university supervisor. Further, the student will participate in and document an average of 1.5 hours weekly of group supervision provided by the onsite supervisor, an approved student supervisor or a CU supervisor.

*Prerequisite: COUN 607.*

**COUN 620. Management for Counselors. (3 Credits)**

This course focuses on characteristics that make a counselor effective within a school setting. This course emphasizes instructional design, content objectives, lesson and unit plan instruction and implementation, instructional strategy, classroom management techniques, learning styles, and school policies, laws, and trends. This course is designed specifically for school counselors without two years of licensed teaching experience.

*Prerequisite: None*

**COUN 627. Portfolio - Introduction. (0 Credits)**

In this course students register in LiveText then complete a cover page, introduction, mission, resume, and educational platform paper (assignment from COUN 543/843). In addition, the student should be registered for COUN 543/843 Theories and Issues.

*Prerequisite: None*

**COUN 628. Portfolio - Pre-Practicum. (0 Credits)**

In this Pre-Practicum portfolio for School Counselors, students complete in Live Text the rationale/narrative for the seven Pupil Service Standards. This is to be complete as part of the application to the students' Practicum.

*Prerequisite: None*

**COUN 629. Portfolio 3. (0 Credits)**

as a part of the licensing requirement for school counselors, school counselor candidates must completed a 3 part portfolio that demonstrates that have mastered the pupil service standard set by the State of Wisconsin for school counselors. During Portfolio 3 students complete work on the seven pupil standards and complete Standard 8 which is a Concordia University counseling program requirement on servant-leadership. 0 credit.

*Prerequisite: None*

**COUN 630. Portfolio Elementary school. (0 Credits)**

This is a step in the required assessment process in which the student submits artifacts from their elementary school practicum experience demonstrating their knowledge and application of the DPI standards.

*Prerequisite: None*

**COUN 631. Portfolio - Middle School. (0 Credits)**

This is a step in the required assessment process in which the student submits artifacts from their middle school practicum experience demonstrating their knowledge and application of the DPI standards.

*Prerequisite: None*

**COUN 632. Portfolio High School. (0 Credits)**

This is a step in the required assessment process in which the student submits artifacts from their high school practicum experience demonstrating their knowledge and application of the DPI standards.

*Prerequisite: None*

**COUN 810. Christian Persp Psychphrmclgy. (3 Credits)****COUN 812. Psychopharmacology. (3 Credits)**

provides a thorough overview of Alcohol and other drugs, the rationale for their use in schools and the community. Emphasis will be placed on the major categories of medications, drugs and alcohol with case overviews outlining the process of making the best possible referral and counseling practices. This class will be offered periodically as COUN 512/812-REL and will be taught by an ordained pastor or commissioned minister of religion who are licensed counselors. When 512/812-REL is delivered in this format, the focus will include Biblical passages that address issues related to substance use and abuse. 3 credits.

*Prerequisite: None*

**COUN 815. Research & Eval in Counseling. (3 Credits)**

this course provides "a broad understanding of types of research, basic statistics, research report development, research implementation, ...publication of research information, and ethical and legal considerations." (Wisconsin Legislature: MPSW 14.01 (4) (d.7)). 3 credits.

*Prerequisite: None*

**COUN 820. Addictions Counseling. (3 Credits)**

In addition to Alcohol and Drug concerns, this course will also address behavioral addictions such as: gambling, shopping, gaming, sex and hoarding. The course will address treatment and relapse plans and goals, as well as the impact of addiction on family, friends and support systems. Developmental issues, as well as comorbidity, are addressed in the addiction process as therapeutic models are discussed. 3 credits

*Prerequisite: None*

**COUN 822. Ethics of Christian Counselor. (3 Credits)****COUN 823. Ind Counsl frm Christian Persp. (3 Credits)****COUN 828. Christian Persp Family Dev. (3 Credits)****COUN 843. Counsel Theory & Issues. (3 Credits)**

provides both the historical and current perspectives of various theories of counseling, as well as introducing the student to the profession of counseling. The ethics of working as a counselor is a primary underpinning of the field. Both American Counseling Association (ACA) and American School Counseling Association (ASCA) ethical guidelines for counseling, as well as legal concerns, are discussed and integrated into all assignments. This course also introduces the student to specific requirements of the graduate program. The portfolio requirement, APA writing style, are also reviewed. This is the first class taken in the program. 3 credits

*Prerequisite: None*

**COUN 844. Scripture & Christian Counselo. (3 Credits)**

will use a Lutheran Church Missouri Synod (LCMS) scriptural world view in the integration of faith-based principles into a holistic counseling approach. This class will be taught by an ordained pastor or a commissioned teacher of religion who is a licensed counselor. 3 credits.

*Prerequisite: None*

**COUN 845. Christian Care Giving. (3 Credits)**

this course offers counseling professionals already working in the church, or contemplating working in a faith-based organization the opportunity to understand and apply Christian theology in their professional practice and in service to others. This course will incorporate lay ministry principles that will support the development of Christian counseling skills. 3 credits.

*Prerequisite: None*

**COUN 846. Christian Reconciliation. (3 Credits)**

is an introduction to the Christian Reconciliation process. Students will gain a basic knowledge about what causes conflict and various responses to conflicted situations. A theological framework for Christian Reconciliation will be presented that will introduce students to the concept of sin and forgiveness. Students will explore their own responses to personal conflict while learning skills to assist others who are struggling with interpersonal conflicted situations. 3 credits.

*Prerequisite: None*

**COUN 850. Social Psychology. (3 Credits)****COUN 852. Social/Cultural Foundations. (3 Credits)**

is an exploration of various cultures and their impact on human behavior. The focus of this course is on the powerful impact that cultural background may have on the mental health field, and on how biases may affect therapeutic relationships. Current issues and therapeutic techniques are addressed keeping in mind our multicultural society. This is one of the first 5 courses taken in the counseling program. 3 credits

*Prerequisite: COUN 543/843.*

**COUN 853. Social/Cultural Theolgl Found. (3 Credits)****COUN 854. Theories of Personality. (3 Credits)**

focuses on the basic theoretical underpinnings of personality development: psychoanalytic, behavioral, cognitive, humanistic, social learning, biological and trait. Emphasis will be placed on ways in which a counselor incorporates these theories with their personal beliefs as helping professional to best serve their clients. 3 credits.

*Prerequisite: COUN 543/843.*

**COUN 860. CAREER COUNSELING FOUND. (3 Credits)****COUN 861. Career Counseling Foundations. (3 Credits)**

refers to the life-long process of developing knowledge about the world of work. Skills and aptitudes, interests, personality characteristics, beliefs and values are all important aspects of career counseling. This course introduces a variety of theories and practices in career development and career counseling using career assessments and information sources.

*Prerequisites: COUN 543/843; COUN 584/884 or EDG 580/880; COUN 592/892; COUN 587/887- 3 credits.*

**COUN 863. Cur Topics Pastors & Church Wk. (3 Credits)**

this course will look at a range of topics such as physical and sexual abuse, pornography, and various addictions. Christian reconciliation and other topics that churches and Christian agencies experience in their service to members and non-members are also addressed. 3 credits.

*Prerequisite: None*

**COUN 864. Consultation Strategies. (3 Credits)**

is designed to provide an overview of the consultation process and insight into the various roles that consultants may play. Theoretical approaches and principles of consultation, planned change, and organizational development will be discussed as well as counselors as consultants within the organization and within the community. 3 credits. This class will be offered periodically as COUN 564/864-REL and will be taught by an ordained pastor or commissioned minister of religion who are licensed counselors. When COUN 564/864-REL is delivered in this format, the focus will be to develop and use a variety of consulting and collaborative Christian resources. COUN 580/880 FAMILY DEVELOPMENT explores issues in family systems and the cycle of family life. Topics focus on issues relating to family systems and stages of family development. The course is designed to generate an understanding of the family system in biological, psychological, and spiritual development. This class will be taught by an ordained pastor or a commissioned teacher of religion who is a licensed counselor. 3 credits. This class will be offered periodically as COUN 580/880-REL and will be taught by an ordained pastor or commissioned minister of religion who are licensed counselors. When COUN 580/880-REL is delivered in this format, applicable Biblical passages will be integrated into the course content and discussions.

*Prerequisites: COUN 543/843; COUN 584/884 or EDG 580/880; COUN 592/892; COUN 552/882 or COUN 550/880; COUN 554/884; COUN 593/893; COUN 594/894.*

**COUN 865. Consult Strat within Church. (3 Credits)****COUN 877. Mod & Meth Christian Fam Couns. (3 Credits)****COUN 878. Christian Trauma Counseling. (3 Credits)****COUN 879. Practicum-Elementary School. (2 Credits)****COUN 880. Family Development. (3 Credits)****COUN 881. Models/Methods Family Coun. (3 Credits)****COUN 882. Trauma Counseling. (3 Credits)**

affords the student the opportunity to work with victims and survivors of trauma. The student will discuss skills for dealing with trauma survivors and families, and trauma victims. Students will also discuss suicide risk assessment and intervention. Additional topics will include: compassion fatigue, post-traumatic stress disorder, trauma in families and trauma in children. 3 credits

*Prerequisite: Successful completion of the first 5 courses in the program.*

**COUN 883. Cur Topics Pastors & Church Wk. (3 Credits)****COUN 884. Human Development. (3 Credits)**

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

*Prerequisite: COUN 543/843.*

**COUN 886. Design Imp & Eval of Dev Coun. (3 Credits)**

explores the planning, establishing, administering, and evaluating of counseling / consultation programs that are supported in the literature as Evidence Based Practices. The student will utilize knowledge of basic statistics and data collection to design a program within her/his own special area of interest. The students will utilize data they have gathered to establish the steps to implement the program within their school or community. Further, the students will use data driven information to evaluate the efficacy of the program they have designed and implemented. This is a required capstone course in the Graduate Counseling program. This is generally one of the last courses taken as a student in the Counseling program at Concordia University. 3 credits  
*Prerequisite: 30 credit hours in the program.*

**COUN 887. Tests and Measurements. (3 Credits)**

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

**COUN 888. Psychopathology. (3 Credits)**

views how human and scientific aspects of normal/abnormal psychology converge in the world of clinical treatment. Students will gain an understanding of conceptual framework and alternative modes of treatment. 3 credits.

*Prerequisite: COUN 543/843; COUN 554/854; COUN 584/884; COUN 592/892.*

**COUN 889. Found Clin Mental Health Couns. (3 Credits)**

this course reviews the history of mental health counseling, as well as reviewing various models, theories and principles of mental health counseling in a clinical setting. Various options for treatment, as well as various responsibilities which are a part of clinical mental health counseling are addressed. Further, various aspects of clinical work are addressed: Advocacy, consultation, collaboration and ethics. 3 credits.  
*Prerequisite: None*

**COUN 890. Practicum - Middle School. (2 Credits)****COUN 891. Practicum - High School. (2 Credits)****COUN 892. Professional Ethics. (3 Credits)**

deals with philosophical issues affecting practice. Special attention is given to ethics and the nature of human kind. Professional ethical behavior and adherence to ethical standards is a foundational cornerstone to the profession of counseling, as such, issues such as confidentiality, malpractice, the law, and the counselor as witness will be discussed.. Both the American Counseling Association (ACA) and the American School Counseling Association (ASCA) codes of ethics will be the primary foci of the course. This is one of the five required background courses and should be taken as one of the first five courses within the graduate counseling program. 3 credits

*Prerequisite: None*

**COUN 893. Individual Counseling. (3 Credits)**

provides the student with hands-on experience in individual counseling techniques as well as the opportunity to gain objective insight into the dynamics of one-to-one counseling, and the role of the counselor. The course requirements include practice of counseling techniques, small-group activities, audio or video-taped counseling sessions designed to promote self-awareness, skill development and development of intentional competencies. This class will be taught by an ordained pastor or a commissioned teacher of religion who is a licensed counselor. 3 credits. This class will be offered periodically as COUN 593/893-REL and will be taught by an ordained pastor or commissioned minister of religion who are licensed counselors. When COUN 593/893-REL is delivered in this format, Biblical passages and connections to these passages will be integrated into the course. COUN 594/894 GROUP COUNSELING discusses the purpose, types, functions and principles of group counseling. Students develop an understanding of how to engage in and evaluate small group processes and relationships. Group counseling techniques, group development, and group stages are addressed. E-learning students must take this class in a face-to-face format.

*Prerequisites: COUN 543/843; COUN 552/852 or COUN 550/880; COUN 554/884; COUN 584/884 or EDG 550/880; COUN 592/892 - 3 credits.*

**COUN 894. Group Counseling. (3 Credits)****COUN 895. Readings & Res in Counseling. (1-3 Credits)****COUN 896. Adv Thry & Skill for Prof Coun. (3 Credits)**

addresses specific issues related to working with clients, including those who may have substance abuse concerns. Coursework addresses 'the diagnostic process, including differential diagnosis and the use of diagnostic classification systems (DSM & ICD); training on administration of intake interview, mental status evaluation, biopsychosocial history; mental health history, and psychological assessment for treatment planning and caseload management; and techniques and interventions related to a broad range of mental health issues.' (Wisconsin Legislature: Chapter MPSW 14.01(2) (f) 1). 3 credit hours

*Prerequisite: 33 credit hours in the counseling program.*

**COUN 897. School Counselor Practicum. (1 Credit)**

provides 100 hours of field experiences designed to acclimate and prepare the student to assume the responsibilities of a school counselor. The student will complete a practicum experience within an approved school setting under the supervision of an on-site counselor and a Concordia University counselor/supervisor. In addition, the student should enroll in and begin work in COUN 628/928-Portfolio 1 and COUN 629/929-Portfolio 2- 1 credit.

*Prerequisite: None*

**COUN 898. Pract for School Counselors I. (3 Credits)**

(SCHOOL COUNSELING) provides 300 hours of field experiences designed to acclimate and prepare the student to assume responsibilities of a school counselor. The students will complete a practicum experience within an approved school setting under the supervision of an on-site counselor and Concordia University counselor/supervisor. In addition students should enroll in and complete COUN 628/928-Portfolio 2 while enrolled in this course. 3 credits.

*Prerequisites: Completion of 30 credits within the graduate counseling program including: COUN 543/843; COUN 552/852 or COUN 550/880; COUN 554/884; COUN 564/864; COUN 584/884 or EDG 550/880; COUN 592/892; COUN 593/893; COUN 594/894.*

**COUN 899. Practicum II. (3 Credits)**

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

*Prerequisite: COUN 598.*

**COUN 900. Internship I. (2 Credits)**

Internship I provides an additional 300 hours of field experiences designed to acclimate and prepare the student to assume the responsibilities of a school counselor. The student will complete the internship hours within an approved school setting under the supervision of an on-site counselor and a Concordia University counselor/ supervisor. The student should be working to complete Portfolio 2 and Portfolio 3 during this course. 2 credits.

*Prerequisite: None*

**COUN 901. Internship II. (3 Credits)**

Internship II requires that the student complete an additional 300 hours of field experience as a part of a 700 hour practicum/internship requirement. Internship II experiences must be under the supervision of an on-site counselor and a counselor/supervisor from Concordia University. In addition, the student should be complete Portfolio 2 and Portfolio 3 during this class and plan to take the Praxis II-Professional School Counselor exam that is required for licensing. 3 credits.

*Prerequisite: None*

**COUN 903. Pract for Prof Counselors I. (3 Credits)**

is a 300 hour field-based internship/practicum designed to introduce student practitioners to the form and content of their discipline. Exposure to the day-to-day realities of clinical practice, i.e., case file maintenance, record keeping, staffing sessions, consultations with colleagues and other health-care providers, are expected to aid in shaping professional expectations and behaviors while preparing students for the transition from graduate school to professional practice. Students are to develop and demonstrate professional levels of competency in the various areas of clinical practice recommended and described by the American Counseling Association and the National Board of Certified Counselors. 2 credits.

*Prerequisite: COUN 602/902.*

**COUN 904. Pract for Prof Counselors II. (3 Credits)**

is a 300 hour field-based internship/practicum experience designed to further develop the skills of the student practitioner. Continuation

*Prerequisite: None*

**COUN 905. Pract for Prof Counselors III. (3 Credits)****COUN 906. Practicum for Prof Counselors. (1-3 Credits)**

is a field-based experience designed to introduce the student to the area of professional counseling. Orientation to the profession is reviewed. Ongoing goals include the development of professional levels of competency and successful integration into the day-to-day operation and expectations of the clinical setting. 3 credits.

*Prerequisite: Approval of Program Director.*

**COUN 907. Internship I for Prof Counselo. (2-3 Credits)**

is a 300 hour field-based internship experience designed to introduce student practitioners to the form and content of their discipline. The experience continues to be supervised by an approved site supervisor and approved supervisor from Concordia who both hold an appropriate current license issued by WI DSPS, or the equivalent of the license in the state of the experience. A minimum of 120 hours of face to face client contact is expected, as well as one hour per week of individual or triadic supervision by the onsite and/or university supervisor. Further, the student will participate and document an average of 1.5 hours weekly of group supervision provided by the site supervisor, an approved student supervisor or a CU supervisor. Exposure to the day-to-day realities of clinical practice, i.e., case file maintenance, record keeping, staff sessions, consultations with colleagues and other health-care providers, are expected to aid in shaping professional expectations and behaviors while preparing students for the transition from graduate school to professional practice. Students are to develop, demonstrate, and be evaluated on professional levels of competency in the various areas of clinical practice recommended and described by the American Counseling Association and the National Board of Certified Counselors.  
*Prerequisite: Successful completion of COUN 606/906 Practicum*

**COUN 908. Internship II for Prof Counsel. (3 Credits)**

is a 300 hour field-based internship experience designed to further develop the skills of the student practitioners. This is a continuation of the work started in Practicum in the development of professional levels of competency of clinical practice recommended and described by the American Counseling Association and the National Board of Certified Counselors. The experience continues to be supervised by an appropriately credentialed mental health professional holding a current license in Wisconsin, or the state in which the student is engaged in their internship hours. A minimum of 120 hours of face to face client contact is expected, as well as one hour per week of individual or triadic supervision by the onsite and/or university supervisor. Further, the student will participate in and document an average of 1.5 hours weekly of group supervision provided by the onsite supervisor, an approved student supervisor or a CU supervisor.  
*Prerequisite: Successful completion of COUN 607/907 Internship I*

**COUN 920. Management for Counselors. (3 Credits)**

examines the effective characteristics of successful secondary student instruction. The course emphasizes instructional design, content objectives, lesson and unit plan construction, instructional strategy selection, along with classroom management implications. 3 credits.  
*Prerequisite: None*

**COUN 927. Portfolio - Introduction. (0 Credits)**

as a part of the licensing requirement for school counselors, school counselor candidates must completed a 3 part portfolio that demonstrates that have mastered the pupil service standard set by the State of Wisconsin for school counselors. During Portfolio 1, students will purchase an electronic portfolio program and complete a cover page, introduction, mission statement, resume and an educational platform. 0 credit.  
*Prerequisite: None*

**COUN 928. Portfolio - Pre-Practicum. (0 Credits)**

as a part of the licensing requirement for school counselors, school counselor candidates must completed a 3 part portfolio that demonstrates that have mastered the pupil service standard set by the State of Wisconsin for school counselors. During Portfolio 2 students begin work on the seven pupil standards by writing a rational for each standard, collecting artifacts for each standard and begin to write introductions to each of the artifacts for each standard. 0 credit.  
*Prerequisite: None*

**COUN 929. Portfolio 3. (0 Credits)**

as a part of the licensing requirement for school counselors, school counselor candidates must completed a 3 part portfolio that demonstrates that have mastered the pupil service standard set by the State of Wisconsin for school counselors. During Portfolio 3 students complete work on the seven pupil standards and complete Standard 8 which is a Concordia University counseling program requirement on servant-leadership. 0 credit.  
*Prerequisite: None*

**COUN 930. Portfolio - Elementary school. (0 Credits)****COUN 931. Portfolio - Middle school. (0 Credits)****COUN 932. Portfolio - High School. (0 Credits)**

## Doctorate Business Admin (DBA)

**DBA 9010. Introduction to Scholarship. (3 Credits)****DBA 9015. Quantitative Business, Quality Management and Productivity. (3 Credits)****DBA 9100. Doctoral Research and Writing I. (3 Credits)****DBA 9110. Business Analysis and Analytics. (3 Credits)****DBA 9115. Statistics for Research. (3 Credits)****DBA 9120. Scholarship Inquiry. (3 Credits)****DBA 9200. Doctoral Research and Writing II. (3 Credits)****DBA 9210. Quantitative Research Design. (3 Credits)****DBA 9215. Qualitative Research Design. (3 Credits)****DBA 9220. Doctoral Research and Writing III. (3 Credits)****DBA 9310. Scenario Planning. (3 Credits)****DBA 9315. Legal and Ethical Issues for Healthcare Professionals. (3 Credits)****DBA 9320. Managing Human Capital in Healthcare. (3 Credits)****DBA 9330. Economic Theory and Business Effectiveness. (3 Credits)****DBA 9340. Financial Theory and Decision Making. (3 Credits)****DBA 9350. Scholar-Practitioner Approach to Mentorship. (3 Credits)****DBA 9370. Dissertation Seminar&Advising. (1 Credit)****DBA 9380. Dissertation DBA Capstone. (3 Credits)**

## Doctorate Nursing Practice (DNP)

### DNP 903. Biostatistics & Epidemiology. (4 Credits)

This course will introduce students to tools and concepts in the fields of epidemiology and biostatistics. Students will learn to use these resources to improve outcomes in their clinical practice through experiential applications in quality improvement, population health, prevention, and critical appraisal of the health literature.

*Prerequisite: None*

### DNP 915. Advanced Evidence-Based Practice. (3 Credits)

The purpose of this course is to introduce concepts associated with evidence-based nursing practice theories and models. Strategies for creating a culture of evidence based practice both for individuals and systems will be discussed. Proposed evidence-based practice changes are based on an understanding of the cultural, financial, and legal and human resource needs of the health care environment. The goal of this course is to provide the student with the knowledge and skills necessary to assume a leadership role in transforming healthcare and educational environments.

*Prerequisite: None*

### DNP 921. Healthcare Informatics. (3 Credits)

Health Care Informatics examines the student's abilities to use information systems/technology to support and improve patient care and healthcare systems, and provide leadership within healthcare systems and/or academic settings. The student is exposed to informatics concepts, design, selection, and use of information systems/technology to evaluate programs of care, outcomes of care, and care systems. Information systems/technology provides a mechanism to apply budget and productivity tools, practice information systems and decision supports, and web-based learning or intervention tools to support and improve patient care.

*Prerequisite: None*

### DNP 940. DNP Project I. (4 Credits)

In this course, students build upon prior knowledge and coursework to prepare for the role of the DNP prepared advanced nurse and develop a foundation for the DNP Project. Students attain knowledge of the quality improvement process, apply knowledge when conducting an organizational needs assessment, use strategies to prioritize organizational needs, and learn a foundation for applying research and other evidence to support change and improvement in practice. Students complete practicum hours in relation to the DNP Project for planned change.

*Prerequisite: None*

### DNP 941. DNP Project II. (4 Credits)

The DNP capstone project is a scholarly experience that implements the principles of evidence-based practice and translation under the guidance of a faculty mentor. The outcome of the DNP capstone Translational Research Project courses will be a tangible and deliverable academic product that is derived from the practice immersion experience and will be reviewed and evaluated by an academic committee.

*Prerequisite: None*

## Education - CUA (EDU)

### EDU 520. Educational Leadership: Theory and Practice. (3 Credits)

this course presents definitions and principles of servant leadership within the sociopolitical context of schools; examines processes and functions of various educational leadership roles, both traditional and contemporary; identifies critical leadership roles; examines and develops beliefs and practices which promote high levels of performance. 3 credits

*Prerequisite: None*

### EDU 530. Organizational Theory in Educational Settings. (3 Credits)

this course presents traditional and contemporary theories, research and practices related to the behavior of human beings in formal organizations, particularly within the context of the school an institution. 3 credits

*Prerequisite: None*

### EDU 540. Strategies for Struggling Readers & Writers in the Elementary Classroom. (3 Credits)

focuses on the assessment and remediation of reading disabilities and appropriate instructional intervention strategies for elementary in-service teachers. You'll cover a lot of topics throughout the course. At the end, you'll have a deeper understanding of interest inventories, English language learning screening, visual and auditory discrimination tools, language expression and processing screening, phonemics, phonics, vocabulary, fluency, comprehension, spelling and writing assessment tools, and instructional strategies. A case study is required. 3 credits

*Prerequisite: None*

### EDU 545. Teaching for Struggling Readers & Writers in the Secondary Classroom. (3 Credits)

focuses on assessment and instructional strategies for students struggling with reading and writing in secondary classrooms. During the class you'll research best practices in literacy instruction and assess students through multiple perspectives including interest inventories, learning styles, analysis, sight word vocabulary, and fluency. You'll also engage in topics like reading comprehension and the significance of a learner's prior knowledge in the understanding of content-area reading. Because we want to accommodate varying learning needs, we've incorporated differentiated instructional strategies into our lesson and unit plans. A case study is required. 3 credits

*Prerequisite: None*

### EDU 550. Research Methods in Education. (3 Credits)

this course provides a broad introduction to the nature of educational research and its various traditions, including differing epistemological orientations and the fundamental issues within each research paradigm. Attention will be given to the central role of data collection and interpretation in curricular and programmatic decision-making. The ethical and legal considerations of research using human subjects will be examined with particular attention to the university's Human Subjects Research Policy. 3 credits

*Prerequisite: None*

**EDU 570. Professional Learning Communities in a Pluralistic Society. (3 Credits)**

this course presents research and practices aimed at developing professional learning communities and nurturing positive school cultures. Emphasis is placed on creating partnerships with parents, the business community, and local/state/federal agencies in order to ensure the community's diversity and resources are represented in decision-making processes. 3 credits

*Prerequisite: None*

**EDU 575. Teaching Secondary Methods for High School/Middle School. (3 Credits)**

This course is designed to introduce students to a systematic approach to instructional design as a necessary foundation for developing needs-based curriculum. Current models of instructional design are explored and specific focus is given to learning theories as they apply to the development of instruction. Students apply the systematic process of translating learning needs into teaching solutions through analysis, design, development, implementation, and evaluation of an instructional unit in a curriculum they are assigned to teach. This course is a required component of the CUAA Experimental Teacher Certification Residency Program in Eastpoint Community Schools.

*Prerequisite: None*

**EDU 580. Curriculum Development and Instructional Supervision. (3 Credits)**

participants examine the criteria and development of effective instructional programs, including the dynamics involved in planning, implementation and evaluation of programs; the implications of personnel and resource development to the overall instructional model; and the skills necessary to effectively and positively impact instruction to sustain a positive learning environment. Curriculum mapping and the relationship of learning theory to both curriculum design and delivery will be introduced. 3 credits

*Prerequisite: None*

**EDU 610. Legal, Ethical & Policy Issues for School Leaders. (3 Credits)**

participants examine legal and ethical issues related to Educational Administration, including questions of liability and negligence, teacher and student rights, certification and accreditation, and disciplinary policies and practices. Particular attention will be given to the role and impact of local, state and federal stakeholders on the development and implementation of school policies. 3 credits

*Prerequisite: None*

**EDU 630. The Principalship: Current Issues & Emerging Trends. (3 Credits)**

participants examine the changing, multi-faceted role of servant leadership within schools and as it extends to the community. Course topics will include research on strategies and innovative programs to improve school operations and enhance achievement for all students. 3 credits

*Prerequisite: None*

**EDU 640. Personnel Management and Professional Development. (3 Credits)**

participants explore and learn to apply leadership skills and dispositions related to the development and supervision of effective learning environments. 3 credits

*Prerequisite: None*

**EDU 650. Funding and Financing Schools. (3 Credits)**

this course traces the history and current realities of school funding within America public and private schools. Participants will examine state aid formulas, tax structures and federal aid, along with the use of tuition, grants and third-source funding. This course will include a practical application of the development of school budgets. 3 credits

*Prerequisite: None*

**EDU 795. Seminar on Guided Research and Practice. (3 Credits)**

the student works with their faculty research mentor to write and submit an Action Research Report. 3 credits

*Prerequisite: None*

**EDU 820. Educational Leadership: Theory and Practice. (3 Credits)**

this course presents definitions and principles of servant leadership within the sociopolitical context of schools; examines processes and functions of various educational leadership roles, both traditional and contemporary; identifies critical leadership roles; examines and develops beliefs and practices which promote high levels of performance. 3 credits

*Prerequisite: None*

**EDU 821. Leadership in Curr & Inst. (3 Credits)**

this course is designed to introduce students to a systematic approach to instructional design as a necessary foundation for developing needs-based curriculum. Current models of instructional design are explored and specific focus is given to learning theories as they apply to the development of instruction. Students apply the systematic process of translating learning needs into teaching solutions through analysis, design, development, implementation, and evaluation of instructional products. 3 credits

*Prerequisite: None*

**EDU 830. Organizational Theory in Educational Settings. (3 Credits)**

this course presents traditional and contemporary theories, research and practices related to the behavior of human beings in formal organizations, particularly within the context of the school an institution. 3 credits

*Prerequisite: None*

**EDU 831. Instructional Design. (3 Credits)**

this course is designed to introduce candidates to a systematic approach to instructional design as a necessary foundation for developing needs-based curriculum. Current models of instructional design are explored and specific focus is given to learning theories as they apply to the development of instruction. Candidates apply the systematic process of translating learning needs into teaching solutions through analysis, design, development, implementation, and evaluation of instructional products.

*Prerequisite: None*

**EDU 840. Strategies for Struggling Readers & Writers in the Elementary Classroom. (3 Credits)**

focuses on the assessment and remediation of reading disabilities and appropriate instructional intervention strategies for elementary in-service teachers. You'll cover a lot of topics throughout the course. At the end, you'll have a deeper understanding of interest inventories, English language learning screening, visual and auditory discrimination tools, language expression and processing screening, phonemics, phonics, vocabulary, fluency, comprehension, spelling and writing assessment tools, and instructional strategies. A case study is required. 3 credits

*Prerequisite: None*



**EDU 845. Teaching for Struggling Readers & Writers in the Secondary Classroom. (3 Credits)**

focuses on assessment and instructional strategies for students struggling with reading and writing in secondary classrooms. During the class you'll research best practices in literacy instruction and assess students through multiple perspectives including interest inventories, learning styles, analysis, sight word vocabulary, and fluency. You'll also engage in topics like reading comprehension and the significance of a learner's prior knowledge in the understanding of content-area reading. Because we want to accommodate varying learning needs, we've incorporated differentiated instructional strategies into our lesson and unit plans. A case study is required. 3 credits

*Prerequisite: None*

**EDU 850. Research Methods in Education. (3 Credits)**

this course provides a broad introduction to educational research and the various traditions found within the community of educational researchers. Attention will be given to the central role of data collection and interpretation in curricular, programmatic, and leadership decision-making. The student will examine the moral, legal, and ethical issues that arise when conducting research. The coursework leads to the development of the initial research project design for meeting the degree requirements of the Master of Science in Special Education Learning Disabilities. 3 credits

*Prerequisite: None*

**EDU 851. X-Cultr Comm ESL Teachers. (3 Credits)**

will examine cultural diversity that exists locally and globally in order to develop a positive appreciation for the contributions of other cultures, society and traditions. This course will assist EDUcators in understanding and recognizing the emotional and psychological challenges for the ESL/ELL and bilingual/bicultural students. 3 credits.

*Prerequisite: None*

**EDU 852. Basic Linguistics for ESL Teac. (3 Credits)**

is centered on an in-depth analysis of language systems, phonology, syntax, morphology, from the perspective of linguists and teachers. Students will have an opportunity to engage in systematic applications and study the complex phenomenon of language and different aspects of the English language. 3 credits.

*Prerequisite: None*

**EDU 853. ESL Lit: Reading, Writ & Gramm. (3 Credits)**

will allow students the opportunity to engage in systematic applications of strategies for teaching reading, writing, listening and grammar. Students will conduct mini lessons targeting speaking, pronunciation, listening, writing and reading for all WIDA proficiency levels. 3 credits.

*Prerequisite: None*

**EDU 854. Inte of Lang & Content in ESL. (3 Credits)**

will equip students with the knowledge, strategies and ability to develop, integrate, and implement ESL strategies within the core content areas of science, math and social studies. Students will learn to create lesson plans that accommodate ell learners in the classroom. 3 credits.

*Prerequisite: None*

**EDU 855. Assessment in ESL. (3 Credits)**

will aid EDUcators in how to conduct formative and summative assessments for ESL students. The students in this course will learn to administer, evaluate and recognize English proficiency levels for ESL students. Students will become FAMiliar with the wida model for assessments and instruction. 3 credits.

*Prerequisite: None*

**EDU 856. Method Teaching ESL Students. (3 Credits)**

will present effective teaching methods for teaching ell students at all levels. The students will be exposed to activities for reading, writing, listening and speaking that are considered best practices for obtaining English language skills that align with the Michigan ESL standards. 3 credits.

*Prerequisite: None*

**EDU 857. ESL Practicum. (3 Credits)**

is the capstone course for the ESL certification program. Students will try out skills and techniques with ell students in general EDUcation classrooms or in ESL classrooms. Observational analysis and feedback will be provided by host teachers. Students will create a portfolio to document their experiences and show progress in teaching ell students. 3 credits.

*Prerequisite: None*

**EDU 860. Cultural Issues/Curriculum, Class, Community. (3 Credits)**

the students will examine how issues of ethnicity, economic status, gender, geography, history and other considerations play a significant role in the forces which shape and define educational settings. Through exploration of the schools' political/social environments, students will discover the factors that influence educational policy and how educational policy shapes curriculum. 3 credits

*Prerequisite: None*

**EDU 865. Teaching Diverse Learners. (3 Credits)**

students will explore issues with special populations; gifted, special needs, and students with disabilities, which effect curriculum development, instructional patterns, and differentiation in the classroom. Strategies for identifying students, developing instructional plans, and implementing curriculum are a focus. 3 credits

*Prerequisite: None*

**EDU 870. Professional Learning Communities in a Pluralistic Society. (3 Credits)**

this course presents research and practices aimed at developing professional learning communities and nurturing positive school cultures. Emphasis is placed on creating partnerships with parents, the business community, and local/state/federal agencies in order to ensure the community's diversity and resources are represented in decision-making processes. 3 credits

*Prerequisite: None*

**EDU 871. Standards Based Curriculum and Instruction. (3 Credits)**

this course focuses on the development of strategies for linking national and state standards to classroom curriculum. This course will explore the historical foundations for the standards movement as well as current research on standards as a basis for understanding standard-based instruction. The content includes grade-level benchmarks and assessments, development of a pacing chart, scope and sequence, and identifies instructional resources. 3 credits

*Prerequisite: None*

**EDU 880. Curriculum Development and Instructional Supervision. (3 Credits)**

participants examine the criteria and development of effective instructional programs, including the dynamics involved in planning, implementation and evaluation of programs; the implications of personnel and resource development to the overall instructional model; and the skills necessary to effectively and positively impact instruction to sustain a positive learning environment. Curriculum mapping and the relationship of learning theory to both curriculum design and delivery will be introduced. 3 credits

*Prerequisite: None*

**EDU 891. Introduction to Learning Disabilities. (3 Credits)**

this course provides an introduction to the field of learning disabilities. Students will investigate academic, functional, and social characteristics of learners found eligible for special education services as learning disabled. Historical perspectives, definitions, service delivery systems, evaluation procedures, and current issues will be examined. This knowledge will prepare students to help others understand the needs of individuals with learning disabilities and to advocate for educational policy, appropriate resources, and evidence-based practices. Ten hours of fieldwork are required. 3 credits

*Prerequisite: None*

**EDU 892. 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. 3 credits

*Prerequisite: None*

**EDU 893. Meeting the Social, Emotional, and Behavioral Needs of the Learner. (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.

*Prerequisite: None*

**EDU 894. 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. Ten hours of fieldwork are required. 3 credits

*Prerequisite: None*

**EDU 895. 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. Ten hours of fieldwork are required. 3 credits

*Prerequisite: None*

**EDU 896. Language and Literacy. (3 Credits)**

this course will provide candidates with expertise in the teaching of language and literacy to children 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. Ten hours of fieldwork are required. 3 credits

*Prerequisite: None*

**EDU 897. Math Strategies for Special Learning Needs. (3 Credits)**

the purpose of this course is to 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. Ten hours of fieldwork are required. 3 credits

*Prerequisite: None*

**EDU 898. Instruction Across Content Areas for Students with Learning Disabilities. (3 Credits)****EDU 899. Directed Teaching in Special Education. (3 Credits)**

candidates will complete 8 weeks for directed student teaching along with student teaching seminar.

*Prerequisite: None*

**EDU 910. Legal, Ethical & Policy Issues for School Leaders. (3 Credits)**

participants examine legal and ethical issues related to Educational Administration, including questions of liability and negligence, teacher and student rights, certification and accreditation, and disciplinary policies and practices. Particular attention will be given to the role and impact of local, state and federal stakeholders on the development and implementation of school policies. 3 credits

*Prerequisite: None*

**EDU 911. Evaluation and Assessment. (3 Credits)**

this course focuses on the concept of assessment as linked to the learning process and teaching practice. Participants look at the theory and principals that support assessment practices, especially as they apply to teacher made tests and other evaluation instruments. The course includes alternatives to traditional forms of assessment and explores factors that influence student performance. 3 credits

*Prerequisite: None*

**EDU 920. Instructional Technology and the Reflective Educator. (3 Credits)**

the theory/practice of implementing curriculum plans that include methods and strategies for applying technology to maximize student learning. 3 credits

*Prerequisite: None*

**EDU 930. The Principalship: Current Issues & Emerging Trends. (3 Credits)**

participants examine the changing, multi-faceted role of servant leadership within schools and as it extends to the community. Course topics will include research on strategies and innovative programs to improve school operations and enhance achievement for all students. 3 credits

*Prerequisite: None*

**EDU 940. Personnel Management and Professional Development. (3 Credits)**

participants explore and learn to apply leadership skills and dispositions related to the development and supervision of effective learning environments. 3 credits

*Prerequisite: None*

**EDU 950. Funding and Financing Schools. (3 Credits)**

this course traces the history and current realities of school funding within America public and private schools. Participants will examine state aid formulas, tax structures and federal aid, along with the use of tuition, grants and third-source funding. This course will include a practical application of the development of school budgets. 3 credits

*Prerequisite: None*

**EDU 995. Seminar on Guided Research and Practice. (3 Credits)**

the student will work with their faculty research mentor to write and submit the final Action Research Report required as the capstone product of the Masters in Special Education Learning Disabilities program. The focus of EDU995 is the completion of this project in a research report format that meets the style and format professional agencies require for publication and the public presentation of the research and findings. 3 credits

*Prerequisite: None*

**EDU 996. Portfolio Development. (1 Credit)**

this guides students in the preparation and completion of the professional portfolio through a series of workshops and assignments. The portfolio is a culmination of the student's accomplishments, skills, ability, and aptitude; and presents a visual demonstration and clear understanding of student mastery of necessary skills presented in the MSCI program. 1 credit

*Prerequisite: None*

**EDU 998. Internship in Educational Leadership. (2 Credits)**

the course is completed in a school under the supervision of a building administrator and CUAA Internship Coordinator. It is designed to provide practical experiences related to Michigan's Standards for the Preparation of School Principals. Practicum hours are completed before, during, and after the school day and reflects all aspects of the principal's role in education. 2 credits

*Prerequisite: None*

## Education - CUW (ED)

ED 501. Found/Theory-American History. (3 Credits)

ED 506. GROUP DYNAMICS & LEADER. (3 Credits)

ED 507. CURRIC DEVELOPMENT. (3 Credits)

ED 515. Ed Research Methods. (3 Credits)

ED 516. EDUC RESEARCH METH II. (1-3 Credits)

ED 519. COMPUTER USE IN SCHOOLS. (3 Credits)

ED 521. Human Learn & Motivation. (3 Credits)

ED 523. TEACHER AS WRITER. (3 Credits)

ED 524. ISSUES IN RDG & LNG ART. (3 Credits)

ED 527. CLASSROOM MGT.. (0 Credits)

ED 531. PRIN OF EDUC ADMINISTR. (3 Credits)

ED 533. LDRSHP FOR CHANGE. (3 Credits)

ED 535. LEGL/ETHCL ISS-ED ADMIN. (3 Credits)

ED 536. EDUCAT GOVERN/ADMIN. (3 Credits)

ED 537. SUPERVISION OF INSTRUCT. (3 Credits)

ED 539. PRACT IN ED ADMIN. (3 Credits)

ED 541. BUS ADMIN OF SCHOOLS. (3 Credits)

ED 543. ED GOVN & ADMINISTRATOR. (3 Credits)

ED 550. MODALITY BASED READING. (3 Credits)

ED 551. INTEGRATNG READ & WRTNG. (3 Credits)

ED 555. GRAD INDEPEND STUDY. (1-6 Credits)

ED 557. STUdT ASST PRGM-D&A AWR. (2 Credits)

ED 558. GROUP FACILIT TRAIN. (1 Credit)

ED 559. SUBSTANCE ABUSE-ED. (3 Credits)

ED 560. CURR DES & DEV EC. (3 Credits)

ED 563. EARLY CHLDH D SCI/MATH. (3 Credits)

ED 565. CURR ISSUES-ECE. (3 Credits)

ED 566. ARTS IN EARLY CHILD. (3 Credits)

ED 567. FND EARLY LITERACY DEV. (3 Credits)

ED 568. PLAY:THEORY & PRACTICE. (3 Credits)

ED 569. FAMILIES/SCHOOLS TOGETH. (3 Credits)

ED 570. COOP LEARN IN CLASSRM. (3 Credits)

ED 572. MATH METH-SECNDRY TEACH. (3 Credits)

ED 578. CURR TOPIC IN CURRIC. (3 Credits)

ED 580. SEM IN CURR & INSTRUCT. (3 Credits)

ED 588. MARKET ED PROGRAMS. (3 Credits)

ED 590. PROJECT COMPLETION SEM. (3 Credits)

ED 595. GRADUATE SEMINAR. (3 Credits)

ED 601. EFFECT TIME MANAGEMENT. (3 Credits)

ED 602. DYNAMICS OF SUPERVISION. (3 Credits)

ED 603. PERSONAL LEADERSHIP. (3 Credits)

ED 611. NATL LUTH PRINC ACAD. (1-2 Credits)

ED 620. TEACH WRITING H.S.. (3 Credits)

ED 621. TEACH WRITING K-8. (3 Credits)

ED 622. MATCH LEARN STYLE K-8. (3 Credits)

ED 623. CURRIC MATCH:SCIENCE. (3 Credits)

ED 624. GIFTED & TALENTED. (3 Credits)

## Education Family Life (EFL)

### **EFL 520. Parenting. (3 Credits)**

explores the world of raising children emphasizing parenting as a process across their life span. Parenting practices will be explored across individual, cultural, and community needs.

*Prerequisite: None*

### **EFL 530. Marriage & Family Relations. (3 Credits)**

This course provides students with an understanding of marriages and families within the ecological contexts in which they exist. Students connect their own experiences with biblical studies and current secular trends to formulate new perspectives. They apply their insights to the enrichment of marriages and families in their own personal and professional contexts.

*Prerequisite: None*

### **EFL 540. Human Sexuality. (3 Credits)**

This course provides Biblical and scientific understanding of the historical, biological, psychological, relational, and social/cultural influences on human sexuality and its expression. Information about human sexuality across the lifespan is included. This course provides information about sexual identity, orientation, the biological and psychological causes of sexual dysfunction and their treatments, methods of contraception, the prevention and treatment of sexually transmitted infections, sexual coercion, and the impact of pornography.

*Prerequisite: None*

### **EFL 550. Family Law and Public Policy. (3 Credits)**

This course addresses the influence of the family on the law and the impact of the law on families. It focuses on policy construction and change in family centered organizations and the legal system. Development and application of policy relating to marriage, divorce, family support, child custody, child protection and rights, and family planning will be examined.

*Prerequisite: None*

### **EFL 560. Curr & Methods in Family Life. (3 Credits)**

This course provides the student with the basic curricular framework for the development of parent, family and societal programming.

*Prerequisite: None*

### **EFL 815. Educational Research Methods. (3 Credits)**

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

*Prerequisite: None*

### **EFL 820. Parenting. (3 Credits)**

explores the world of raising children emphasizing parenting as a process across their life span. Parenting practices will be explored across individual, cultural, and community needs.

*Prerequisite: None*

### **EFL 830. Marriage & Family Relations. (3 Credits)**

This course provides students with an understanding of marriages and families within the ecological contexts in which they exist. Students connect their own experiences with biblical studies and current secular trends to formulate new perspectives. They apply their insights to the enrichment of marriages and families in their own personal and professional contexts.

*Prerequisite: None*

### **EFL 840. Human Sexuality. (3 Credits)**

This course provides Biblical and scientific understanding of the historical, biological, psychological, relational, and social/cultural influences on human sexuality and its expression. Information about human sexuality across the lifespan is included. This course provides information about sexual identity, orientation, the biological and psychological causes of sexual dysfunction and their treatments, methods of contraception, the prevention and treatment of sexually transmitted infections, sexual coercion, and the impact of pornography.

*Prerequisite: None*

### **EFL 850. Family Law and Public Policy. (3 Credits)**

This course addresses the influence of the family on the law and the impact of the law on families. It focuses on policy construction and change in family centered organizations and the legal system. Development and application of policy relating to marriage, divorce, family support, child custody, child protection and rights, and family planning will be examined.

*Prerequisite: None*

### **EFL 860. Curr & Methods in Family Life. (3 Credits)**

This course provides the student with the basic curricular framework for the development of parent, family and societal programming.

*Prerequisite: None*

### **EFL 880. Family Resource Management. (3 Credits)**

This course provides students with an understanding of the decision-making process of families concerning the utilization of financial, personal, environmental, and social resources. In particular, this class focuses on how families develop, exchange, and allocate resources throughout the lifespan with the expectation that the most effective resource-management decisions are made from positions of knowledge and understanding.

*Prerequisite: None*

### **EFL 895. Capstone - Family Life Pract. (3 Credits)**

This course provides an opportunity for the Family Life student to complete issues related to the practicum, CFLE certification, and other issues related to the field. The seminar focuses on student papers, projects and reports related his or her professional development through the practicum. This course should be taken at the end of the Family Life program requirements.

*Prerequisite: None*

## Education-Cert Elem Ed (EDC)

### EDC 510. Professional Foundations I. (2 Credits)

This course examines prominent forces that have shaped formal and informal education in the Western experience. This course explores the historical, philosophical, theological, social, scientific, and technological contributions that have influenced the American educational system. From that foundation, students will be encouraged to explore contemporary issues in American education as they consider their own personal philosophy of teaching and their future role in the teaching profession. Contemporary educational concerns such as highly effective teaching and lesson planning, along with reflective practice are strongly emphasized in the course.

*Prerequisite: None*

### EDC 511. Professional Found II Elem. (2 Credits)

presents the dilemmas facing the classroom teacher as they enter and continue in the profession. School law, legal rights and teacher responsibilities are examined. Relationships with parents and the community are refined, focusing on the professional role of the teacher as a role model in and outside the classroom. 2 credits

*Prerequisite: None*

### EDC 512. Clinicals. (0 Credits)

In this course students learn methods and content appropriate for teaching mathematics to middle school students. National trends and current philosophy of teaching mathematics at this level are discussed.

*Prerequisite: None*

### EDC 513. Human Learning & Development. (4 Credits)

This course explores theories of human development, learning and motivation. The practical applications of these theories in child development, educational psychology and classroom management are explored.

*Prerequisite: None*

### EDC 514. Diversity in the Classroom. (4 Credits)

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

*Prerequisite: None*

### EDC 515. Language Arts Dev & Strategies. (4 Credits)

This course offers preservice teachers a comprehensive perspective on reading acquisition, including language development, phonemic awareness and phonics methodology, strategies for classroom instruction, and accommodations for a wide range of readers. A balanced or comprehensive approach to literacy will be highlighted in the course.

*Prerequisite: None*

### EDC 516. Curr & Methods of Language Art. (4 Credits)

This course is designed to introduce participants to the theories of, the framework for, and the skills and strategies to be used in the field of language arts. Strategic reading and writing will be the focus with speaking, listening, and literature integrated throughout. Differentiated instruction will be introduced with practical applications made to all grade levels. Participants will have the opportunity to explore, research, discuss, observe and apply strategies, resources, and processes involved with literacy learning.

*Prerequisite: None*

### EDC 517. Practicum. (1 Credit)

This practicum provides the education student with a supervised pre-student teaching experience at the elementary, middle, or high school level. As part of the regular clinical hours required by the Graduate Teacher Certification Program, practicum students will develop and teach a minimum of a 5-lesson unit, based on Wisconsin Model Academic Standards and the specific classroom's curriculum.

*Prerequisite: None*

### EDC 518. Curr & Methods of Science. (4 Credits)

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

*Prerequisite: None*

### EDC 519. Curr & Meth of Social Studies. (4 Credits)

will explore the topics and pedagogy necessary to construct a comprehensive social studies curriculum. Emphasis will be placed on rigorous content aligned to the Wisconsin Model Academic Standards. A specific focus will be the Native American tribes of Wisconsin. 4 credits

*Prerequisite: None*

### EDC 520. Curr/Meth of Mathematics Elem. (4 Credits)

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

*Prerequisite: None*

### EDC 521. Curr & Methods of Phy Ed & Hea. (1 Credit)

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

*Prerequisite: None*

**EDC 522. Tchng in the Primary Classroom. (1 Credit)**

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

*Prerequisite: None*

**EDC 523. Tchng in the Middle School. (1 Credit)**

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

*Prerequisite: None*

**EDC 525. Collabor with Family & Communi. (1 Credit)**

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

*Prerequisite: None*

**EDC 526. Curr & Methods of Fine Arts. (1 Credit)**

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

*Prerequisite: None*

**EDC 530. Portfolio I. (0 Credits)**

is completed during the assigned term and provides the education student with an opportunity to demonstrate growth in four of the teacher standards. Students will organize thoughtful artifacts and create narratives which represent their competency in the standards. 0 credits

*Prerequisite: None*

**EDC 531. Portfolio II. (0 Credits)**

is conducted at the end of the formal coursework in the program and just prior to student teaching. Students share and present their portfolio demonstrating growth in all eleven standards based upon artifacts collected from life experiences as well as their teacher certification coursework. 0 credits

*Prerequisite: None*

**EDC 532. Portfolio III. (0 Credits)**

is the final portfolio assessment and is conducted at the end of the student teaching semester. Students share and present their portfolio with new narratives and artifacts from the student teaching semester to demonstrate competency in all eleven teacher standards. 3 credits

*Prerequisite: None*

**EDC 535. Student Teaching Elementary. (1-6 Credits)**

is the final phase of the experiential component to the Graduate Teacher Certification Program. 1-6 credits

*Prerequisites: Approval of Director and all coursework and clinical work completed satisfactorily.*

**EDC 536. Student Teaching Middle School. (1-6 Credits)**

is the final phase of the experiential component to the Graduate Teacher Certification Program. 1-6 credits

*Prerequisites: Approval of Director and all coursework and clinical work completed satisfactorily.*

**EDC 560. Professional Foundations I. (2 Credits)**

This course examines prominent forces that have shaped formal and informal education in the Western experience. This course explores the historical, philosophical, theological, social, scientific, and technological contributions that have influenced the American educational system. From that foundation, students will be encouraged to explore contemporary issues in American education as they consider their own personal philosophy of teaching and their future role in the teaching profession. Contemporary educational concerns such as highly effective teaching and lesson planning, along with reflective practice are strongly emphasized in the course.

*Prerequisite: None*

**EDC 561. Professional Foundations II. (2 Credits)**

This course presents the dilemmas facing the classroom teacher as they enter and continue in the profession. School law, legal rights and teacher responsibilities are examined. Relationships with parents and the community are refined, focusing on the professional role of the teacher as a role model in and outside the classroom.

*Prerequisite: None*

**EDC 562. Clinicals. (0 Credits)**

provide the teacher candidate with the necessary field experiences required by the Department of Public Instruction. Throughout the program, students complete a specific number of clinical hours in correlation with their coursework. A total of 70 hours are required in multiple middle and secondary school settings. Students are required to regularly reflect upon their fieldwork by turning in clinical reflections after each course. 0 credits

*Prerequisite: None*

**EDC 563. Educational Psychology. (4 Credits)**

This course explores theories of human development, learning and motivation. The practical applications of these theories in child development, educational psychology and classroom management are explored.

*Prerequisite: None*

**EDC 564. Diversity in the Classroom. (4 Credits)**

This course is designed to give the learner the knowledge, tools, and dispositions to effectively facilitate a diverse classroom. This course explores the cultural, physical, socially constructed, and psychological differences in people. An emphasis in this course is on understanding of how students' learning is influenced by individual experiences, talents, disabilities, and gender, language, culture, family, and community values. Students will also explore alternative ways of viewing, understanding, and teaching the exceptional child. The learner is challenged to apply knowledge of the richness of contributions from our diverse society to the teaching field.

*Prerequisite: None*

**EDC 565. Teaching in the Middle School. (4 Credits)**

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

*Prerequisite: None*

**EDC 566. Analysis of Instruction. (2 Credits)**

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

*Prerequisite: None*

**EDC 567. Lang and Lit in Content Area. (4 Credits)**

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

*Prerequisite: None*

**EDC 568. Practicum. (1 Credit)**

This practicum provides the education student with a supervised pre-student teaching experience at the elementary, middle, or high school level. As part of the regular clinical hours required by the Graduate Teacher Certification Program, practicum students will develop and teach a minimum of a 5-lesson unit, based on Wisconsin Model Academic Standards and the specific classroom's curriculum.

*Prerequisite: None*

**EDC 570. Curr & Methods of Tchg English. (4 Credits)**

This course presents curriculum, methods, and special concerns for teaching English in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching English. This course includes the construction of unit and lesson plans using a variety of resources and instructional tools, and special topics related to teaching secondary English.

*Prerequisite: None*

**EDC 571. Curr & Meth of Tchg Soc Studie. (4 Credits)**

This course presents curriculum, methods, and special concerns for teaching social studies in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching social studies. This course includes the construction of unit and lesson plans using a variety of resources and instructional tools, and special topics related to teaching secondary social studies.

*Prerequisite: None*

**EDC 572. Curr/ Meth of Tchg Math Sec. (4 Credits)**

This course presents curriculum, methods, and special concerns for teaching mathematics in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching mathematics. This course includes the construction of unit and lesson plans using a variety of resources and instructional tools, and special topics related to teaching secondary mathematics.

*Prerequisite: None*

**EDC 573. Curr & Meth of Tchg Science. (4 Credits)**

This course presents curriculum, methods, and special concerns for teaching science in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching Science. This course includes the construction of unit and lesson plans using a variety of resources and instructional tools, and special topics related to teaching secondary science.

*Prerequisite: None*

**EDC 574. Curr & Meth Tchg Bus Education. (4 Credits)**

This course presents curriculum, methods, and special concerns for teaching business education in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching business education. This course includes the construction of unit and lesson plans using a variety of resources and instructional tools, and special topics related to teaching secondary business education.

*Prerequisite: None*

**EDC 575. Curr & Meth of Tchg World Lang. (4 Credits)**

This course provides the students with an opportunity to familiarize themselves with the theoretical foundations and variety of practices in language acquisition. Students explore what different language methods have accomplished in the past, examine the standards and current practices in the teaching/learning of world languages, and attempt to clarify their own beliefs and vision of the world language classroom. Some of the topics include unit planning, effective instruction methodologies and assessment strategies.

*Prerequisite: None*

**EDC 577. Curr & Meth of Tchg Art. (4 Credits)**

This course examines the structure and organization of elementary and secondary art programs, as well as qualities of exceptional instruction at these levels. This course emphasizes standards-based lesson planning, various methods of assessment, and classroom management strategies. We will look at education with a focus on how the inherent nature of visual arts affects teaching approaches and classroom structure.

*Prerequisite: None*

**EDC 578. Curr & Meth Tchng Phy Ed & Healt. (4 Credits)**

This course presents curriculum, methods, and special concerns for teaching Physical Education in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching Physical Education. This course includes the construction of unit and lesson plans using a variety of resources and instructional tools, and special topics related to teaching secondary physical education.

*Prerequisite: None*

**EDC 580. Portfolio I. (0 Credits)**

The portfolio is a collection of materials reflective of student progress toward a variety of learning goals throughout the Graduate Teacher Certification Program experience. As teacher education students become actively involved in acquiring and refining artifacts for their working portfolios, personal learning goals, and self-assessments demonstrate their professional growth.

*Prerequisite: None*

**EDC 581. Portfolio II. (0 Credits)**

The portfolio is a collection of materials reflective of student progress toward a variety of learning goals throughout the Graduate Teacher Certification Program experience. As teacher education students become actively involved in acquiring and refining artifacts for their working portfolios, personal learning goals, and self-assessments demonstrate their professional growth.

*Prerequisite: None*

**EDC 582. Portfolio III. (0 Credits)**

The portfolio is a collection of materials reflective of student progress toward a variety of learning goals throughout the Graduate Teacher Certification Program experience. As teacher education students become actively involved in acquiring and refining artifacts for their working portfolios, personal learning goals, and self-assessments demonstrate their professional growth.

*Prerequisite: None*

**EDC 586. Studnt Tchng Middle School. (1-6 Credits)**

EDC 586/EDC 587 provide the final phase of the experiential component to the Graduate Teacher Certification Program. Student teaching allows the student to practice the variety of theories they have studied throughout the program. All Teacher Certification Program coursework, Praxis I and II and Portfolio I and II have been successfully completed. Director approval is required. These courses are designed to be taken in conjunction with the student teaching term and will run concurrently.

*Prerequisite: None*

**EDC 587. Studnt Tchng High School. (1-6 Credits)**

EDC 586/EDC 587 provide the final phase of the experiential component to the Graduate Teacher Certification Program. Student teaching allows the student to practice the variety of theories they have studied throughout the program. All Teacher Certification Program coursework, Praxis I and II and Portfolio I and II have been successfully completed. Director approval is required. These courses are designed to be taken in conjunction with the student teaching term and will run concurrently.

*Prerequisite: None*

**EDC 611. Lang Develop & Early Literacy. (4 Credits)**

is a study of early language and literacy development and the application of developmental principals to the earliest stages of reading, writing, listening, and speaking in children ages 0 – 8. Includes analysis of literacy development and literacy routines: shared book experiences, authentic literature experiences, observations skills, organizing the literacy environment, stages of writing, and journal writing. The course will examine current research and curriculum practices. The Reading Foundations Test preparation will also be imbedded in the course content to better prepare students to be teachers of reading. Current trends to traditional methods will be introduced with application to pre-kindergarten through third grade classrooms. The students will explore the complex interaction and integration of the social, physical, emotional, cognitive, and spiritual development (SPECS) of children in order to address all areas effectively and meet the needs of all students and their families. 4 credits

*Prerequisite: None*

**EDC 612. Developmental Reading. (2 Credits)**

examines the teaching of reading, through an in-depth look at the elements essential for reading success, emergent literacy and strategies and materials appropriate for literacy instruction in the early childhood classroom. 2 credits.

*Prerequisite: None*

**EDC 613. Books and Pictures. (4 Credits)**

examines using picture books with children to develop verbal fluency, visual literacy and aesthetic awareness. The potential of picture books in the early childhood curriculum is studied, specific instructional strategies are suggested and illustration styles are studied. 4 credits.

*Prerequisite: None*

**EDC 614. Curric & Methods of Science. (4 Credits)**

provides the professional 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 will address how young children construct and represent scientific knowledge through problem solving, inquiry-based exploration, cooperative learning experiences, and integration with other curricular areas. Students will develop concepts about the essential components and skills of scientific investigation or theory building; and will use this information in developing, assessing, and modifying developmentally appropriate instructional strategies for diverse learners. Current research, trends, and curricular practices in early childhood science education will be explored. 4 credits

*Prerequisite: None*

**EDC 615. Curric & Methods in ECE I. (4 Credits)**

is a study of developmentally appropriate practices with an emphasis on the nature and functions of play. Curriculum design, goal development, and program planning will be examined. 4 credits

*Prerequisite: None*

**EDC 619. EC Student Teaching. (1-6 Credits)**

provides one of three culminating clinical experiences for students who will receive a teaching license for early childhood. 3 credits EDUCATION – TEACHER CERTIFICATION PROGRAM – SECONDARY (for the Early Adolescence-Adolescence and Early Childhood-Adolescence licenses) To be eligible for these courses, you must be formally accepted into the Graduate Teacher Certification Program.

*Prerequisite: None*



**EDC 620. Issues & Trends in Gifted Educ. (3 Credits)**

This course examines the history of gifted education including major theorists in gifted education and models of educating children with gifts and talents. Current trends in gifted education including issues and situations in the current Wisconsin landscape will be examined. Implications of gifted education in inclusive classrooms will also be explored.

*Prerequisite: None*

**EDC 621. Unique Needs of Gifted Child. (3 Credits)**

This course examines models and theorists in gifted education, focusing on the psychology of gifted children. We examine the unique social and emotional needs of gifted students in the regular classroom and how to support students who are struggling to fit in. Creativity and special gifted populations will also be explored, along with social and emotional programs for families and children.

*Prerequisite: None*

**EDC 622. Instruct Students Gifts Talent. (3 Credits)**

Instructional practices for working with gifted students in small group settings and pull-out programs will be addressed, including differentiation practices for working with high-achieving and precocious children in an inclusive classroom. Grouping strategies and acceleration practices will be explored. Development of adapted and differentiated curricular materials will occur throughout the course.

*Prerequisite: None*

**EDC 623. Obs, Anal, Pract Tchng Gifted. (3 Credits)**

This capstone course provides students with observation and analysis skills to apply to their own gifted and talented teaching for this practicum experience. Through this experience and reflection on coursework, a portfolio will be developed to represent the students' knowledge and skills in working with gifted and talented children. An onsite supervisor as well as a university supervisor will provide feedback and support through the use of weekly reflections and meetings.

*Prerequisite: None*

**EDC 624. Portfolio: Gifted & Talented. (0 Credits)**

This course is the capstone assessment for Gifted and Talented licensure that highlights a student's understanding of the WI teacher standards and The National Gifted Education Standards for Professional Development.

*Prerequisite: None*

**EDC 625. Coord Gifted Talented Progs. (3 Credits)**

This course focuses on identification of GT students, program development and sustainability of school wide and district wide programs serving the needs of gifted children. State policy and law, advocacy and parent/community outreach. Internship hours are required.

*Prerequisite: None*

**EDC 750. Foundations of the Teaching Profession. (3 Credits)**

is the initial course within the teacher licensure program offering a framework for historical, philosophical, theological, social, ethical, scientific, and technological contributions that have influenced the American public and parochial educational systems. Students will explore contemporary issues in American education as they consider their own personal philosophy of teaching and their future role in the teaching profession in a school community. Additionally, students will consider many of the dilemmas facing a classroom teacher within rural, urban and/or suburban cultures today with respect to current state and federal school law, legal rights, responsibilities and educator expectations. 3 credits, 8 weeks

*Prerequisite: None*

**EDC 751. Educational Psychology; Understanding Theory of Teaching and Learning. (3 Credits)**

explores cognitive and behavioral theories in respect to student learning, motivation and instructional strategies to meet the needs of all students. Planned supports such as Trauma Sensitive Classrooms, Teacher Impact and the importance of student/teacher relationships are explored as best practices in teaching and learning. The course includes an emphasis on lesson planning and EdTPA preparation. 3 credits, 8 weeks

*Prerequisite: None*

**EDC 752. Language Arts Development and Strategies. (3 Credits)**

will focus on effective reading instruction. Students will gain an acute understanding of the reading process itself, including both decoding and comprehension. Additionally, this course will focus on ideas such as differentiation, applied varied instructional approaches, curricular materials, standardized tests, and assessment tools. This course will also offer a comprehensive perspective on reading acquisition, including language development, phonemic awareness and phonics methodology, strategies for classroom instruction, and accommodations for a wide range of readers. A balanced or comprehensive approach to literacy will be highlighted in the course. Students are expected to successfully complete the Foundations of Reading Test following this course. 3 credits, 8 weeks

*Prerequisite: None*

**EDC 753. Language and Literature in Content Areas. (3 Credits)**

examines and provides instruction in the understanding of language within individual / specific content areas. Students will explore how to use literature within the given content across all curriculums. 3 credits, 8 weeks

*Prerequisite: None*

**EDC 754. Curriculum & Methods - Language Arts and Social Studies. (3 Credits)**

is designed to introduce participants to the theories of and the framework for the skills and strategies to be used in the field of language arts. Strategic reading and writing will be the focus with speaking, listening, and literature integrated throughout the course. Differentiated instruction in teaching literacy will be surveyed with practical applications made to all grade levels. Participants will have the opportunity to explore research, discuss, observe and apply strategies, resources, and processes involved with literacy learning. Additionally, students will explore the topics & pedagogy necessary to construct a comprehensive social studies curriculum while integrating strategies of literacy. Emphasis will be placed on content aligned to the Wisconsin Model Academic Standards. A specific focus will be the Native American tribes of Wisconsin. 3 credits, 8 weeks

*Prerequisite: None*

**EDC 755. Interdisciplinary Instruction: Teaching in the Middle School. (3 Credits)**

will delve into the unique considerations of the middle-level classrooms. Discussion will center upon the adolescent learner, the middle-school design, and the curricular approaches most impactful at this level. Consideration will be given to approaches of integrating curriculum between traditional core content and specialized curriculum. Students will learn how to integrate fine arts curriculum such as imagination and creativity into core content areas. Ideas of how teachers can deepen student engagement by integrating the arts across the curriculum using activities that incorporate dance, theatre, music, storytelling, poetry and the visual arts into the everyday classroom will be explored. Additionally, this course will stress learning through body-kinesthetic learning throughout the curriculum. 3 credits, 8 weeks

*Prerequisite: None*

**EDC 756. Analysis of Instruction and Assessment. (3 Credits)**

will examine a variety of instructional strategies and introduce the student to the assessment and evaluation processes. Students will explore the processes of both formative and summative assessments for instruction and learn; analyzing the results in relation to learning, effective instruction and student success. This course will prepare student to complete EdTPA's Planning Rubric 5: Planning Assessments to Monitor and Support Student Learning. 3 credits, 8 weeks

*Prerequisite: None*

**EDC 757. Teaching Diverse Students, Families and Classrooms. (3 Credits)**

is designed to give the learner the knowledge, tools, and dispositions to effectively facilitate a diverse classroom. This course explores the cultural, physical, socially constructed, and psychological differences in people. An emphasis in this course is on understanding how students' learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family, and community values. 3 credits, 8 weeks

*Prerequisite: None*

**EDC 758. Co-Planning and Instruction for all Students. (3 Credits)**

is designed for the student to explore alternative ways of viewing, understanding, and teaching the exceptional child. Specifically, this course provides instruction in the teaching of the following areas for students with disabilities; differentiation, classroom management, co-planning and instructional strategies, technology for learning and understanding special education while meeting the needs of all students. 3 credits, 8 weeks

*Prerequisite: None*

**EDC 759. Curriculum & Methods - STEAM. (3 Credits)**

will focus on Science and Technology to be analyzed and developed through Engineering and the Arts, with the knowledge that everything is based in elements of Mathematics. Participants will learn to develop, create, implement, and assess a STEAM (Science, Technology, Engineering, Arts, and Mathematics) program, lessons and units. A variety of frameworks will be reviewed and discussed to allow for easy replication of STEAM units and activities. Inquiry-based lessons for instruction and assessment will be explored to help gain a better understanding of possible classroom applications and projects. Educators will leave the course with a roadmap to better implement STEAM into their classroom, promote STEAM questioning, and develop STEAM PBL (Project Based Learning) units. This framework not only includes the art of aesthetics and design, but also the divisions of the liberal, language, musical, physical and manual arts. 3 credits, 8 weeks

*Prerequisite: None*

**EDC 760. Curriculum & Methods - Math. (3 Credits)**

will examine the requisite math topics and skills of the elementary and middle-level classroom, specifically as they have been constructed following the reformed mathematics movement. Attention will be given to multiple means of explanation for math concepts, the use of manipulatives and connections to the Common Core State Standards for Mathematics. The focus of this course will be on best practice of instruction in Mathematic instruction with an emphasis on analysis and theory behind Mathematic instruction. 3 credits, 8 weeks

*Prerequisite: None*

**EDC 761. CAPTL Capstone. (3 Credits)****EDC 812. Math in The Middle School. (3 Credits)**

In this course students learn methods and content appropriate for teaching mathematics to middle school students. National trends and current philosophy of teaching mathematics at this level are discussed. *Prerequisite: None*

**EDC 820. Issues & Trends in Gifted Educ. (3 Credits)**

This course examines the history of gifted education including major theorists in gifted education and models of educating children with gifts and talents. Current trends in gifted education including issues and situations in the current Wisconsin landscape will be examined. Implications of gifted education in inclusive classrooms will also be explored.

*Prerequisite: None*

**EDC 821. Unique Needs of Gifted Child. (3 Credits)**

This course examines models and theorists in gifted education, focusing on the psychology of gifted children. We examine the unique social and emotional needs of gifted students in the regular classroom and how to support students who are struggling to fit in. Creativity and special gifted populations will also be explored, along with social and emotional programs for families and children.

*Prerequisite: None*

**EDC 822. Instruct Students Gifts Talent. (3 Credits)**

Instructional practices for working with gifted students in small group settings and pull-out programs will be addressed, including differentiation practices for working with high-achieving and precocious children in an inclusive classroom. Grouping strategies and acceleration practices will be explored. Development of adapted and differentiated curricular materials will occur throughout the course.

*Prerequisite: None*

**EDC 823. Obs, Anal, Pract Tchng Gifted. (3 Credits)**

This capstone course provides students with observation and analysis skills to apply to their own gifted and talented teaching for this practicum experience. Through this experience and reflection on coursework, a portfolio will be developed to represent the students' knowledge and skills in working with gifted and talented children. An onsite supervisor as well as a university supervisor will provide feedback and support through the use of weekly reflections and meetings.

*Prerequisite: None*

**EDC 824. Portfolio: Gifted & Talented. (0 Credits)**

This course is the capstone assessment for Gifted and Talented licensure that highlights a student's understanding of the WI teacher standards and The National Gifted Education Standards for Professional Development.

*Prerequisite: None*

**EDC 825. Coord Gifted Talented Progs. (3 Credits)**

This course focuses on identification of GT students, program development and sustainability of school wide and district wide programs serving the needs of gifted children. State policy and law, advocacy and parent/community outreach. Internship hours are required.

*Prerequisite: None*

**EDC 832. Teaching Writing. (3 Credits)****EDC 835. Foundations of Special Education: Instructing Diverse Populations. (3 Credits)**

In this course students will examine the historical, philosophical, theological, social, scientific, and technological contributions that have influenced the American educational system. Additionally, the learner will gain knowledge, tools, and dispositions to effectively facilitate a diverse classroom while exploring theories of human development, learning and motivation. Practical applications of theories in child development, educational psychology, and classroom management are studied. This course emphasizes an understanding of how student learning is influenced by individual experiences, talents, disabilities, and gender, language, culture, family and community values. Students will be encouraged to explore contemporary issues in American education considering their own personal philosophy of teaching, exploring personal attitudes and values as they consider the possibilities and challenges of teaching diverse student populations with varied historical, social, political and cultural backgrounds. A specific focus will be the Native American tribes of Wisconsin, satisfying PI 34.15(4c).

*Prerequisite: None*

**EDC 836. Legal Foundations in Special Education. (3 Credits)**

This course is designed to provide students with an overview of children and youth with disabilities and the legal requirements of providing an education for those students. Students will examine the disability categories and components of IDEA (Individuals with Disabilities Education Act) and how they ensure students with disabilities appropriate educational and related services. Other case studies and laws regarding the education and treatment of students with disabilities will be examined.

*Prerequisite: None*

**EDC 837. Teaching Mathematic Strategies. (3 Credits)**

This course presents an integrated approach to mathematics content, materials, strategies, assessments, and methods that are developmentally appropriate for early childhood, elementary, and middle-level classrooms. Attention will be given to multiple means of explanation for math concepts, the use of manipulatives, and connections to the Common Core State Standards for Mathematics. In addition, an emphasis is on constructing knowledge through problem solving, communication, reasoning, connecting mathematical ideas, representation, and generalization. Current research in mathematics education and curriculum development is emphasized. Preservice teachers will develop a philosophy for teaching mathematics and will examine the requisite math topics and skills while teaching in local schools.

*Prerequisite: None*

**EDC 838. Classroom and Behavioral Management in Special Education. (3 Credits)**

This course includes individual and group behavior management, behavioral change strategies, and classroom management for students with disabilities in a variety of school settings. This course also explores theories of human development, learning, and motivation and their practical applications. The practical applications of these theories in child development, educational psychology, trauma sensitive practices, Positive and Behavior Interventions and Supports (PBIS), and classroom management are explored. 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 conduct Functional Behavioral Assessments (FBA) and develop Behavior Intervention Plans (BIPs).

*Prerequisite: None*

**EDC 839. Foundational Reading and Literacy Strategies. (3 Credits)**

This course delves into the Five Pillars of Literacy and how to educate literacy strategies and skills from these Five Pillars. This course offers preservice teachers a comprehensive perspective on reading acquisition, including language development, phonetic awareness and phonics methodology, vocabulary and comprehension skills, fluency, strategies for classroom instruction, and accommodations for a wide range of readers. A balanced or comprehensive approach to literacy will be highlighted in the course. This course is also designed to introduce participants to the theories of, the framework for, and the skills and strategies to be used in the field of language arts. Strategic reading and writing will be the focus with speaking, listening, and literature integrated throughout. Participants will have the opportunity to explore, research, discuss, observe and apply strategies, resources, and processes involved with literacy learning. Students are required to take the Foundations of Reading Test (FORT) and plenty of guidance is provided assist preparation for this test. 3 credits

*Prerequisite: None*

**EDC 840. Differentiated Reading Interventions for Special Education. (3 Credits)**

This course provides an understanding of processes, principles, and practices of literacy development and the study of the major components of literacy instruction for special education students with modifications and adaptations to achieve a balanced literacy curriculum. An overview of the various theories about teaching reading and language arts is provided.

*Prerequisite: None*

**EDC 841. Evidence-Based Instructional Strategies in Special Education. (3 Credits)**

This course is designed to provide the student with an orientation to the field of evidence based instructional strategies used in the teaching and learning process for students with Individualized Education Plans (IEPs). The course will focus on the nature of evidence based instructional strategies, universal design for learning, and accommodations versus modifications.

*Prerequisite: None*

**EDC 842. Characteristics of and Interventions for Students with Significant Disabilities. (3 Credits)**

This course examines and provides instruction in the teaching of the following areas for students with disabilities: self-management and self-determination skills; social skills and emotional development; communication skills, and generalization and maintenance. This course also provides a study of the characteristics, effective assessment and intervention for individuals with severe disabilities. In addition, this course will focus on issues relevant to post educational, vocational, independent living, and community transitions, and the development of Individual Education Plans (IEP) and Individual Transition Plans (ITP). Future teachers will learn how to integrate life skills into instruction and use various technologies and assistive technology to enhance student learning.

*Prerequisite: None*

**EDC 843. Assessment and Progress Monitoring in Special Education. (3 Credits)**

This course examines and provides instruction in the teaching of the following areas for students with disabilities: self-management and self-determination skills; social skills and emotional development; communication skills, and generalization and maintenance. This course also provides a study of the characteristics, effective assessment and intervention for individuals with severe disabilities. In addition, this course will focus on issues relevant to post educational, vocational, independent living, and community transitions, and the development of Individual Education Plans (IEP) and Individual Transition Plans (ITP). Future teachers will learn how to integrate life skills into instruction and use various technologies and assistive technology to enhance student learning.

*Prerequisite: None*

**EDC 844. Collaboration and Teaming for Effective Instruction. (3 Credits)**

This course explores relationships (with families and students; and professional staff-such as administrators, other teachers, paraprofessionals, service staff) and collaboration for successful inclusion. Current research on human behavior and motivation are presented to understand how to create conditions in the classroom to meet the students' needs. Dilemmas teachers face with state and federal school laws, legal and social rights, role clarity, communication, planning, reporting, administrative support, and teacher responsibility will be addressed. This course focuses on the professional role of the teacher as role model in and out of the classroom. Methods of co-teaching and working with other related service providers are also examined. Additionally, the course will highlight successful approaches to develop partnerships with community stakeholders, special organizations, and other resources to increase the partnership of learning for all students.

*Prerequisite: None*

**EDC 845. Special Education Student Teaching (first 9 week placement). (1-6 Credits)**

This course provides the final phase of the experiential component of the Graduate Teacher Certification Program. Student teaching allows the student to practice the variety of theories they have studied throughout the program. All Teacher Certification Program coursework, Praxis I and II requirements have been met and Portfolio I and II have been successfully completed. Director approval is required. These course are designed to be taken in conjunction with the student teaching term and will run concurrently.

*Prerequisite: None*

**EDC 846. Special Education Student Teaching (second 9 week placement). (1-6 Credits)**

This course provides the final phase of the experiential component of the Graduate Teacher Certification Program. Student teaching allows the student to practice the variety of theories they have studied throughout the program. All Teacher Certification Program coursework, Praxis I and II requirements have been met and Portfolio I and II have been successfully completed. Director approval is required. These course are designed to be taken in conjunction with the student teaching term and will run concurrently.

*Prerequisite: None*

**EDC 853. Reading Assess and Instruction. (3 Credits)****EDC 860. Professional Foundations I. (2 Credits)**

This course examines prominent forces that have shaped formal and informal education in the Western experience. This course explores the historical, philosophical, theological, social, scientific, and technological contributions that have influenced the American educational system. From that foundation, students will be encouraged to explore contemporary issues in American education as they consider their own personal philosophy of teaching and their future role in the teaching profession. Contemporary educational concerns such as highly effective teaching and lesson planning, along with reflective practice are strongly emphasized in the course.

*Prerequisite: None*

**EDC 861. Professional Foundations II. (2 Credits)**

This course presents the dilemmas facing the classroom teacher as they enter and continue in the profession. School law, legal rights and teacher responsibilities are examined. Relationships with parents and the community are refined, focusing on the professional role of the teacher as a role model in and outside the classroom.

*Prerequisite: None*

**EDC 862. Clinicals. (0 Credits)**

provides the teacher candidate with the necessary field experiences required by the Department of Public Instruction. Throughout the program, students complete a specific number of clinical hours in correlation with their coursework. A total of 70 hours are required in multiple school settings. Students are required to regularly reflect upon their fieldwork by turning in clinical reflections after each course. 0 credits, pass/fail  
*Prerequisite: None*

**EDC 863. Educational Psychology. (4 Credits)**

This course explores theories of human development, learning and motivation. The practical applications of these theories in child development, educational psychology and classroom management are explored.  
*Prerequisite: None*

**EDC 864. Diversity in the Classroom. (4 Credits)**

This course is designed to give the learner the knowledge, tools, and dispositions to effectively facilitate a diverse classroom. This course explores the cultural, physical, socially constructed, and psychological differences in people. An emphasis in this course is on understanding of how students' learning is influenced by individual experiences, talents, disabilities, and gender, language, culture, family, and community values. Students will also explore alternative ways of viewing, understanding, and teaching the exceptional child. The learner is challenged to apply knowledge of the richness of contributions from our diverse society to the teaching field.  
*Prerequisite: None*

**EDC 865. Teaching in the Middle School. (4 Credits)**

This course introduces middle school teaching strategies for use with the transescent student. Topics to be emphasized include an introduction and background to middle-level education, developmental considerations for transescent youth, discipline and management in the middle level classroom, and methods in curriculum and instruction.  
*Prerequisite: None*

**EDC 866. Analysis of Instruction. (2 Credits)**

This course examines the structure and organization of secondary schools, as well as characteristics of exemplary secondary school instruction. The course emphasizes standards-based lesson planning, a variety of instructional strategies and introduces the student to the assessment and evaluation process.  
*Prerequisite: None*

**EDC 867. Lang & Lit in Content Area. (4 Credits)**

This course provides an in-depth study of the relationship of reading, writing, speaking, listening, research, inquiry and media knowledge as it relates to the literacy demands in different content areas. Emphasis is on the practical application of reading theory to content, lesson planning and instruction.  
*Prerequisite: None*

**EDC 868. Practicum. (1 Credit)**

This practicum provides the education student with a supervised pre-student teaching experience at the elementary, middle, or high school level. As part of the regular clinical hours required by the Graduate Teacher Certification Program, practicum students will develop and teach a minimum of a 5-lesson unit, based on Wisconsin Model Academic Standards and the specific classroom's curriculum.  
*Prerequisite: None*

**EDC 869. Technology for Educators. (3 Credits)**

This course prepares future teachers to effectively use various technologies in a K-12 setting. The course includes five units; each covering one of ISTE's five NETS-T standards for teachers. Future teachers will learn about and use various technologies to enhance student learning and engage in professional development. This course has a strong focus on 21st century learning and web 2.0 technologies as they apply to the field of education.  
*Prerequisite: None*

**EDC 870. English Methods. (2-4 Credits)**

This course presents curriculum, methods, and special concerns for teaching English in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching English. This course includes the construction of unit and lesson plans using a variety of resources and instructional tools, and special topics related to teaching secondary English.  
*Prerequisite: None*

**EDC 871. Social Studies Methods. (2-4 Credits)**

This course presents curriculum, methods, and special concerns for teaching social studies in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching social studies. This course includes the construction of unit and lesson plans using a variety of resources and instructional tools, and special topics related to teaching secondary social studies.  
*Prerequisite: None*

**EDC 872. Math Methods. (2-4 Credits)**

This course presents curriculum, methods, and special concerns for teaching mathematics in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching mathematics. This course includes the construction of unit and lesson plans using a variety of resources and instructional tools, and special topics related to teaching secondary mathematics.  
*Prerequisite: None*

**EDC 873. Science Methods. (2-4 Credits)**

This course presents curriculum, methods, and special concerns for teaching science in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching Science. This course includes the construction of unit and lesson plans using a variety of resources and instructional tools, and special topics related to teaching secondary science.  
*Prerequisite: None*

**EDC 874. Business Methods. (2-4 Credits)**

This course presents curriculum, methods, and special concerns for teaching business education in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching business education. This course includes the construction of unit and lesson plans using a variety of resources and instructional tools, and special topics related to teaching secondary business education.

*Prerequisite: None*

**EDC 875. Methods of World Languages. (2-4 Credits)**

This course provides the students with an opportunity to familiarize themselves with the theoretical foundations and variety of practices in language acquisition. Students explore what different language methods have accomplished in the past, examine the standards and current practices in the teaching/learning of world languages, and attempt to clarify their own beliefs and vision of the world language classroom. Some of the topics include unit planning, effective instruction methodologies and assessment strategies.

*Prerequisite: None*

**EDC 877. Art Methods. (2-4 Credits)**

This course examines the structure and organization of elementary and secondary art programs, as well as qualities of exceptional instruction at these levels. This course emphasizes standards-based lesson planning, various methods of assessment, and classroom management strategies. We will look at education with a focus on how the inherent nature of visual arts affects teaching approaches and classroom structure.

*Prerequisite: None*

**EDC 878. Phys Ed & Health Methods. (2-4 Credits)**

This course presents curriculum, methods, and special concerns for teaching Physical Education in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching Physical Education. This course includes the construction of unit and lesson plans using a variety of resources and instructional tools, and special topics related to teaching secondary physical education.

*Prerequisite: None*

**EDC 880. Portfolio I. (0 Credits)**

The portfolio is a collection of materials reflective of student progress toward a variety of learning goals throughout the Graduate Teacher Certification Program experience. As teacher education students become actively involved in acquiring and refining artifacts for their working portfolios, personal learning goals, and self-assessments demonstrate their professional growth.

*Prerequisite: None*

**EDC 881. Portfolio II. (0 Credits)**

The portfolio is a collection of materials reflective of student progress toward a variety of learning goals throughout the Graduate Teacher Certification Program experience. As teacher education students become actively involved in acquiring and refining artifacts for their working portfolios, personal learning goals, and self-assessments demonstrate their professional growth.

*Prerequisite: None*

**EDC 882. Portfolio III. (0 Credits)**

The portfolio is a collection of materials reflective of student progress toward a variety of learning goals throughout the Graduate Teacher Certification Program experience. As teacher education students become actively involved in acquiring and refining artifacts for their working portfolios, personal learning goals, and self-assessments demonstrate their professional growth.

*Prerequisite: None*

**EDC 885. Secondary Method Online Master. (0 Credits)**

This course will explore the overall guiding themes and developmental levels of secondary education. It is designed to run in conjunction with a content area methods course. Students will be exposed to and explore weekly educational themes in this course and will then apply that knowledge for a deeper understanding within their own content area through the partner course.

*Prerequisite: None*

**EDC 886. Middle School Student Teaching. (1-6 Credits)**

EDC 886/EDC 887 provide the final phase of the experiential component to the Graduate Teacher Certification Program. Student teaching allows the student to practice the variety of theories they have studied throughout the program. All Teacher Certification Program coursework, Praxis I and II and Portfolio I and II have been successfully completed. Director approval is required. These courses are designed to be taken in conjunction with the student teaching term and will run concurrently.

*Prerequisite: None*

**EDC 887. High School Student Teaching. (1-6 Credits)**

EDC 886/EDC 887 provide the final phase of the experiential component to the Graduate Teacher Certification Program. Student teaching allows the student to practice the variety of theories they have studied throughout the program. All Teacher Certification Program coursework, Praxis I and II and Portfolio I and II have been successfully completed. Director approval is required. These courses are designed to be taken in conjunction with the student teaching term and will run concurrently.

*Prerequisite: None*

**EDC 916. Curric & Methods in ECE II. (2 Credits)**

This course emphasizes the development of social competence and play in the context of social studies and global awareness. Students discover ways to build responsive classroom communities and develop social studies units and yearly plans integrating all areas of the curriculum. Concurrent enrollment with Curriculum and Techniques in Early Childhood I.

*Prerequisite: None*

## Education-Graduate (EDG)

### EDG 501. Issues in American Education. (3 Credits)

This course studies the role of schools in American society, looks at the historical context of educational development, surveys the theories of important educators, and considers current educational issues. This is an elective course in the graduate program in Education and has no prerequisites.

*Prerequisite: None*

### EDG 502. Dir Early Child Program. (3 Credits)

### EDG 503. GRAD RESEARCH WORKSHOP. (1 Credit)

### EDG 505. Teaching the Faith. (3 Credits)

### EDG 507. Curriculum Leadership. (3 Credits)

This course considers the factors that influence design, implementation, and evaluation of curriculum. Emphasis will be placed on major educational philosophies and their respective approaches to curriculum development. This course is required for the Curriculum and Instruction, Education Administration, and Reading programs.

*Prerequisite: None*

### EDG 509. Disciplinary Literacy. (3 Credits)

This course focuses on the transfer of beginning and intermediate reading skills to content areas, and on higher level comprehension skills for secondary students. As a required course in the graduate reading program which leads to certification as a reading teacher (Wisconsin DPI 316 certification), this course includes methods, strategies, and resources for teaching students in grades 6-12 to read complex disciplinary texts. It addresses the Common Core Standards for grades 6-12 in English Language Arts and the Common Core Disciplinary Literacy Standards for History/Social Studies, Science, & Technical Subjects for grades 6-12.

*Prerequisite: None*

### EDG 510. Professional Dev Plan I. (1 Credit)

### EDG 514. Ministry in a Digital World. (3 Credits)

Society is being transformed by current and emerging technologies. Many focus upon the technology, but the cultural transformation warrants attention also. In this course, participants will walk the digital streets of contemporary society, considering the nature of life in the digital world, spirituality in the digital age, as well as opportunities for educational, parish, and para-church ministry in the digital world.

*Prerequisite: None*

### EDG 515. Educ Research Methods. (3 Credits)

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

*Prerequisite: None*

### EDG 516. MATH THEIR WAY WRKSHP. (2 Credits)

### EDG 517. MATH THEIR WAY I. (2 Credits)

### EDG 518. K-2 AIMS MATH/SCI WK. (2 Credits)

### EDG 519. GR 3-5 AIMS MATH/SCI WK. (2 Credits)

### EDG 520. GR 6-9 AIMS MATH/SCI WK. (2 Credits)

### EDG 521. Human Learn & Motivation. (3 Credits)

This course will examine how emotion impacts educational outcomes. It will equip learners to critically evaluate theory and practice as it relates to their professional role. We will analyze tenets of human motivation and engagement, and utilize those effectively in a setting focused on teaching and learning.

*Prerequisite: None*

### EDG 522. AIMS-MATH/SCI II. (2 Credits)

### EDG 523. MATH THEIR WAY II. (1 Credit)

### EDG 524. MATH THEIR WAY III. (2 Credits)

### EDG 526. American Family Today. (3 Credits)

This course presents both an historical and current view of the family. The course explores both internal and external issues facing the family as well as a global view of families.

*Prerequisite: None*

### EDG 528. Strat Effect Teaching. (3 Credits)

This course focuses on examining one's personal pedagogy in order to reflect upon and expand one's repertoire of effective instructional strategies. Participants in this course will consider contemporary research on learning, including work by Gardner, Pink, Campbell, and others, in order to grow in understanding of its biological and cultural origins. This course will provide for practical application while still requiring a critical analysis of one's own worldview. The course is designed to be constructivist, and it is largely grounded in the concept of experiential learning as defined by Johnson and Johnson (1975, 1994).

*Prerequisite: None*

### EDG 531. Principles of Education Admin. (3 Credits)

This is a foundations course in educational administration and leadership. Major topics include decision-making, authority, communication, conflict management, and leadership for change. The Case-Study method and In-Basket simulations will be emphasized.

*Prerequisite: None*

### EDG 532. Current Topics:Research ECE. (3 Credits)

### EDG 533. Leadership for Change. (3 Credits)

Change leadership is a vital component for the continuous improvement of 21st Century Lutheran, public, Christian and other private schools. This course explores the nature and processes of change that affect everyone associated with schools regardless of their position. The course also provides an overview of the sources, processes, and outcomes of change and the implications for facilitating change.

*Prerequisite: None*

### EDG 535. Legal/Ethic Issues in Ed Admin. (3 Credits)

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

*Prerequisite: None*

**EDG 536. Educational Governance and Administration. (3 Credits)**

This course examines the nature of educational governance and administration with an emphasis on the crucial role strategic human resources administration has on the effective and efficient operation and ultimate success, of educational institutions. The course examines the hierarchy of governance, the role of administration along with critical components of modern human resources administration.

*Prerequisite: None*

**EDG 537. Supervision of Instruction. (3 Credits)**

This course is designed to provide the student with an orientation to the field of instructional supervision. The course will focus on the nature of instructional supervision with an emphasis on the human perspectives of supervisory behavior.

*Prerequisite: None*

**EDG 538. PROACTV DISCIPLN POLICY. (3 Credits)****EDG 539. Practicum in Educ Admin. (3 Credits)**

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

*Prerequisite: None*

**EDG 541. Business Admin of Schools. (3 Credits)**

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

*Prerequisite: None*

**EDG 544. Curr Top & Research Literacy. (3 Credits)**

This course allows the student to propose topics in literacy about which he or she wishes to explore more deeply. It also provides the framework for managing life-long acquisition of information within the field of reading. The course focus is twofold: qualitative research and readings in literacy.

*Prerequisite: None*

**EDG 545. Workshop:Books & Pictures. (3 Credits)**

This course examines ways to use picture books with children to develop verbal fluency, visual literacy, and aesthetic awareness. The potential of picture books in the early childhood curriculum is studied, specific instructional strategies are suggested, and illustration styles are studied.

*Prerequisite: None*

**EDG 546. STRY-TELL & CREAT DRAMA. (3 Credits)****EDG 547. Dev & Assessment-Student Ser. (3 Credits)****EDG 550. MODALITY BASED READING. (3 Credits)****EDG 551. INTEGRATING READ & WRITING. (3 Credits)****EDG 552. Improve Literacy Instruction. (3 Credits)**

This course concentrates on the methodologies in literacy instruction and the role of the literacy teacher in education. The course follows the history of research and politics and their influence on classroom practice. Students will research to identify the best practices and then use this foundation to develop a personal philosophy of reading instruction in order to evaluate current programs. Students will also create literacy instruction professional development to share in a leadership capacity in their practice.

*Prerequisite: None*

**EDG 553. Literacy Assess for Instruct. (3 Credits)**

This course examines the design, development, implementation, and evaluation of kindergarten through grade 12 reading programs and their interrelationships with other language arts instruction and other curricular areas.

*Prerequisite: None*

**EDG 554. Literacy Practicum. (3 Credits)**

This course is the culmination of the literacy curriculum for DPI #1316 certification. Teachers work with elementary, middle and secondary level students with a variety of abilities in one-to-one and small group contexts.

*Prerequisite: None*

**EDG 555. GRAD INDEPENDENT STUDY. (3 Credits)****EDG 556. Language & Literacy Develop. (3 Credits)**

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

*Prerequisite: None*

**EDG 557. STU ASST PRGM-D&A AWR. (2 Credits)****EDG 560. Curric Design Dev Early Ch Ed. (3 Credits)**

In this course students will design, implement and evaluate curriculum. Current research in curriculum as well as pedagogy will also be examined.

*Prerequisite: None*

**EDG 561. Assessment in Educaton. (3 Credits)****EDG 565. Early Chld:Pre-K/Prim. (3 Credits)****EDG 566. MUSIC FOR ECE/PRIMARY. (3 Credits)****EDG 567. Lang Dev & Lang Arts in EC. (3 Credits)**

This course examines the importance of story in the language development of young children. The course also examines the use of mentor texts and digital literacy as well as integration of pop culture and faith when teaching literacy. Action research is considered as students examine their current practice and determine ways to become more effective teachers of literacy.

*Prerequisite: None*



**EDG 568. Play Workshop:Theory & Pract. (3 Credits)****EDG 569. Contemp Iss Family & Parenting. (3 Credits)**

Recognizing that the composition of the family today varies greatly and that the challenges faced are complex, this course will examine various parenting philosophies from the eyes of God's Word, noting their strengths and weaknesses. Students will explore parenting practices and processes, various parenting solutions, and changes in the dynamics of the parent/child relationship from a systems approach and across the lifespan. Emphasis will be placed on practical strategies to increase versatility to meet the diverse challenges faced by children and families today.

*Prerequisite: None*

**EDG 570. Using Coop Lrn-Classroom. (3 Credits)****EDG 571. STRAT TEACH SOC STUDIES. (3 Credits)****EDG 573. DISCOVERY SCIENCE. (1 Credit)****EDG 574. Art-Elem & Early Child. (3 Credits)****EDG 576. Lit-Kindergarten to Secondary. (3 Credits)**

This course presents a wide selection of primary readings for students from kindergarten through the twelfth grade, criteria for selecting texts, practical methods for engaging the students' interest in books, and tools for curriculum development and integration. The course emphasizes the historical background and foundations of the literature.

*Prerequisite: None*

**EDG 577. CURRICULUM SEMINAR. (3 Credits)****EDG 582. ROLE OF THE EDUCATOR. (3 Credits)****EDG 585. ISSUES IN NURTURING. (3 Credits)****EDG 587. TESTS & MEASUREMENT. (3 Credits)****EDG 590. Thesis Completion Seminar. (3 Credits)**

provides an advisory structure for writing the master's thesis for the degree. The seminar is normally taken near the end of the coursework for the degree. The student defends the thesis at the end of the course. 3 credits.

*Prerequisite: None*

**EDG 595. Graduate Capstone Project. (3 Credits)**

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

*Prerequisite: None*

**EDG 596. Literacy Internship. (3 Credits)**

This course provides opportunities for each aspiring reading specialist to relate reading and administrative theory to the applied professional understanding of the position of reading specialist.

*Prerequisite: None*

**EDG 599. Special Work:. (1-3 Credits)****EDG 600. EC Graduate Research Project. (3 Credits)****EDG 601. PRACT STUDENT ACTIVITIE. (3 Credits)****EDG 602. PRACTICUM IN ATHLETICS. (3 Credits)****EDG 603. CAMPUS MINISTRIES PRACT. (3 Credits)****EDG 604. PRACT-STUDNT PERS ADMIN. (3 Credits)****EDG 605. PRACTICUM-SUBST ABUSE. (3 Credits)****EDG 609. Lang Art Skills Across the Cur. (3 Credits)****EDG 610. Teach Critcl Think & Prblm Slv. (3 Credits)****EDG 611. NATL LUTH PRINC ACAD. (3 Credits)****EDG 612. WRITING FOR THE CHURCH. (3 Credits)****EDG 613. Meet Spec Needs ECE. (3 Credits)****EDG 614. CLASS MGMT/CONF RES ECE. (3 Credits)****EDG 622. LEARNING STYLES. (1-3 Credits)****EDG 625. COOP LEARN:MAINSTREAM. (3 Credits)****EDG 627. Portfolio I. (0 Credits)**

is the first step in the required assessment process for the Masters in Education degree. Students complete the initial setup of their portfolio and develop rationales for each standard in their program. 0 credits.

*Prerequisite: None*

**EDG 628. Portfolio II. (0 Credits)**

is the second step in the required assessment process for the Masters in Education degree. Students insert one artifact for each standard into their portfolio. 0 credits.

*Prerequisite: None*

**EDG 629. Portfolio III. (0 Credits)**

is the third step in the required assessment process for the Masters in Education degree. Students insert at least two and no more than three additional artifacts for each standard into their portfolio. 0 credits. Concordia University Accelerated Learning Centers and Off Campus Offerings 89

*Prerequisite: None*

**EDG 630. DRUG & ALCHL ABUSE PREV. (3 Credits)****EDG 632. Educating Students at Risk. (3 Credits)**

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

*Prerequisite: None*

**EDG 633. Alternative Education. (3 Credits)**

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

*Prerequisite: None*

**EDG 634. Special Ed & the Law. (3 Credits)****EDG 635. STORYTELL & ORAL INTERP. (3 Credits)****EDG 636. CHILDRENS LIT IN CLASSR. (3 Credits)****EDG 637. Strat Ed At-Risk Youth. (3 Credits)**

this course will address effective interventions for at-risk youth with a focus on children in poverty and children suffering social and emotional risks. Students explore general issues regarding laws, inclusion, and suggestions for how teachers can modify, accommodate, and adapt their classrooms and instruction for at-risk students. The course will consider not only whether these initiatives ameliorate deficits and troubles, but whether they nurture strengths and resiliency, and students will examine new models of resiliency. Attention will be given to the different sources and different expression of risk and resilience across race, class, and culture. 3 credits.

*Prerequisite: None*

**EDG 638. BEYOND SAP CORE TRAIN. (1-3 Credits)****EDG 639. School Leadership in Technolog. (3 Credits)**

This course provides principals, educators, and/or technology coordinators with knowledge, skills, and hands-on experiences that provide strong visionary technology leadership in their schools which will facilitate systemic, whole-school change impacting student learning. Participants will create a comprehensive technology plan for their school.

*Prerequisite: None*

**EDG 640. Sap/Group Facilt n Train. (3 Credits)****EDG 641. BASIC AODA ISSUES. (2 Credits)****EDG 642. The Reflective Practitioner. (3 Credits)****EDG 643. IMPACT-Prob Analy & Crit Think. (3 Credits)****EDG 644. Advance Group Facilt n. (3 Credits)****EDG 645. Prin,Iss,& Phil of Voc Ed Prog. (1-3 Credits)****EDG 646. CURRICULUM COMPACTING. (3 Credits)****EDG 647. CHILD LIT IN CLASSROOM. (3 Credits)****EDG 648. WHOLE LANG-RDG/WRT. (3 Credits)****EDG 649. Profess Learn Communities. (3 Credits)**

This is an elective course in the graduate education program and a component of the curriculum and instruction masters degree program.

The course focuses upon establishing critical knowledge, skill, and disposition for effective participation in school learning communities.

*Prerequisite: None*

**EDG 650. HIGH LEVEL WELLNESS. (3 Credits)****EDG 651. AODA PREVENT PROGRAM. (3 Credits)****EDG 654. SCHL ADMIN & AODA PROG. (1 Credit)****EDG 655. CLASSRM FACILT N SKILLS. (1 Credit)****EDG 656. STRESS MANAGEMENT. (3 Credits)****EDG 658. CLASSROOM PUBLIS. (3 Credits)****EDG 659. ADAPT CURRIC/LEARNERS. (3 Credits)****EDG 661. WHOLE HELP-STRUG READER. (3 Credits)****EDG 662. ASSESS PORTFOLIO PLUS. (3 Credits)****EDG 664. TEACH WITH LESS STRESS. (3 Credits)****EDG 667. Number Sense & Teach Math EC. (3 Credits)**

This course presents an integrated approach to mathematics content and methods appropriate for early childhood pre-service and in-service teachers. Emphasis is on constructing knowledge through problem solving, communication, reasoning, connecting mathematical ideas, representation and generalization. Students will develop their conceptual understanding of "number" and will examine the requisite math topics and skills of the early childhood classroom, specifically as they have been constructed following the reformed mathematics movement. Attention will be given to teaching methods which are developmentally appropriate for young learners.

*Prerequisite: None*

**EDG 668. COMPARATIVE ED:K-12. (3 Credits)****EDG 669. IMPLEMENT WHOLE LANG. (3 Credits)****EDG 674. MOTIVAT LRNERS HIGH LEV. (3 Credits)****EDG 676. SLED-School Ldrshp Dev Pract. (3 Credits)****EDG 677. ELL Lit: Read, Writ & Grammar. (3 Credits)**

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

*Prerequisite: None*

**EDG 678. MATH MANIPULATIVES. (3 Credits)****EDG 679. INTEGRATE SPEC NEEDS. (3 Credits)****EDG 680. Meth/Mid & Second Content Area. (1-3 Credits)****EDG 681. Accommod Diff in Lit Learners. (3 Credits)**

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

*Prerequisite: None*

**EDG 682. Methods of Teaching ESL. (3 Credits)**

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

*Prerequisite: None*

**EDG 683. Observ, Anal, & Pract in ESL. (3 Credits)**

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

*Prerequisite: None*

**EDG 684. Mentoring. (3 Credits)****EDG 685. Internship. (8 Credits)****EDG 686. Student Teach-Elementary. (8 Credits)****EDG 687. Student Teach-Middle. (1-6 Credits)****EDG 688. Student Teach-High School. (1-8 Credits)****EDG 689. Studnt Tchng Elem/Middle Schoo. (1-6 Credits)****EDG 690. Prof Sup Strat for Init Educat. (1 Credit)****EDG 691. Topics in Special Education. (1-3 Credits)****EDG 692. Instructional Design. (3 Credits)****EDG 693. Theories of Learning & Design. (3 Credits)****EDG 694. Digital Literacy. (3 Credits)****EDG 695. Portfolio: ESL. (0 Credits)**

This course is the capstone assessment for the ESL minor that highlights a student's understanding of the WI teacher standards and ESL knowledge. The portfolio is a collection of materials reflective of student progress toward a variety of learning goals throughout the ESL Minor. As teacher education students become actively involved in acquiring and refining artifacts for their working portfolios, personal learning goals and self-assessments demonstrate their professional growth.

*Prerequisite: None*

**EDG 696. Portfolio I - Sp Ed. (0 Credits)****EDG 697. Portfolio II - Sp Ed. (0 Credits)****EDG 698. Portfolio III - Sp Ed. (0 Credits)****EDG 699. Assessment for Learning. (3 Credits)**

This course is designed to provide the student with a focus on the myriad of types and methods of assessment in educational settings. The emphasis will be the application of assessment to professional classroom teaching practice or those of an administrative position in a school or district. Using data obtained from assessments to inform instruction and continuous improvement will be explored. Assessment related to educator effectiveness and accountability will also be studied.

*Prerequisite: None*

**EDG 700. Cross Cultural Comm Teachers. (3 Credits)**

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

*Prerequisite: None*

**EDG 702. Effct rltshps w fam&communit. (3 Credits)**

Throughout this course, students will examine partnerships with children's families and communities. The value, importance of, and complexity of children's families and communities will also be examined. Critiques of parent involvement policies will be used as the foundation to create a new framework for parent, school and community partnerships.

*Prerequisite: None*

**EDG 703. Develop Approp Assessment Prct. (3 Credits)**

Developmentally appropriate assessment is essential to the practice of early childhood professionals. This course examines the purpose and appropriate uses of assessment tools and data while promoting responsible use of information to support families. The importance of utilizing assessment results for the development of appropriate learning experiences for child development in all areas: social, physical, emotional, cognitive and spiritual is also explored.

*Prerequisite: None*

**EDG 706. Basic English Linguistics. (3 Credits)****EDG 708. Dev Apprp Pract Early Child Ed. (3 Credits)**

This course examines developmentally appropriate practices including play, cultural competence and the development of optimal learning experiences and environments based on research and theory. Collaboration and reflective practice are also examined as components of professional practice.

*Prerequisite: None*

**EDG 709. Ed Admin Pract. (1 Credit)**

for students returning for 5010 licensure. 1 credit.

*Prerequisite: None*

**EDG 711. Servant Leadership. (3 Credits)****EDG 712. Field Experience Early Childhd. (3 Credits)**

This course is designed to provide students with experience in a variety of settings and age groups. A focus on the selected area of specialization, professionalism, lifelong learning, and collaboration will be examined. Extensive reflective practice will occur throughout the course.

*Prerequisite: None*

**EDG 718. Portfolio. (0 Credits)**

This course guides the student in the preparation of a professional portfolio. Students assemble appropriate documentary evidence which demonstrates their competence in the advanced NAEYC standards for teacher preparation.

*Prerequisite: None*

**EDG 722. MENTOR Internship. (1 Credit)****EDG 723. Coll w Fam & Pro Div Soc. (3 Credits)**

examines the relationships between families of children with disabilities and special education professionals. To increase understanding of family perspectives, the impact of exceptionality on the family is studied in the framework of family systems theory, functions, and the life cycle. Strategies for establishing collaborative partnerships with families resulting in a family centered approach to service delivery are emphasized. The course requires students to examine their values and beliefs about working with families, to challenge their assumptions, and to critically analyze their professional roles in working with families. 3 credits.

*Prerequisite: None*

**EDG 724. Teach Stu w Sig 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. In addition, this course will focus on issues relevant to post-educational, vocational, independent living; community transitions; and the development of Individual Education Plans (IEP), Individualized Family Service Plans (IFSP), and Individual Transition Plans (ITP).

*Prerequisite: None*

**EDG 730. Math Manipul in Elem Class. (1 Credit)****EDG 731. Eval Tech/Erly Child Spec Educ. (3 Credits)**

This course provides students with the foundation for understanding the assessment process in Early Childhood Special Education and to provide them with the skills to administer formal and informal assessments and interpret the results. Students will conduct screening and diagnostic assessments of young children and examine how the results can be used for identification, placement, and instructional decisions. Emphasis is also placed on current issues in assessment in the field of Early Childhood Special Education.

*Prerequisite: None*

**EDG 732. Cur & Prog Erly Chld Sp Ed 0-8. (3 Credits)**

This course is designed to provide students with the methods, techniques, and adaptations necessary for programming for young children with disabilities. The course examines how teachers can implement developmentally appropriate practices for children with disabilities in early childhood settings. Students will learn to design and adapt learning environments, curricular activities, and materials so they will better enable the active and full participation of all children, especially children with disabilities.

*Prerequisite: None*

**EDG 733. Lang Acq&Lit Sp Ed 0-3/PK/Prim. (3 Credits)**

provides an introduction to theory and research on language acquisition. This course will focus on language development including the major milestones in the development of: speech perception, speech production, word learning, morphology, syntax, pragmatic and social language skills. This course will also study the language acquisition of special needs children ages birth to age 8. The course includes analysis, assessment of literacy development and early intervention strategies necessary to support literacy development. Students will acquire a specialized knowledge of young children's language development and will reflectively learn to analyze children's oral and written language as a basis for curriculum planning and adaptations. 3 credits.

*Prerequisite: None*

**EDG 734. Wkg Inf & Todd wth Disab & Fam. (3 Credits)****EDG 735. Char & Legal Issues in SPED. (3 Credits)**

This course provides an overview of the field of special education including discussions of historical and empirical support for providing special education services, identification, screening, assessment, instructional programming, inclusive practices, family involvement, and service delivery models. This course also introduces students to the legal issues surrounding the education of children with disabilities and the rights of parents in the special education process.

*Prerequisite: None*

**EDG 736. Spec Ed Proced Safeguards. (2 Credits)****EDG 737. Lf Span & Dev Chld/Excep Needs. (3 Credits)**

This course presents a study of the growth and development of children, youth, and adults including those with exceptionalities. Physical, cognitive, social, emotional, and moral development are explored with attention to how exceptionalities influence development throughout the life span. Diversity and bias in and outside of school is explored with regard to gender, race and ethnicity, culture and language, and how they affect the teaching and learning process throughout the developmental stages of life.

*Prerequisite: None*

**EDG 738. Tchng Yth At-Rsk Spec Ed. (2 Credits)****EDG 739. Reading Diag/Instruct Spec Ed. (3 Credits)**

explores the practice and process of authentic reading assessment and instruction that contributes to student learning. This course focuses on the teacher's role in the diagnostic and assessment process, the nature and interrelatedness of factors that affect reading performance, and reading interventions which are effective for students with a variety of disabilities, including cognitive disabilities, emotional/behavioral disabilities and learning disabilities. 3 credits.

*Prerequisite: None*

**EDG 740. Assistive Technology for Individuals with Disabilities. (3 Credits)**

this course includes assistive technology evaluation, the selection and application process for individuals with disabilities in school as well as application of microcomputers and related technology to persons with learning, behavior, sensory, motor and communication disorders. The course emphasizes the evaluation of abilities in relation to environmental demands and curricular adaptations. Students utilize adaptive equipment and/or assistive devices that can be used to ensure student participation. 3 credits.

*Prerequisite: None*

**EDG 741. Curr Adapt Learners with Excep. (3 Credits)**

This course covers historical perspective, philosophies, current issues and practices, and curriculum models. Developing and adapting curriculum materials for learners with a variety of disabilities including learning disabilities, developmental disabilities, emotional/behavioral disorders, physical/health associated with impairments, traumatic brain injury, and cultural barriers is emphasized. The course also includes identification of characteristics and educational programs, service models, trends, research, theories and practice for SLD, LD, CD, and gifted students.

*Prerequisite: None*

**EDG 742. Low Incidence Sensory Disabilities. (3 Credits)**

This course presents the literature reflecting the importance and process of professional staff including administrators, teachers, assistants, special educators, and service staff collaborating for the successful inclusion of children with disabilities. This course also introduces students to state and federal laws impacting the education of students with disabilities, which prepare them to work collaboratively with other professionals and parents. Students become familiar with the special organizations, associations and other resources that will assist them in meeting their professional needs, the needs of families, and the needs of students with disabilities. Issues of communication, planning, role clarity, initiative, reporting, responsibility and administrative support are considered and analyzed in case studies and during team activities.

*Prerequisite: None*

**EDG 743. Cross Catg Sp Ed: Std Tchng/Sem. (1 Credit)**

Each practicum will be individualized to meet the needs of the graduate student; therefore, practicum hours and placement levels will be determined by CU special education faculty after a thorough review of the applicant's file and practicum application.

*Prerequisite: None*

**EDG 744. EC Sp Ed: Studnt Tchng/Sem. (1 Credit)**

Each practicum will be individualized to meet the needs of the graduate student; therefore, practicum hours and placement levels will be determined by CUW special education faculty after a thorough review of the applicant's file and practicum application.

*Prerequisite: None*

**EDG 745. The Principalship. (3 Credits)**

This course allows students to gain a broader, more complex and accurate understanding of the school administrator's leadership in today's learning communities while presenting an expansive view of leadership within schools not limited to the responsibilities of the principal, but including those of assistant principal, administrators, teachers and students.

*Prerequisite: None*

**EDG 746. Org & Admin of Voc Ed Prog. (1-3 Credits)****EDG 747. Foundations of Visual Impairment, Anatomy, and Physiology of the Vision System. (3 Credits)****EDG 748. Visually Impaired Special Education Practicum and Seminar. (1 Credit)****EDG 749. Administration and Supervision in Early Childhood. (3 Credits)**

This course examines the role of the administrator/director/coordinator within early childhood programs. Staff development as well as supervision and supporting staff will also be explored.

*Prerequisite: None*

**EDG 750. Explor Classrm Assess in Math. (1 Credit)****EDG 751. Mentor Training Workshop. (1 Credit)****EDG 752. Thinking Like an Assessor.. (1 Credit)****EDG 753. ELA Instruct and Assessment. (1 Credit)****EDG 754. ELA Inst and Assessment. (1 Credit)****EDG 755. Assess for Understand: Proj Dev. (1 Credit)****EDG 756. Intro to Brain-Based Learning. (1 Credit)****EDG 757. Brain-Based Learn: Essen Topic. (1 Credit)****EDG 758. Meet Lit Needs of Spec Child. (1 Credit)****EDG 759. Becoming a Reflec Math Tchr. (1 Credit)****EDG 760. Searching Vs Researching. (1 Credit)****EDG 761. Market Operat & Fin Market ECE. (3 Credits)**

This course examines the laws and regulations governing the various early childhood programs in addition to policy development and implementation. Public policies, advocacy and implications will be also be studied.

*Prerequisite: None*

**EDG 762. Adv Intern Super II. (2 Credits)**

Using a practical application approach based on research and theory, this course is designed to give the student hands on experiences with the actions and activities of a Superintendent of Schools. The course explores real life strategies utilized by a current, successful Superintendent to provide effective leadership to a school district. Students will observe a Superintendent and engage in administrative activities as assigned by the onsite Superintendent. A series of four reflection papers along with other assignments will be used to capture how the Superintendent maximized learning, managerial, educational and leadership characteristics during the internship period. The student will also be required to attend and reflect upon at least two School Board meetings.

*Prerequisite: None*

**EDG 763. Found of Adult & Community Ed. (3 Credits)**

This course introduces adult learning principles and varying philosophical and historical approaches to adult and community education, within a broad range of contexts including: human resource development, job training, higher education, and community organizations.

*Prerequisite: None*

**EDG 764. The Adult Learner. (3 Credits)**

This course emphasizes adult developmental and the social context of learning within formal, non-formal and informal settings.

*Prerequisite: None*

**EDG 765. Prog Planning Adult & Comm Ed. (3 Credits)**

This course provides an overview of the steps and processes of effective practice in program development including needs assessment, program design and delivery, transfer of learning, program evaluation, and marketing.

*Prerequisite: None*

**EDG 766. Strat Teach & Learn Adult Lear. (3 Credits)**

This course emphasizes approaches to instruction and facilitation of learning in adult and community contexts. Given a particular learning need, students develop a portion of a program for a specific adult population.

*Prerequisite: None*

**EDG 767. Ldrshp & Ad of Adult & Comm Ed. (3 Credits)**

This course frames the vocation of adult educators as servant leadership. Students develop administrative knowledge and skill in areas such as staff selection, effective delivery practices, using technology, marketing and budgeting.

*Prerequisite: None*

**EDG 768. Sign Lang for Spec Educator. (3 Credits)**

this course will provide communication and learning methods for exceptional children with an emphasis on multi-sensory learning. Exceptional children may require innovative techniques to help them communicate with others and learn developmental skills. American Sign Language will be introduced as a means to develop communication and understanding between children and their families as well as between children and educators. 3 credits.

*Prerequisite: None*

**EDG 769. Strat Integ Autism Spec Dis. (3 Credits)**

this course will describe autism spectrum disorders and the characteristics in detail with an emphasis on understanding these characteristics in the context of the students' educational needs. The course will include strategies to incorporate in therapy, home and classroom. A distinction between medical and educational diagnostic models will be made. This course is appropriate for both health professionals and educators. 3 credits.

*Prerequisite: None*

**EDG 770. Laws, Regs, Lic & Credent ECE. (3 Credits)**

This course examines the laws and regulations governing the various early childhood programs in addition to policy development and implementation. Public policies, advocacy and implications will be also be studied.

*Prerequisite: None*

**EDG 771. Teaching Methods for Students with Visual Impairments. (3 Credits)****EDG 772. Orientation and Mobility and Adaptive Skills. (3 Credits)****EDG 773. Communication and Braille Code I. (3 Credits)****EDG 774. Communication and Braille Code II. (2 Credits)****EDG 778. The Superintendency. (3 Credits)**

Using a practical application approach based on research and theory, this course explores the role and responsibility of the 21st century superintendent. Students will analyze the interconnections between the superintendent, school board, other educational authorities and the public in order to examine how to build positive relationships. Students will also examine the characteristics of and best practices associated with high performing superintendents in order to learn how to perform the role of superintendent effectively and efficiently in order to promote positive change that improves school operations and increases student achievement.

*Prerequisite: None*

**EDG 779. Asses & Inst Spec Needs Child. (3 Credits)**

This course places an emphasis on assessing and promoting the attainment of cognitive, language, social, self-help, and motor skills. Students will learn to observe children and to conduct developmental evaluations and assessment. From results of the evaluations, students will learn to develop, implement, and monitor Individual Education Plans (IEP) and Individualized Family Service Plans (IFSP). Students will also be introduced to the concepts of home-based and center-based assessment and instruction. Issues surrounding the administration and interpretation of standardized instruments used in the identification of students with developmental disabilities, health disabilities, emotional/behavioral disorders, and learning disabilities are also examined.

*Prerequisite: None*

**EDG 780. EDUCATIONAL ORGANIZATIO. (3 Credits)****EDG 781. Lan/Comm Disorders. (3 Credits)**

includes analysis of language/communication disorders (functional and dysfunctional anatomy of the oral, velopharyngeal, nasal and laryngeal areas) and the individual needs of persons with communication disorders. Diagnostic and treatment methods utilizing a multidisciplinary team are emphasized. Issues in assessment, treatment and classroom intervention strategies are considered and especially applied to the full gambit of communication with an emphasis on the relationship of the oral and written language abilities. 3 credits.

*Prerequisite: None*

**EDG 782. Hist, Pol, Method of Sec Lang. (3 Credits)**

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

*Prerequisite: None*

**EDG 783. Obs, Anal, Pract Bilingual Cl. (3 Credits)**

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

*Prerequisite: None*

**EDG 784. Ed/Behv Manag in Spec Ed. (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).

*Prerequisite: None*

**EDG 785. Portfolio: Bilingual. (0 Credits)**

Capstone assessment for the Bilingual minor that highlights a student's understanding of the Wisconsin teacher standards and bilingual education knowledge. The portfolio is a collection of materials reflective of student progress toward a variety of learning goals throughout the Bilingual Education Concentration. As teacher education student become actively involved in acquiring and refining artifacts for their working portfolios, personal learning goals and self-assessments demonstrate their professional growth.

*Prerequisite: None*

**EDG 787. Intervent Strateg in Spec Educ. (3 Credits)**

This course provides an overview of strategies used from early intervention programs to those used in elementary and secondary settings. Specific intervention strategies and curriculum planning issues for students with specific disabilities are also considered. The main focus of this course is to assist student in linking assessment to service delivery. More specific interventions are covered in the following areas: cognitive skills; social skills and emotional development; adaptive behavior skills; motor skills; transition; personal competence; and program evaluation. This course will also provide a thorough study of the philosophical and practical base of effective assessment and intervention for students with disabilities. Topics include eligibility evaluation, programmatic assessment, IFSP/IEP development, intervention and transition planning and implementation in various service delivery settings, family participation, and progress monitoring.

*Prerequisite: None*

**EDG 788. Profess Ethics in Leadership. (3 Credits)**

To prepare students for engaging in ethical decision-making, this course provides an overview of the basic concepts, theories, and philosophies that form the basis for responsible leadership behavior. Using a practical application approach based on research and theory, the course focuses on obtaining a deeper understanding of the importance of a code of ethics and standards for school superintendents. Superintendents and all school leaders they supervise promote student success by acting with integrity, fairness, and in an ethical manner. Guiding standards for a superintendent include making the well-being and success of students the fundamental value in all decision making and actions, to fulfill professional responsibilities with honesty and integrity, and to support the principles of due process and the protection of the civil and human rights of all individuals.

*Prerequisite: None*

**EDG 789. Organizational & Policy Develo. (3 Credits)**

Organizational and policy development is crucial to the effective and impactful work of an educational leader. This course will examine theoretical constructs as well as their practical implementation. Contemporary and controversial issues will be discussed directly as all inform and affect the work of the superintendent. Collaboration and critical conversations between course members and the instructor will be essential in the development of new ideas and applications. In the end, the aspiring superintendent course participant will possess solid knowledge, skills, and dispositions to lead and manage a district for the optimal good of the students served as well as the team with which one is engaged.

*Prerequisite: None*

**EDG 790. School Improve & Data Analysis. (3 Credits)**

This course guides students through the process of developing a Continuous District-Wide Improvement Plan (CDIP), which is specific to the district of the individual student. Students will apply what they learn about examining data to design and build a powerful learning community through the use of data analysis, the creation of a shared vision, and the development of processes that will lead to improved teacher performance and increased achievement for all students.

*Prerequisite: None*

**EDG 791. Public Relations. (3 Credits)**

Public relations includes the principles, philosophies, and strategies which may be utilized to improve school and community relations. This course focuses on the use of effective communication to improve school quality and enhance student achievement. It also examines best practices for responding to the educational, political, social, and cultural dynamics associated with a district's unique setting.

*Prerequisite: None*

**EDG 792. Facility Planning. (3 Credits)**

The curriculum of this course will include capital budgeting, developing a needs assessment, on site review of facilities, a literature search, oversight of facility remodeling, the bidding process, referendums, staff and community input to facility projects, and state and federal facility standards. The course will include onsite experience with facility planning. Students will participate in a systematic course of study to research, study, replicate and implement good and professional facility planning methodology.

*Prerequisite: None*

**EDG 793. Adv Internship in Superintende. (1 Credit)**

Using a practical application approach based on research and theory, this course is designed to give the student hands on experiences with the actions and activities of a Superintendent of Schools. The course explores real life strategies utilized by a current, successful Superintendent to provide effective leadership to a school district. Students will observe a Superintendent and engage in administrative activities as assigned by the onsite Superintendent. A series of four reflection papers along with other assignments will be used to capture how the Superintendent maximized learning, managerial, educational and leadership characteristics during the internship period. The student will also be required to attend an reflect upon at least two School Board meetings.

*Prerequisite: None*

**EDG 794. Portfolio. (0 Credits)**

the EDG Portfolio is designed to provide a thorough representation of the candidate including a resume with objectives/goals, employment record, college/university information, education certificates and licensures, professional memberships, and references. The candidate will also complete a self-assessment including artifacts and extensive reflections representing their demonstration of each of the 8 administrative standards. 0 credits.

*Prerequisite: None*

**EDG 801. Issues in American Education. (3 Credits)**

This course studies the role of schools in American society, looks at the historical context of educational development, surveys the theories of important educators, and considers current educational issues. This is an elective course in the graduate program in Education and has no prerequisites.

*Prerequisite: None*

**EDG 802. Effct rltnshps w fam&communit. (3 Credits)**

Throughout this course, students will examine partnerships with children's families and communities. The value, importance of, and complexity of children's families and communities will also be examined. Critiques of parent involvement policies will be used as the foundation to create a new framework for parent, school and community partnerships.

*Prerequisite: None*

**EDG 803. Develop Approp Assessment Prct. (3 Credits)**

Developmentally appropriate assessment is essential to the practice of early childhood professionals. This course examines the purpose and appropriate uses of assessment tools and data while promoting responsible use of information to support families. The importance of utilizing assessment results for the development of appropriate learning experiences for child development in all areas: social, physical, emotional, cognitive and spiritual is also explored.

*Prerequisite: None*

**EDG 807. Curriculum Leadership. (3 Credits)**

This course considers the factors that influence design, implementation, and evaluation of curriculum. Emphasis will be placed on major educational philosophies and their respective approaches to curriculum development. This course is required for the Curriculum and Instruction, Education Administration, and Reading programs.

*Prerequisite: None*

**EDG 808. Dev Apprp Pract Early Child Ed. (3 Credits)**

This course examines developmentally appropriate practices including play, cultural competence and the development of optimal learning experiences and environments based on research and theory. Collaboration and reflective practice are also examined as components of professional practice.

*Prerequisite: None*

**EDG 809. Disciplinary Literacy. (3 Credits)**

This course focuses on the transfer of beginning and intermediate reading skills to content areas, and on higher level comprehension skills for secondary students. As a required course in the graduate reading program which leads to certification as a reading teacher (Wisconsin DPI 316 certification), this course includes methods, strategies, and resources for teaching students in grades 6-12 to read complex disciplinary texts. It addresses the Common Core Standards for grades 6-12 in English Language Arts and the Common Core Disciplinary Literacy Standards for History/Social Studies, Science, & Technical Subjects for grades 6-12.

*Prerequisite: None*

**EDG 810. Professional Development Plan. (1 Credit)****EDG 811. Servant Leadership. (3 Credits)****EDG 812. Field Experience Early Childhd. (3 Credits)**

This course is designed to provide students with experience in a variety of settings and age groups. A focus on the selected area of specialization, professionalism, lifelong learning, and collaboration will be examined. Extensive reflective practice will occur throughout the course.

*Prerequisite: None*

**EDG 814. Ministry in a Digital World. (3 Credits)**

Society is being transformed by current and emerging technologies. Many focus upon the technology, but the cultural transformation warrants attention also. In this course, participants will walk the digital streets of contemporary society, considering the nature of life in the digital world, spirituality in the digital age, as well as opportunities for educational, parish, and para-church ministry in the digital world.

*Prerequisite: None*

**EDG 815. Educational Research Methods. (3 Credits)**

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

*Prerequisite: None*

**EDG 816. ELL Lit: Read, Writ & Grammar. (3 Credits)**

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

*Prerequisite: None*

**EDG 817. Accommod Diff in Lit Learners. (3 Credits)**

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

*Prerequisite: None*

**EDG 818. Portfolio. (0 Credits)**

This course guides the student in the preparation of a professional portfolio. Students assemble appropriate documentary evidence which demonstrates their competence in the advanced NAEYC standards for teacher preparation.

*Prerequisite: None*

**EDG 819. Methods of Teaching ESL. (3 Credits)**

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

*Prerequisite: None*

**EDG 820. PRIN OF EDUC ADMIN. (3 Credits)****EDG 821. Human Learn & Motivation. (3 Credits)**

This course will examine how emotion impacts educational outcomes. It will equip learners to critically evaluate theory and practice as it relates to their professional role. We will analyze tenets of human motivation and engagement, and utilize them effectively in a setting focused on teaching and learning.

*Prerequisite: None*



**EDG 825. SCHOOL LAW. (3 Credits)****EDG 826. American Family Today. (3 Credits)**

This course presents both an historical and current view of the family. The course explores both internal and external issues facing the family as well as a global view of families.

*Prerequisite: None*

**EDG 828. Instructnl Strat Effect Teach. (3 Credits)**

This course focuses on examining one's personal pedagogy in order to reflect upon and expand one's repertoire of effective instructional strategies. Participants in this course will consider contemporary research on learning, including work by Gardner, Pink, Campbell, and others, in order to grow in understanding of its biological and cultural origins. This course will provide for practical application while still requiring a critical analysis of one's own worldview. The course is designed to be constructivist, and it is largely grounded in the concept of experiential learning as defined by Johnson and Johnson (1975, 1994).

*Prerequisite: None*

**EDG 830. SUPERVIS OF INSTRUCT. (3 Credits)****EDG 831. Principles of Education & Admi. (3 Credits)**

This is a foundations course in educational administration and leadership. Major topics include decision-making, authority, communication, conflict management, and leadership for change. The Case-Study method and In-Basket simulations will be emphasized.

*Prerequisite: None*

**EDG 833. Leadership for Change. (3 Credits)**

Change leadership is a vital component for the continuous improvement of 21st Century Lutheran, public, Christian and other private schools. This course explores the nature and processes of change that affect everyone associated with schools regardless of their position. The course also provides an overview of the sources, processes, and outcomes of change and the implications for facilitating change.

*Prerequisite: None*

**EDG 835. Legal/Ethic Issues in Ed Admin. (3 Credits)**

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

*Prerequisite: None*

**EDG 836. Ed Govern/Admin-HR Emph. (3 Credits)**

This course examines the nature of educational governance and administration with an emphasis on the crucial role strategic human resources administration has on the effective and efficient operation and ultimate success, of educational institutions. The course examines the hierarchy of governance, the role of administration along with critical components of modern human resources administration.

*Prerequisite: None*

**EDG 837. Supervision of Instruction. (3 Credits)**

This course is designed to provide the student with an orientation to the field of instructional supervision. The course will focus on the nature of instructional supervision with an emphasis on the human perspectives of supervisory behavior.

*Prerequisite: None*

**EDG 839. Practicum in Education Admin. (3 Credits)**

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

*Prerequisite: None*

**EDG 840. EDUC GOVERN/ADMIN. (3 Credits)****EDG 841. Business Admin of Schools. (3 Credits)**

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

*Prerequisite: None*

**EDG 844. Curr Top & Research Literacy. (3 Credits)**

This course allows the student to propose topics in literacy about which he or she wishes to explore more deeply. It also provides the framework for managing life-long acquisition of information within the field of reading. The course focus is twofold: qualitative research and readings in literacy.

*Prerequisite: None*

**EDG 845. Principalship. (3 Credits)**

This course allows students to gain a broader, more complex and accurate understanding of the school administrator's leadership in today's learning communities while presenting an expansive view of leadership within schools not limited to the responsibilities of the principal, but including those of assistant principal, administrators, teachers and students.

*Prerequisite: None*

**EDG 846. Workshop:Books & Pictures. (3 Credits)**

This course examines ways to use picture books with children to develop verbal fluency, visual literacy, and aesthetic awareness. The potential of picture books in the early childhood curriculum is studied, specific instructional strategies are suggested, and illustration styles are studied.

*Prerequisite: None*

**EDG 847. Language Arts & Teach Reading. (3 Credits)****EDG 848. ORGANIZATIONAL BEHAVIOR. (3 Credits)****EDG 849. Administration and Supervision in Early Childhood. (3 Credits)**

This course examines the role of the administrator/director/coordinator within early childhood programs. Staff development as well as supervision and supporting staff will also be explored.

*Prerequisite: None*

**EDG 850. Value-Added Leadership. (3 Credits)****EDG 851. INTER READING & WRIT. (3 Credits)****EDG 852. Improve Literacy Instruction. (3 Credits)**

This course concentrates on the methodologies in literacy instruction and the role of the literacy teacher in education. The course follows the history of research and politics and their influence on classroom practice. Students will research to identify the best practices and then use this foundation to develop a personal philosophy of reading instruction in order to evaluate current programs. Students will also create literacy instruction professional development to share in a leadership capacity in their practice.

*Prerequisite: None*

**EDG 853. Literacy Assess for Instruct. (3 Credits)**

This course examines the design, development, implementation, and evaluation of kindergarten through grade 12 reading programs and their interrelationships with other language arts instruction and other curricular areas.

*Prerequisite: None*

**EDG 854. Literacy Practicum. (3 Credits)**

This course is the culmination of the literacy curriculum for DPI #1316 certification. Teachers work with elementary, middle and secondary level students with a variety of abilities in one-to-one and small group contexts.

*Prerequisite: None*

**EDG 855. PRACT ED ADMIN. (3 Credits)****EDG 856. Language & Literacy Develop. (3 Credits)**

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

*Prerequisite: None*

**EDG 860. Curric Design Dev Early Ch Ed. (3 Credits)**

In this course students will design, implement and evaluate curriculum. Current research in curriculum as well as pedagogy will also be examined.

*Prerequisite: None*

**EDG 861. Market Operat & Fin Market ECE. (3 Credits)**

This course examines the laws and regulations governing the various early childhood programs in addition to policy development and implementation. Public policies, advocacy and implications will be also be studied.

*Prerequisite: None*

**EDG 867. Lang Dev & Lang Arts in EC. (3 Credits)**

This course examines the importance of story in the language development of young children. The course also examines the use of mentor texts and digital literacy as well as integration of pop culture and faith when teaching literacy. Action research is considered as students examine their current practice and determine ways to become more effective teachers of literacy.

*Prerequisite: None*

**EDG 869. Contemp Iss Family & Parenting. (3 Credits)**

Recognizing that the composition of the family today varies greatly and that the challenges faced are complex, this course will examine various parenting philosophies from the eyes of God's Word, noting their strengths and weaknesses. Students will explore parenting practices and processes, various parenting solutions, and changes in the dynamics of the parent/child relationship from a systems approach and across the lifespan. Emphasis will be placed on practical strategies to increase versatility to meet the diverse challenges faced by children and families today.

*Prerequisite: None*

**EDG 870. Laws, Regs, Lic & Credent ECE. (3 Credits)**

This course examines the laws and regulations governing the various early childhood programs in addition to policy development and implementation. Public policies, advocacy and implications will be also be studied.

*Prerequisite: None*

**EDG 871. Observ, Anal, & Pract in ESL. (3 Credits)****EDG 876. Literature for Children K-12. (3 Credits)**

This course presents a wide selection of primary readings for students from kindergarten through the twelfth grade, criteria for selecting texts, practical methods for engaging the students' interest in books, and tools for curriculum development and integration. The course emphasizes the historical background and foundations of the literature.

*Prerequisite: None*

**EDG 883. Sel Iss in Family Life. (3 Credits)****EDG 885. Research in Educational Tech. (3 Credits)****EDG 887. Assessment for Learning. (3 Credits)**

This course is designed to provide the student with a focus on the myriad of types and methods of assessment in educational settings. The emphasis will be the application of assessment to professional classroom teaching practice or those of an administrative position in a school or district. Using data obtained from assessments to inform instruction and continuous improvement will be explored. Assessment related to educator effectiveness and accountability will also be studied.

*Prerequisite: None*

**EDG 889. Apply Tech in Content Areas. (3 Credits)****EDG 890. Thesis/Project Completion Semi. (3 Credits)**

provides an advisory structure for writing the master's thesis for the degree. The seminar is normally taken near the end of the coursework for the degree. The student defends the thesis at the end of the course. 3 credits.

*Prerequisite: None*

**EDG 892. Instructional Design. (3 Credits)****EDG 893. Theories of Learning & Design. (3 Credits)****EDG 894. Digital Literacy. (3 Credits)****EDG 895. Graduate Capstone Project. (3 Credits)**

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

*Prerequisite: None*

**EDG 896. Literacy Internship. (3 Credits)**

This course provides opportunities for each aspiring reading specialist to relate reading and administrative theory to the applied professional understanding of the position of reading specialist.

*Prerequisite: None*

**EDG 897. Portfolio: ESL. (0 Credits)**

This course is the capstone assessment for the ESL minor that highlights a student's understanding of the WI teacher standards and ESL knowledge. The portfolio is a collection of materials reflective of student progress toward a variety of learning goals throughout the ESL Minor. As teacher education students become actively involved in acquiring and refining artifacts for their working portfolios, personal learning goals and self-assessments demonstrate their professional growth.

*Prerequisite: None*

**EDG 899. Readings and Research in Educa. (1-4 Credits)****EDG 900. Cross Cultural Comm Teachers. (3 Credits)**

Students will examine the cultural diversity that exists locally, nationally and globally in order to develop a positive appreciation for the contributions of other cultures, and use in classroom instruction. Students will gain skills for working with students from diverse language backgrounds and learn how to foster relationships with parents and the community.

*Prerequisite: None*

**EDG 901. Hist & Phil of Christian Ed. (3 Credits)****EDG 902. Ldrshp & Innov in Christian Ed. (3 Credits)**

This course provides a foundation in the role of innovation within Christian learning organizations. How do you lead change while maintaining a distinctly Christian mission and vision? Students will examine past and present examples of innovation in Christian education, explore Christian foundations to innovation and leading change, and explore emerging innovations and their implications on Christian education.

*Prerequisite: None*

**EDG 903. Contemp Issues in Christian Ed. (3 Credits)****EDG 904. Mthds, Models, Metaphrs Chr Ed. (3 Credits)**

This course is part of the Graduate Certificate in Christian Education, which equips individuals to promote a distinctly Christian education in school, church, community, and beyond. Learners will examine the historical and Biblical foundations of Christian education, current and critical issues as well as future opportunities and possibilities. Expect to be challenged, equipped and inspired toward servant leadership in Christian education.

*Prerequisite: None*

**EDG 905. Faith & Learning Chritian Ed. (3 Credits)**

The focus of this course is on strategies for integrating the faith across the curriculum and throughout the learning community. Discussion will include development theories, age, and subject matter accommodations, as well as teacher role. The course emphasis will be to equip students to transfer knowledge from this class into effective strategies for integrating the faith into their teaching vocations.

*Prerequisite: None*

**EDG 906. Basic Eng Ling for Teach Lang. (3 Credits)**

This course introduces students to the phenomenon of language and aspects of English linguistics, including phonetics, phonology, morphology, syntax, semantics, dialects, and social contexts. It provides students the opportunity to explore the sounds of English by using the International Phonetic Alphabet, introduces theories of language acquisition.

*Prerequisite: None*

**EDG 907. Multimedia for the Classroom. (3 Credits)****EDG 908. Critical Issues in Ed Technolo. (3 Credits)****EDG 909. Ed Admin Pract. (1 Credit)****EDG 910. Portfolio I - Altern Ed. (0 Credits)****EDG 911. Portfolio I - Reading. (0 Credits)****EDG 912. Portfolio II - Reading. (0 Credits)****EDG 913. Portfolio III - Reading. (0 Credits)****EDG 918. Comm in a Diverse Environ. (3 Credits)****EDG 919. Teach Stu w Sig 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. In addition, this course will focus on issues relevant to post-educational, vocational, independent living; community transitions; and the development of Individual Education Plans (IEP), Individualized Family Service Plans (IFSP), and Individual Transition Plans (ITP).

*Prerequisite: None*

**EDG 920. Praxis:the art of pedagogy. (3 Credits)****EDG 921. Portfolio I - Ed Admin. (0 Credits)****EDG 922. Portfolio II - Ed Admin. (0 Credits)****EDG 923. Portfolio III - Ed Admin. (0 Credits)****EDG 924. Portfolio I - Teach & Learning. (0 Credits)****EDG 925. Portfolio II-Teach & Learning. (0 Credits)****EDG 926. Portfolio III-Teach & Learning. (0 Credits)****EDG 927. Portfolio I. (0 Credits)**

is the first step in the required assessment process for the Masters in Education degree. Students complete the initial setup of their portfolio and develop rationales for each standard in their program. 0 credits.

*Prerequisite: None*

**EDG 928. Portfolio II. (0 Credits)**

is the second step in the required assessment process for the Masters in Education degree. Students insert one artifact for each standard into their portfolio. 0 credits.

*Prerequisite: None*

**EDG 929. Portfolio III. (0 Credits)**

is the third step in the required assessment process for the Masters in Education degree. Students insert at least two and no more than three additional artifacts for each standard into their portfolio. 0 credits. Concordia University Accelerated Learning Centers and Off Campus Offerings 89

*Prerequisite: None*

**EDG 930. Language Acquisition and Literacy. (3 Credits)**

provides an introduction to theory and research on language acquisition. This course will focus on language development including the major milestones in the development of: speech perception, speech production, word learning, morphology, syntax, pragmatic and social language skills. This course will also study the language acquisition of special needs children ages birth to age 8. The course includes analysis, assessment of literacy development and early intervention strategies necessary to support literacy development. Students will acquire a specialized knowledge of young children's language development and will reflectively learn to analyze children's oral and written language as a basis for curriculum planning and adaptations. 3 credits.

*Prerequisite: None*

**EDG 931. Evaluative Tech in EC Spec Ed. (3 Credits)**

This course provides students with the foundation for understanding the assessment process in Early Childhood Special Education and to provide them with the skills to administer formal and informal assessments and interpret the results. Students will conduct screening and diagnostic assessments of young children and examine how the results can be used for identification, placement, and instructional decisions. Emphasis is also placed on current issues in assessment in the field of Early Childhood Special Education.

*Prerequisite: None*

**EDG 932. Educating Students at Risk. (3 Credits)**

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

*Prerequisite: None*

**EDG 933. Alternative Education. (3 Credits)**

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

*Prerequisite: None*

**EDG 934. Read Diag & Inst in SpEd CCSE. (3 Credits)**

This course is designed to provide an overview of the various theories about teaching reading and language arts to students with disabilities. This course provides an understanding of processes, principles, and practices of literacy development and the study of the major components of literacy instruction for special education students with modifications and adaptations to achieve a balanced literacy curriculum.

*Prerequisite: None*

**EDG 935. Legal Issues in Special Education. (3 Credits)**

This course provides an overview of the field of special education including discussions of historical and empirical support for providing special education services, identification, screening, assessment, instructional programming, inclusive practices, family involvement, and service delivery models. This course also introduces students to the legal issues surrounding the education of children with disabilities and the rights of parents in the special education process.

*Prerequisite: None*

**EDG 936. Language/Comm Disorders. (3 Credits)**

includes analysis of language/communication disorders (functional and dysfunctional anatomy of the oral, velopharyngeal, nasal and laryngeal areas) and the individual needs of persons with communication disorders. Diagnostic and treatment methods utilizing a multidisciplinary team are emphasized. Issues in assessment, treatment and classroom intervention strategies are considered and especially applied to the full gambit of communication with an emphasis on the relationship of the oral and written language abilities. 3 credits.

*Prerequisite: None*

**EDG 937. Life Span/Devel of Child w Dis. (3 Credits)**

This course presents a study of the growth and development of children, youth, and adults including those with exceptionalities. Physical, cognitive, social, emotional, and moral development are explored with attention to how exceptionalities influence development throughout the life span. Diversity and bias in and outside of school is explored with regard to gender, race and ethnicity, culture and language, and how they affect the teaching and learning process throughout the developmental stages of life.

*Prerequisite: None*

**EDG 938. Adaptations and Programming in Early Childhood Special Education. (3 Credits)**

This course is designed to provide students with the methods, techniques, and adaptations necessary for programming for young children with disabilities. The course examines how teachers can implement developmentally appropriate practices for children with disabilities in early childhood settings. Students will learn to design and adapt learning environments, curricular activities, and materials so they will better enable the active and full participation of all children, especially children with disabilities.

*Prerequisite: None*

**EDG 939. School Leadership in Tech. (3 Credits)**

This course provides principals, educators, and/or technology coordinators with knowledge, skills, and hands-on experiences that provide strong visionary technology leadership in their schools which will facilitate systemic, whole-school change impacting student learning. Participants will create a comprehensive technology plan for their school.

*Prerequisite: None*

**EDG 940. Networking and Sup of Del Sys. (3 Credits)**

This course provides students with the concepts, tools, and skills to oversee a reliable technology infrastructure and make appropriate decisions regarding that infrastructure in support of learning and teaching. This course emphasizes local area networks and their connection to the internet along with issues of supporting the technology which underpins teaching and learning. Implementing and supporting reliable delivery systems requires an understanding of fundamental computer science concepts, technical proficiency, and managerial skills. This course develops an "IT mindset" in students by illustrating the diverse application and challenges in data communication technology within an educational context.

*Prerequisite: None*

**EDG 941. Curr Adapt for Learners Disabi. (3 Credits)**

This course covers historical perspective, philosophies, current issues and practices, and curriculum models. Developing and adapting curriculum materials for learners with a variety of disabilities including learning disabilities, developmental disabilities, emotional/behavioral disorders, physical/health associated with impairments, traumatic brain injury, and cultural barriers is emphasized. The course also includes identification of characteristics and educational programs, service models, trends, research, theories and practice for SLD, LD, CD, and gifted students.

*Prerequisite: None*

**EDG 942. Consultation, Collaboration, and Teaming. (3 Credits)**

This course presents the literature reflecting the importance and process of professional staff including administrators, teachers, assistants, special educators, and service staff collaborating for the successful inclusion of children with disabilities. This course also introduces students to state and federal laws impacting the education of students with disabilities, which prepare them to work collaboratively with other professionals and parents. Students become familiar with the special organizations, associations and other resources that will assist them in meeting their professional needs, the needs of families, and the needs of students with disabilities. Issues of communication, planning, role clarity, initiative, reporting, responsibility and administrative support are considered and analyzed in case studies and during team activities.

*Prerequisite: None*

**EDG 943. CC Spec Ed Pract & Sem. (1 Credit)**

Each practicum will be individualized to meet the needs of the graduate student; therefore, practicum hours and placement levels will be determined by CU special education faculty after a thorough review of the applicant's file and practicum application.

*Prerequisite: None*

**EDG 944. EC Sp Ed Pract & Sem. (1 Credit)**

Each practicum will be individualized to meet the needs of the graduate student; therefore, practicum hours and placement levels will be determined by CUW special education faculty after a thorough review of the applicant's file and practicum application.

*Prerequisite: None*

**EDG 945. Strat for Teach At-Risk Youth. (3 Credits)****EDG 946. Coll w Fam & Pro Div Soc. (3 Credits)****EDG 947. Assistive Technology for Individuals with Disabilities. (3 Credits)**

This course includes assistive technology evaluation, the selection and application process for individuals with disabilities in school as well as application of microcomputers and related technology to persons with learning, behavior, sensory, motor and communication disorders. The course emphasizes the evaluation of abilities in relation to environmental demands and curricular adaptations. Students utilize adaptive equipment and/or assistive devices that can be used to ensure student participation. 3 credits.

*Prerequisite: None*

**EDG 949. Professional Learning Communit. (3 Credits)**

This is an elective course in the graduate education program and a component of the curriculum and instruction masters degree program. The course focuses upon establishing critical knowledge, skill, and disposition for effective participation in school learning communities.

*Prerequisite: None*

**EDG 952. Org & Admin of Coop Ed Program. (3 Credits)**

This course is a study of vocational/occupational programs which utilize the internship/youth apprenticeship/cooperative method of instruction. This course covers techniques of how a Career and Technical Education teacher can successfully organize, administer, and coordinate a CTE program using the cooperative method. Current issues facing Career and Technical Education are to be discussed. The cooperative method, procedures, and techniques are stressed. Specific topic areas covered are how to: locate job training sites, sell the employer on program participation, articulate the classroom curriculum with cooperative experience, evaluate the student's work performed, and supervise on-the-job problems.

*Prerequisite: None*

**EDG 953. Prin of Career & Technical ED. (3 Credits)**

This course explores the history and development of career and technical education both in the United States and Wisconsin. The administrative structure of career and technical education at the local, state, and national levels is outlined. Career and technical education program areas are discussed with emphasis given to issues, trends, and problems in career and technical education.

*Prerequisite: None*

**EDG 957. Building Online Learning Commu. (3 Credits)****EDG 962. Adv Intern Super II. (2 Credits)**

Using a practical application approach based on research and theory, this course is designed to give the student hands on experiences with the actions and activities of a Superintendent of Schools. The course explores real life strategies utilized by a current, successful Superintendent to provide effective leadership to a school district. Students will observe a Superintendent and engage in administrative activities as assigned by the onsite Superintendent. A series of four reflection papers along with other assignments will be used to capture how the Superintendent maximized learning, managerial, educational and leadership characteristics during the internship period. The student will also be required to attend and reflect upon at least two School Board meetings.

*Prerequisite: None*

**EDG 963. Found of Adult & Community Ed. (3 Credits)**

This course introduces adult learning principles and varying philosophical and historical approaches to adult and community education, within a broad range of contexts including: human resource development, job training, higher education, and community organizations.

*Prerequisite: None*

**EDG 964. The Adult Learner. (3 Credits)**

This course emphasizes adult developmental and the social context of learning within formal, non-formal and informal settings.

*Prerequisite: None*

**EDG 965. Prog Planning Adult & Comm Ed. (3 Credits)**

This course provides an overview of the steps and processes of effective practice in program development including needs assessment, program design and delivery, transfer of learning, program evaluation, and marketing.

*Prerequisite: None*

**EDG 966. Strat Teach & Learn Adult Lear. (3 Credits)**

This course emphasizes approaches to instruction and facilitation of learning in adult and community contexts. Given a particular learning need, students develop a portion of a program for a specific adult population.

*Prerequisite: None*

**EDG 967. Ldrshp & Ad of Adult & Comm Ed. (3 Credits)**

This course frames the vocation of adult educators as servant leadership. Students develop administrative knowledge and skill in areas such as staff selection, effective delivery practices, using technology, marketing and budgeting.

*Prerequisite: None*

**EDG 968. Sign Lang for Spec Educator. (3 Credits)**

this course will provide communication and learning methods for exceptional children with an emphasis on multi-sensory learning. Exceptional children may require innovative techniques to help them communicate with others and learn developmental skills. American Sign Language will be introduced as a means to develop communication and understanding between children and their families as well as between children and educators. 3 credits.

*Prerequisite: None*

**EDG 969. Strat Integ for Autism SpecDis. (3 Credits)**

this course will describe autism spectrum disorders and the characteristics in detail with an emphasis on understanding these characteristics in the context of the students' educational needs. The course will include strategies to incorporate in therapy, home and classroom. A distinction between medical and educational diagnostic models will be made. This course is appropriate for both health professionals and educators. 3 credits.

*Prerequisite: None*

**EDG 970. Integ Tech in the Classroom. (1,3 Credits)****EDG 971. Grants and Funding. (3 Credits)****EDG 972. Practicum Experience I. (1 Credit)****EDG 973. Practicum Experience II. (1 Credit)****EDG 974. Practicum Experience III. (1 Credit)****EDG 975. Graduate Capstone Project I. (1 Credit)****EDG 976. Graduate Capstone Project II. (1 Credit)****EDG 977. Graduate Capstone Project III. (1 Credit)****EDG 978. The Superintendency. (3 Credits)**

Using a practical application approach based on research and theory, this course explores the role and responsibility of the 21st century superintendent. Students will analyze the interconnections between the superintendent, school board, other educational authorities and the public in order to examine how to build positive relationships. Students will also examine the characteristics of and best practices associated with high performing superintendents in order to learn how to perform the role of superintendent effectively and efficiently in order to promote positive change that improves school operations and increases student achievement.

*Prerequisite: None*

**EDG 979. Assess & Inst for Child Sp Nd. (3 Credits)**

This course places an emphasis on assessing and promoting the attainment of cognitive, language, social, self-help, and motor skills. Students will learn to observe children and to conduct developmental evaluations and assessment. From results of the evaluations, students will learn to develop, implement, and monitor Individual Education Plans (IEP) and Individualized Family Service Plans (IFSP). Students will also be introduced to the concepts of home-based and center-based assessment and instruction. Issues surrounding the administration and interpretation of standardized instruments used in the identification of students with developmental disabilities, health disabilities, emotional/behavioral disorders, and learning disabilities are also examined.

*Prerequisite: None*

**EDG 980. EDUC ORGANIZATIONS. (3 Credits)****EDG 982. Hist, Pol, Method of Sec Lang. (3 Credits)**

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

*Prerequisite: None*

**EDG 983. Obs, Anal, Pract Bilingual Cl. (3 Credits)**

This capstone course provides students with observation and analysis skills to apply to their own bilingual teaching in their practicum experience, as well as with techniques for working in bilingual classrooms in schools. Portfolios will be created in this course to be used as a final assessment for the Bilingual license that highlights a student's understanding of the WI teacher standards and the Wisconsin content guidelines for Bilingual/Bicultural education.

*Prerequisite: None*

**EDG 984. Educ/Behav Mgmt in Sp Ed. (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).

*Prerequisite: None*

**EDG 985. Portfolio: Bilingual. (0 Credits)**

Capstone assessment for the Bilingual minor that highlights a student's understanding of the Wisconsin teacher standards and bilingual education knowledge. The portfolio is a collection of materials reflective of student progress toward a variety of learning goals throughout the Bilingual Education Concentration. As teacher education student become actively involved in acquiring and refining artifacts for their working portfolios, personal learning goals and self-assessments demonstrate their professional growth.

*Prerequisite: None*

**EDG 987. Interv Strat in Sp Ed. (3 Credits)**

This course provides an overview of strategies used from early intervention programs to those used in elementary and secondary settings. Specific intervention strategies and curriculum planning issues for students with specific disabilities are also considered. The main focus of this course is to assist student in linking assessment to service delivery. More specific interventions are covered in the following areas: cognitive skills; social skills and emotional development; adaptive behavior skills; motor skills; transition; personal competence; and program evaluation. This course will also provide a thorough study of the philosophical and practical base of effective assessment and intervention for students with disabilities. Topics include eligibility evaluation, programmatic assessment, IFSP/IEP development, intervention and transition planning and implementation in various service delivery settings, family participation, and progress monitoring.

*Prerequisite: None*

**EDG 988. Profess Ethics in Leadership. (3 Credits)**

To prepare students for engaging in ethical decision-making, this course provides an overview of the basic concepts, theories, and philosophies that form the basis for responsible leadership behavior. Using a practical application approach based on research and theory, the course focuses on obtaining a deeper understanding of the importance of a code of ethics and standards for school superintendents. Superintendents and all school leaders they supervise promote student success by acting with integrity, fairness, and in an ethical manner. Guiding standards for a superintendent include making the well-being and success of students the fundamental value in all decision making and actions, to fulfill professional responsibilities with honesty and integrity, and to support the principles of due process and the protection of the civil and human rights of all individuals.

*Prerequisite: None*

**EDG 989. Organizational & Policy Develo. (3 Credits)**

Organizational and policy development is crucial to the effective and impactful work of an educational leader. This course will examine theoretical constructs as well as their practical implementation. Contemporary and controversial issues will be discussed directly as all inform and affect the work of the superintendent. Collaboration and critical conversations between course members and the instructor will be essential in the development of new ideas and applications. In the end, the aspiring superintendent course participant will possess solid knowledge, skills, and dispositions to lead and manage a district for the optimal good of the students served as well as the team with which one is engaged.

*Prerequisite: None*

**EDG 990. School Improve & Data Analysis. (3 Credits)**

This course guides students through the process of developing a Continuous District-Wide Improvement Plan (CDIP), which is specific to the district of the individual student. Students will apply what they learn about examining data to design and build a powerful learning community through the use of data analysis, the creation of a shared vision, and the development of processes that will lead to improved teacher performance and increased achievement for all students.

*Prerequisite: None*

**EDG 991. Public Relations. (3 Credits)**

Public relations includes the principles, philosophies, and strategies which may be utilized to improve school and community relations.

This course focuses on the use of effective communication to improve school quality and enhance student achievement. It also examines best practices for responding to the educational, political, social, and cultural dynamics associated with a district's unique setting.

*Prerequisite: None*

**EDG 992. Facility Planning. (3 Credits)**

The curriculum of this course will include capital budgeting, developing a needs assessment, on site review of facilities, a literature search, oversight of facility remodeling, the bidding process, referendums, staff and community input to facility projects, and state and federal facility standards. The course will include onsite experience with facility planning. Students will participate in a systematic course of study to research, study, replicate and implement good and professional facility planning methodology.

*Prerequisite: None*

**EDG 993. Adv Internship in Superintende. (1 Credit)**

Using a practical application approach based on research and theory, this course is designed to give the student hands on experiences with the actions and activities of a Superintendent of Schools. The course explores real life strategies utilized by a current, successful Superintendent to provide effective leadership to a school district. Students will observe a Superintendent and engage in administrative activities as assigned by the onsite Superintendent. A series of four reflection papers along with other assignments will be used to capture how the Superintendent maximized learning, managerial, educational and leadership characteristics during the internship period. The student will also be required to attend an reflect upon at least two School Board meetings.

*Prerequisite: None*

**EDG 994. Portfolio. (0 Credits)**

the EDG Portfolio is designed to provide a thorough representation of the candidate including a resume with objectives/goals, employment record, college/university information, education certificates and licensures, professional memberships, and references. The candidate will also complete a self-assessment including artifacts and extensive reflections representing their demonstration of each of the 8 administrative standards. 0 credits.

*Prerequisite: None*

**EDG 995. Int Tech to Enhance OL Instruc. (3 Credits)**

This course is intended to meet the Wisconsin Department of Public Instruction standard that all teachers have certification before they teach courses on#line. This course will also address how the teacher can utilize technology in a face#to#face course, a blended course, and a completely on#line course. The student will also become aware of computer based technology for credit recovery, data collection, assessment, and to enhance student learning.

*Prerequisite: None*

**EDG 996. Portfolio I - Sp Ed. (0 Credits)****EDG 997. Portfolio II - Sp Ed. (0 Credits)****EDG 998. Portfolio III - Sp Ed. (0 Credits)****EDG 5030. Intervention Strategies, Adaptations, and Collaboration for Exceptional Students. (3 Credits)**

This course provides an overview of current issues and practices for exceptional students related to interventions, adaptations, and collaboration for the successful inclusion and transition of exceptional students. Specific intervention strategies, curriculum planning, linking assessment to instruction in various service delivery settings, and progress monitoring are presented. Developing and adapting curricular materials and providing accommodations and modifications for exceptional learners is viewed within the characteristics of exceptional students. Collaboration among administrators, teachers, assistants, special educators, related service staff, families, and guardians is explored in order to meet the needs of exceptional students. Issues of communication, planning, role clarity, initiative, reporting, responsibility, and administrative support are considered and analyzed through the literature and evidence-based practices.

*Prerequisite: None*

**EDG 5045. Low Incidence Sensory Disabilities. (3 Credits)**

This course explores the low incidence sensory disabilities of vision impairment: degrees of low vision and blindness; hearing impairment: deafness and hard of hearing; and deafblindness. The course is a prerequisite for the visual impairment program and is an elective for other programs.

*Prerequisite: None*

**EDG 9000. Advanced Leadership Theory and Practice. (3 Credits)**

In this three-credit course, students will examine leading leadership theories, analyze the affordances and limitations of each theory, and apply the theories to a diverse set of real-world leadership challenges and opportunities. Learners will complete this course with a solid grounding in leadership theories that will serve as a foundation for future courses in the program. They will also shift their understanding of leadership theory from popular texts and notions about leadership to a deeper understanding that is rooted in the most robust and current research on the subject.

*Prerequisite: None*

**EDG 9010. Exemplary Leadership Case Studies. (3 Credits)**

In this course, participants experience a case-based approach to examining critical and pressing issues related to organizational leadership. Participants study in-depth case studies that challenge learners to analyze complex leadership challenges, apply insights from diverse theories and research, as well as propose and defend decisions related to the case study. In addition to studying existing case studies, learners also have the challenge of researching and writing a relevant leadership case study and using it to facilitate dialogue about relevant issue.

*Prerequisite: None*

**EDG 9020. Innovative and Entrepreneurial Leadership. (3 Credits)**

This course offers learners a grounding in the research on innovation and the entrepreneurial mindset. The diffusion of innovation, disruption innovation, the testable hypothesis approach to innovation, and the role of design thinking in innovation will be among central themes in the class. In addition, research and insights from entrepreneurial studies will be examined and applied to diverse contexts.

*Prerequisite: None*

**EDG 9030. Servant and Ethical Leadership. (3 Credits)**

This course offers learners an in-depth and applied analysis of servant leadership as illustrated in both the Christian scriptures and current scholarly literature. In addition, participants will examine a Christian approach to ethics in leadership and apply these concepts to a variety of real-world case studies and models. While rooted in scholarly literature, this class also challenges learners to engage in self-reflection about core beliefs and values as well as how those inform one's leadership practice. Participants should conclude the course with a deeper knowledge, skill set, and application experiences in servant and ethical leadership and be even better equipped for leadership in innovation and continuous improvement.

*Prerequisite: None*

**EDG 9040. Intro to Doctoral Program and Research Methods. (3 Credits)**

In this course, students are introduced to the Doctorate of Leadership in Innovation and Continuous Improvement (LICI) program and to its foundational educational concentrations (leadership, research, innovation and improvement science, and elective/individual). Students will review program outcomes as a roadmap for successful program completion, and they will also be introduced to the technology associated with program delivery and with university and community resources to supplement learning. In addition, they will formulate potential ideas for relevant dissertation research consistent with Concordia's mission for service to Christ in the Church and the world. This course will provide students with a comprehensive overview of the research requirements of the program, an introductory overview of research methods and scholarly research in general, and an unpacking of the dissertation process. Students will learn to identify and implement research methodologies such as correlational, experimental, survey, longitudinal, cross-sectional, causal-comparative, quasi-experimental, descriptive, and evaluative. The course emphasizes the basics of research planning and design in a practicum setting.

*Prerequisite: None*



**EDG 9050. Quantitative Research Seminar. (3 Credits)**

This course is a survey of basic statistical methods including descriptive statistics, z-tests and t-tests of means, chi-square analyses, correlation and regression analyses, and analysis of variance. The Statistical Package for the Social Sciences (SPSS) will also be used. In this course, students will compare, contrast, and analyze various quantitative research methodologies listed above; and learn how to use them based on context and research question or inquiry.

*Prerequisite: None*

**EDG 9060. Qualitative Research Seminar. (3 Credits)**

Students in this course will focus on identifying and implementing research methodologies such as case study, ethnographic, biographical, historical, content analysis, phenomenological, narrative, constant comparative, and grounded theory. Students will compare, contrast, and analyze the various qualitative research methodologies and learn how to use them based on context and research question or inquiry.

*Prerequisite: None*

**EDG 9070. Advanced Research and Statistics. (3 Credits)**

This course provides background in statistical techniques building on students' prior knowledge. Advanced statistical topics are discussed including a variety of non-parametric tests, bivariate, multiple, and logistic regression, ANOVA with repeated measures, ANCOVA, multivariate tests, factor analysis, and structural equation modeling. It focuses on understanding what a given technique accomplishes statistically, the types of conclusions which can be reached using a technique, and how the results are reported in research articles and dissertations. Students will also refine their own research practice and skills and come away with a more comprehensive appreciation of the research process.

*Prerequisite: None*

**EDG 9080. Research Seminar 1. (1 Credit)**

In this course, students will begin and complete their search for a research question or research problem they wish to solve. They will also identify key components and begin an outline on chapter one of their dissertation. In addition, students will select a dissertation chair. This seminar is conducted collaboratively in a cohort format.

*Prerequisite: None*

**EDG 9090. Research Seminar 2. (1 Credit)**

In this one credit course, students will work individually with their dissertation chair in the research process. In addition to formalizing the research question, students will focus primarily on researching and developing their literature review.

*Prerequisite: None*

**EDG 9100. Research Seminar 3. (1 Credit)**

In this course students will work individually with their dissertation chair in the research process. In addition to refining their literature review, students will focus primarily on developing their Introduction chapter.

*Prerequisite: None*

**EDG 9110. Research Seminar 4. (1 Credit)**

In this course students will work individually with their dissertation chair in the research process. In addition to refining their "Chapter One: The Introduction," students will focus primarily on developing their "Chapter Three: Methodology" as well as forming their dissertation committee.

*Prerequisite: None*

**EDG 9120. Research Seminar 5. (1 Credit)**

In this course, students will work individually with their dissertation chair in the research process. At the end of this seminar, students will submit their dissertation proposal—the first three chapters of their dissertation.

*Prerequisite: None*

**EDG 9130. Research Seminar 6. (1 Credit)**

In this course, students will work individually with their dissertation chair in the research process. At the end of this seminar, students will complete their comprehensive assessment.

*Prerequisite: None*

**EDG 9140. Research Seminar 7. (1 Credit)**

In this course, students will work individually with their dissertation chair in the research process. At the end of this seminar, students will submit a formalized "Chapter Four: Data Analysis and Results or Findings."

*Prerequisite: None*

**EDG 9150. Research Seminar 8. (1 Credit)**

In this one credit course, students will work individually with their dissertation chair in the research process. At the end of this seminar, students will submit a rough draft of "Chapter Five: Discussion, Implications, and Recommendations" and their Abstract. They will also schedule and begin preparing for their dissertation defense.

*Prerequisite: None*

**EDG 9160. Research Seminar 9. (1 Credit)**

In this one credit course, students will work individually with their dissertation chair in the research process. At the end of this seminar, students will submit their dissertation and execute their dissertation defense.

*Prerequisite: None*

**EDG 9170. Media, Marketing, and Branding in Education. (3 Credits)**

In every field, strong brands outperform weak brands. The purpose of this course is to help you identify and address problems of practice in the area of strategic brand development that are particularly pertinent in educational contexts. You will discover problem solving ideas and strategies that will positively impact your work and leadership. The course specifically focuses on strategic brand development, that is — the research, planning, and construction necessary either to refresh an existing educational brand or to create a new one. The course covers related topics stemming from this central focus including brand management (pricing, distribution, placement, and partnerships) and brand marketing. We begin by understanding what makes brands strong, through research, case examples, and models. With this foundation, we explore the strategies and tactics that are required to build strong educational brands. An array of active discussion, expert presentations, case studies and research will guide you to recognize and apply key principles of strategic branding, such as brand elements, architecture, visual and written expression, and brand extensions that impact organizational strategy as well as business and cultural outcomes.

*Prerequisite: None*

**EDG 9180. Organizational Learning, Performance, and Change. (3 Credits)**

This course introduces students to the fundamentals of different theories, principles, and roles that are related to performance, learning, and change at the individual, group, and organization level.

*Prerequisite: None*

**EDG 9185. Futures Thinking in the World of Education. (3 Credits)**

In this course, participants learn to analyze current and emerging trends in education. In addition, they will develop knowledge and skills in scenario planning, forecasting, and related tools used in futures studies, with a special focus upon the factors that influence the growth and adoption of innovations in education.

*Prerequisite: None*

**EDG 9190. Innovation and Design Thinking. (3 Credits)**

Design Thinking enables the designer to become the agent of change in organizations and to act as a lever of transformation in this new way of working, enabling innovation in processes, products, services, communication, and business strategy. In this course, learners will develop a deep understanding of how to use design thinking to lead organizational innovation, solve problems, and pursue promising possibilities.

*Prerequisite: None*

**EDG 9200. Six Sigma Applications. (3 Credits)**

This course employs a method that organizes an operational improvement project into five components: define, measure, analyze, implement and control (DMAIC). 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. This is an "application project course" and the project will be the most significant mediator of success and the final grade.

*Prerequisite: None*

**EDG 9210. Lean Systems Analysis. (3 Credits)**

This course utilizes 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.

*Prerequisite: None*

**EDG 9215. LICI Seminar Topics. (3 Credits)**

This course introduces students to the basic fundamentals of leadership in innovation and continuous improvement. Topics of organizational performance, learning, and change management are covered.

*Prerequisite: None*

**EDG 9220. Operations and Supply Chain Management. (3 Credits)**

In this courses, students study the structure and functioning of modern production systems within a manufacturing context. The complexity of international business operations is also studied. Topics include: the use of statistical process control and control charts, plant location and operation, sustainable procurement, forecasting and inventory management, transportation and distribution, technology acquisition (CAD/CAM), work flow planning, JIT concepts and lean systems. Also covered is how sales and operations cooperate to meet customer demand.

*Prerequisite: None*

**EDG 9230. Applications of Management Science and Analytics. (3 Credits)**

This course introduces techniques and methods used in business management to analyze and solve business problems. The course will also explore the reasoning behind the use of management science techniques. We will explore various practices from the field of management science that can be applied in spreadsheet models to help in the decision-analysis and decision making process. The course will also present techniques to assist managers with planning, organizing, leading and controlling projects.

*Prerequisite: None*

**EDG 9240. Special Topics: Business and Industry. (3 Credits)**

The main purpose of the research methods, data analysis, and reporting in this course is to introduce graduate students to quantitative and qualitative methods for conducting meaningful inquiry and research. They will gain an overview of research intent and design, methodology and technique, format and presentation, and data management and analysis informed by commonly used statistical methods. The course will develop each student's ability to use this knowledge to become more effective researcher and decision maker.

*Prerequisite: None*

**EDG 9250. Leading Non-Profit Organizations. (3 Credits)**

This course provides broad coverage of major elements and issues critical to the success of a nonprofit organization including: historical and current context, leadership, strategic planning, operational planning, financial planning, funding, promotion, and accountability and social impact.

*Prerequisite: None*

**EDG 9260. Special Topics in Healthcare: The Business of Healthcare. (3 Credits)**

This course offers students the opportunity to explore many of the issues that are confronted in health care today. Health care has been moving in the direction that finds the public and businesses more concerned with the costs, quality of life, and the increasing role of government leading to the beginning of the debates to resolve these issues.

*Prerequisite: None*

**EDG 9270. Business Informatics. (3 Credits)**

This course provides the learner with a skill set in the use of analytical tools used in business. These skills enable the informatics professional to effectively communicate business needs and successfully manage projects across an organization. The course will focus on the analysis of big data for internal and external analysis of an organization and its use in long-range planning, and managing by objectives. Monte Carlo Simulation and the use of Artificial Intelligence will be integrated into the course for real-time application. The course culminates in a comprehensive project in data-mining and analysis for application in a continuous improvement project.

*Prerequisite: None*

**EDG 9280. The Business and Sustainability of Social Entrepreneurship. (3 Credits)**

The adoption of the tenets of sustainability in all sectors of the economy continues to gain traction. This course introduces the graduate student to the triple bottom line of Sustainability (People, Planet and Profit) as related to the development of products; and, to Social Entrepreneurship concepts that guide how such a business is run. The course is designed to provide a student from any discipline a foundation on the key competencies embedded in sustainability and sustainable development. The focus of the course is on balancing a company's need to maximize profits, while also minimizing negative impact on the environment, and maximizing positive social impact. Industry-relevant examples from the areas of healthcare and natural sciences are used, to illustrate these concepts in a practical way.

*Prerequisite: None*

**EDG 9290. Diversity and Culturally Responsive Leadership. (3 Credits)**

This course is designed to prepare emerging leadership scholars with evidence-based knowledge and skills for assessing, developing, and managing a culturally diverse workplace. The course will provide innovative strategies for the effective and responsible leadership, management, and improvement of diverse organizations.

*Prerequisite: None*

**EDG 9300. Educating the Adult Learner. (3 Credits)**

This course will focus on major learning theories and education practice for postsecondary instruction. Students will analyze elements of effective teaching and learning in higher education, including teaching styles, instructional models, and the use of technology. The course concepts will address teaching practices in the traditional, online and blended environments.

*Prerequisite: None*

**EDG 9310. Evaluation and Testing in Higher Education. (3 Credits)**

Students develop the theoretical basis for assessing learning in the classroom, laboratory, online environment, and practicum settings. Students gain experience in preparing assessment and evaluation methods including the construction of test items measuring higher level learning, development of written assignments and rubrics, planning and constructing tests, and analyzing test results. Ethical and legal principles, research and other evidence are applied to the evaluation of learning. This course is applicable for teachers in educational, healthcare, and business settings.

*Prerequisite: None*

**EDG 9320. Professional Practice to Higher Education. (3 Credits)**

This course is designed to prepare the student for employment in higher education. What it means to be an effective teacher will be identified and discussed. Accreditation bodies, policies, and issues related to higher education will be explored. General expectations of entry level faculty at public and private institutions will be identified. This course will review innovative curriculum development, strategic planning, and program evaluation including quality improvement processes.

*Prerequisite: None*

**EDG 9330. Instructional Design for Higher Education. (3 Credits)**

This course will focus on the instructional design process and applying adult learning theory, communication media, and technology to develop interactive, collaborative educational experiences for higher education courses. Established and upcoming instructional design models will be used to assist future higher education faculty develop effective courses in face-to-face, online, and/or blended formats.

*Prerequisite: None*

**EDG 9350. Dissertation. (3 Credits)**

In this course, students will work individually with their dissertation chair in completing the dissertation process. Students will submit their final, completed dissertation and also submit at least one scholarly article from their dissertation to a peer-reviewed journal or publication.

*Prerequisite: None*

**EDG 9410. LICI Special Topics Independent Study. (1 Credit)****EDG 9420. LICI Special Topics Independent Study. (2 Credits)****EDG 9430. LICI Special Topics Independent Study. (3 Credits)**

## Educational Technology (EDT)

**EDT 504. Interactive Whiteboards. (1 Credit)****EDT 505. Online Teaching and Learning. (3 Credits)**

This course provides individuals with knowledge and skills related to teaching interactive online courses. Topics addressed are online teaching pedagogy/andragogy/heutagogy and how online teaching differs from face-to-face teaching. Participants will develop effective learning activities, assessment processes and faculty roles/strategies for online collaborative courses.

*Prerequisite: None*

**EDT 514. Ed Ministry in Digital World. (3 Credits)**

Society is being transformed by current and emerging technologies. Many focus upon the technology, but the cultural transformation warrants attention also. In this course, we will walk the digital streets of contemporary society, considering the nature of life in the digital world, spirituality in the digital age, as well as opportunities for educational, parish, and para#church ministry in the digital world.

*Prerequisite: None*

**EDT 515. Innovation in Education. (3 Credits)**

This course provides learners with the opportunity to identify, explore, reflect, and implement innovative educational practices. The course includes an analysis of innovation as a tool for change in a number of different environments, exploration of the skills and practices necessary for innovation, personal reflection on innovative readiness, and experimentation with ideas to implement these innovations in education.

*Prerequisite: None*

**EDT 519. Workshop in Educ Design & Tech. (3 Credits)**

this course provides participants with a virtual or physical educational design and technology laboratory. The course creates a learning community dedicated to learning about and experimenting with a variety of current and emerging technologies while also considering the educational benefits and limitations of these tools. Participants are expected to design a variety of learning experiences that are rooted in promising practices and that leverage these current and emerging technologies. 3 credits.

*Prerequisite: None*

**EDT 560. Games & Gamification in Educat. (3 Credits)****EDT 561. Educational Entrepreneurship. (3 Credits)****EDT 562. Design Thinking for Educators. (3 Credits)****EDT 563. The Future of Education. (3 Credits)****EDT 564. How to Design a School. (3 Credits)****EDT 565. Crash Course in Online Design. (3 Credits)****EDT 585. Research in Ed Technology. (3 Credits)**

This course provides participants with a broad overview of current research practice in educational technology and related fields.

Participants will develop a working vocabulary related to educational technology research; a basic understanding of various types of research; intermediate and advanced skills in finding, accessing, analyzing, and synthesizing existing research; and the basic knowledge and skills necessary to conduct a thesis or capstone project that reaches a quality level commensurate with publication in peer-reviewed educational technology journals.

*Prerequisite: None*

**EDT 589. Applying Tech in the Classroom. (3 Credits)**

This course provides an opportunity to explore a variety of current and emerging educational technologies and collaborate heavily with peers around technology and pedagogy topics. Expect to learn dozens of strategies for using these technologies to develop rich, engaging, and effective learning activities in a content area of choice. This course is designed so that each participant will leave with a portfolio of technology-rich learning activities to use in the classroom.

*Prerequisite: None*

**EDT 592. Instructional Design. (3 Credits)****EDT 593. Theories of Learning & Design. (3 Credits)**

In this course, participants will explore learning theories and emerging research related to effective teaching and learning in technology-rich learning environments. Special attention will be given to reviewing four major learning theories; brain-based learning; instructional design; as well as refining skills in finding, analyzing, and utilizing current research.

*Prerequisite: None*

**EDT 594. Digital Literacy. (3 Credits)**

In this course, participants will explore what it means to be literate in the 21st century. Special emphasis will be placed upon media literacy, visual literacy, and information literacy.

*Prerequisite: None*

**EDT 595. Capstone Project. (3 Credits)**

provides an opportunity to examine a problem, challenge or opportunity related to educational design and technology. This is an independent or small group project where the student(s) identifies the problem, challenge or opportunity; reviews the relevant peer-reviewed literature; develops a blueprint for addressing the issue; creates a culminating project; and provides a written reflection of the process of developing this project. This is typically the last course to be completed in the M.S. in Education – Educational Design and Technology. 3 credits.

*Prerequisite: None*

**EDT 607. Multimedia for the Classroom. (3 Credits)**

This course will introduce teachers to multimedia resources on the Internet. Teachers will identify, explore and plan classroom activities using a variety of multimedia sources. Emphasis will be on activities that promote critical thinking and visual literacy skills in the K-12 classroom. Resources explored will include photos, sound and video.

*Prerequisite: None*

**EDT 608. Critical Issues in Ed Tech. (3 Credits)**

This course provides participants with an overview of important ethical issues related to educational technology and learning in a digital age. Participants will explore the cautions and concerns of researchers about technology-related trends in education. The goal is that participants will further develop the ability to make thoughtful technology-related decisions that take into account implications on the school culture, the overall school mission and vision, health and safety, social and psychological factors, along with ethical and theological convictions.

*Prerequisite: None*

**EDT 627. Portfolio I. (0 Credits)**

is a self-paced online tutorial that walks students through step one of the portfolio process for the Master of Science in Education - Educational Design and Technology. In this first step, students will become acquainted with the program goals and the portfolio process. They will then develop a shell or template for the electronic portfolio that will be used throughout the program. This should be completed during the first semester in the program. 0 credits.

*Prerequisite: None*

**EDT 628. Portfolio II. (0 Credits)****EDT 629. Portfolio III. (0 Credits)**

is a self-paced online tutorial that walks students through the final step of the portfolio process for the Master of Science in Education - Educational Design and Technology. Students will build upon their work in Portfolio one and two in order to submit a final portfolio, demonstrating how the student has met or exceeded each of the program goals. 0 credits.

*Prerequisite: None*

**EDT 636. School Leadership in Tech. (3 Credits)****EDT 639. School Leadership in Tech. (3 Credits)**

This course will provide principals, educators, and/or technology coordinators with the necessary knowledge, skills, and hands-on experiences to provide strong visionary technology leadership in their schools that will facilitate systemic, whole-school change that impacts student learning. Participants will come away from this course with a comprehensive technology plan for their school.

*Prerequisite: None*

**EDT 640. Networking, Support, and Delivery Systems for Schools. (3 Credits)****EDT 645. Readings in Educational Techno. (3 Credits)**

This course provides an opportunity to examine research, readings, and practice in one or more topics related to educational design and technology. Each student works with an instructor in order to analyze and synthesize readings related to one or more themes or areas of personal interest. Students will also be challenged to refine their information literacy skills.

*Prerequisite: None*

**EDT 657. Building Online Learning Communities (Web 2.0/Learning 2.0). (3 Credits)**

This course introduces educators to online collaborative tools. The educational applications of blogs, wikis, RSS feeds, social bookmarking, as well as a wide variety of current and emerging Web 2.0 tools will be investigated. The focus will be on the use of these tools for the purposes of improving student learning, increasing the productivity of educators, facilitating collaboration, and engaging in virtual teaming. Students will discuss with, collaborate with, and provide constructive feedback to classmates using these tools.

*Prerequisite: None*

**EDT 670. Integrat Tech in the Classroom. (3 Credits)**

This introductory graduate educational technology course is for individuals who want a broad practical course in learning how to integrate technology into the classrooms. There is a strong emphasis upon educational technology in the elementary and secondary education environment, but the instructor will work with others in order to customize the course for their learning organization context. Participants will finish the course with a broad understanding of educational technology as articulated in the National Educational Technology Standards for Teachers.

*Prerequisite: None*

**EDT 671. Grants and Funding for Educational Technology Initiatives. (3 Credits)**

In this course students explore the process of finding and applying for grants and other funding. Students will identify potential programs aligned with the school's strategic goals, identify a list of potential funders, research funders, write a grant proposal, and develop a plan to evaluate the success of the project. Sample educational technology grants will be used to highlight key features of successful grants. Students will work in collaborative teams to review and provide constructive feedback to each other throughout the proposal writing process.

*Prerequisite: None*

**EDT 680. Internship in Ed Design & Tech. (1-3 Credits)****EDT 801. Learning Beyond Letter Grades. (3 Credits)****EDT 804. Interactive Whiteboards. (1 Credit)****EDT 805. Online Teaching and Learning. (3 Credits)**

This course provides individuals with knowledge and skills related to teaching interactive online courses. Topics addressed are online teaching pedagogy/andragogy/heutagogy and how online teaching differs from face-to-face teaching. Participants will develop effective learning activities, assessment processes and faculty roles/strategies for online collaborative courses.

*Prerequisite: None*

**EDT 814. Education Ministry in the Digital World. (3 Credits)**

Society is being transformed by current and emerging technologies. Many focus upon the technology, but the cultural transformation warrants attention also. In this course, we will walk the digital streets of contemporary society, considering the nature of life in the digital world, spirituality in the digital age, as well as opportunities for educational, parish, and para#church ministry in the digital world.

*Prerequisite: None*

**EDT 815. Innovation in Education. (3 Credits)**

This course provides learners with the opportunity to identify, explore, reflect, and implement innovative educational practices. The course includes an analysis of innovation as a tool for change in a number of different environments, exploration of the skills and practices necessary for innovation, personal reflection on innovative readiness, and experimentation with ideas to implement these innovations in education.

*Prerequisite: None*

**EDT 819. Workshop in EDT - Dsg Ed Games. (3 Credits)**

this course provides participants with a virtual or physical educational design and technology laboratory. The course creates a learning community dedicated to learning about and experimenting with a variety of current and emerging technologies while also considering the educational benefits and limitations of these tools. Participants are expected to design a variety of learning experiences that are rooted in promising practices and that leverage these current and emerging technologies. 3 credits.

*Prerequisite: None*

**EDT 820. Blended Learning. (3 Credits)**

This learning community is devoted to understanding the practice, design, history, affordances and limitations of blended learning environments. This includes a focus upon blending face-to-face and digital learning experiences in order to improve student learning, provide new opportunities for customization and differentiation, and to capitalize upon the strengths of both face-to-face and online learning environments. Students will learn about a variety of models for blending learning, including the rotation model (lab-rotation, flipped classroom, individual rotation), the flex model, the self-blended learning, and the enriched-virtual model.

*Prerequisite: None*

**EDT 821. Educators as Game Designers. (3 Credits)**

The role of educator is constantly evolving in this connected age. One emerging role is that of educator as game designer. This involves creating rich and engaging game-based and gamified learning experiences that increase student learning and student engagement. In this class, participants will learn game design basics and the psychology of game design. They will explore a variety of game types and focus upon the research, design, and development of one or more educational game prototypes.

*Prerequisite: None*

**EDT 850. Strategies for Teaching and Learning with Learning Management Systems. (3 Credits)****EDT 851. Support and Troubleshooting for Teaching and Learning with Technology. (3 Credits)**

This course is specifically designed for Technology Coordinators and others involved with the integration of technology in educational settings. A project-based service learning model is utilized, providing you with hands-on practical training in planning, supporting, and troubleshooting technology in education.

*Prerequisite: None*

**EDT 860. Games & Gamification in Educat. (3 Credits)****EDT 861. Educational Entrepreneurship. (3 Credits)****EDT 862. Design Thinking for Educators. (3 Credits)****EDT 863. The Future of Education. (3 Credits)****EDT 864. How to Design a School. (3 Credits)****EDT 865. Crash Course in Online Design. (3 Credits)**

This course is designed for students that are preparing to develop and teach an online course for the first time. It covers learning design strategy and support for online courses, as well as online course structure and organization, assessment and feedback strategies, online discussions, and using a learning management system. During this course, the student will be building their own online course.

*Prerequisite: None*

**EDT 880. Internship in Ed Design & Tech. (1-3 Credits)**

This internship is completed in a context approved by the Educational Design and Technology Program Director and under the direction of a Supervisor/Mentor at the internship site. This course is designed to provide students with practical experiences related to careers in Educational Design and Technology. Practicum hours should cover a broad array of activities that reflect all aspects of a role in the field.

*Prerequisite: None*

**EDT 885. Research in Educational Tech. (3 Credits)**

This course provides participants with a broad overview of current research practice in educational technology and related fields. Participants will develop a working vocabulary related to educational technology research; a basic understanding of various types of research; intermediate and advanced skills in finding, accessing, analyzing, and synthesizing existing research; and the basic knowledge and skills necessary to conduct a thesis or capstone project that reaches a quality level commensurate with publication in peer-reviewed educational technology journals.

*Prerequisite: None*

**EDT 889. Applying Tech in the Classroom. (3 Credits)**

This course provides an opportunity to explore a variety of current and emerging educational technologies and collaborate heavily with peers around technology and pedagogy topics. Expect to learn dozens of strategies for using these technologies to develop rich, engaging, and effective learning activities in a content area of choice. This course is designed so that each participant will leave with a portfolio of technology-rich learning activities to use in the classroom.

*Prerequisite: None*

**EDT 890. Thesis/Project Completion Semi. (3 Credits)****EDT 892. Instructional Design. (3 Credits)**

analyzes a variety of current and emerging instructional design models, learn to select and apply one or more of these models to the design of effective and engaging digital learning experiences, and gain firsthand experience with virtual teaming and other current approaches to collective knowledge and team-based instructional design. 3 credits.

*Prerequisite: None*

**EDT 893. Theories of Learning & Design. (3 Credits)**

In this course, participants will explore learning theories and emerging research related to effective teaching and learning in technology-rich learning environments. Special attention will be given to reviewing four major learning theories; brain-based learning; instructional design; as well as refining skills in finding, analyzing, and utilizing current research.

*Prerequisite: None*

**EDT 894. Digital Literacy. (3 Credits)**

In this course, participants will explore what it means to be literate in the 21st century. Special emphasis will be placed upon media literacy, visual literacy, and information literacy.

*Prerequisite: None*

**EDT 895. Graduate Capstone Project. (3 Credits)**

provides an opportunity to examine a problem, challenge or opportunity related to educational design and technology. This is an independent or small group project where the student(s) identifies the problem, challenge or opportunity; reviews the relevant peer-reviewed literature; develops a blueprint for addressing the issue; creates a culminating project; and provides a written reflection of the process of developing this project.

This is typically the last course to be completed in the M.S. in Education – Educational Design and Technology. 3 credits.

*Prerequisite: None*

**EDT 907. Multimedia in the Classroom. (3 Credits)**

This course will introduce teachers to multimedia resources on the Internet. Teachers will identify, explore and plan classroom activities using a variety of multimedia sources. Emphasis will be on activities that promote critical thinking and visual literacy skills in the K-12 classroom. Resources explored will include photos, sound and video.

*Prerequisite: None*

**EDT 908. Crit Issues In Ed Tech. (3 Credits)**

This course provides participants with an overview of important ethical issues related to educational technology and learning in a digital age. Participants will explore the cautions and concerns of researchers about technology-related trends in education. The goal is that participants will further develop the ability to make thoughtful technology-related decisions that take into account implications on the school culture, the overall school mission and vision, health and safety, social and psychological factors, along with ethical and theological convictions.

*Prerequisite: None*

**EDT 927. Portfolio I. (0 Credits)**

is a self-paced online tutorial that walks students through step one of the portfolio process for the Master of Science in Education - Educational Design and Technology. In this first step, students will become acquainted with the program goals and the portfolio process. They will then develop a shell or template for the electronic portfolio that will be used throughout the program. This should be completed during the first semester in the program. 0 credits.

*Prerequisite: None*

**EDT 928. Portfolio II. (0 Credits)**

is a self-paced online tutorial that walks students through step two of the portfolio process for the Master of Science in Education - Educational Design and Technology. In this second step, students will review the program goals and build upon the work that they started in Portfolio one, adding a number of artifacts related to the program goals. This should be taken once a student has completed four to six courses in the program. 0 credits.

*Prerequisite: None*

**EDT 929. Portfolio III. (0 Credits)**

is a self-paced online tutorial that walks students through the final step of the portfolio process for the Master of Science in Education - Educational Design and Technology. Students will build upon their work in Portfolio one and two in order to submit a final portfolio, demonstrating how the student has met or exceeded each of the program goals. 0 credits.

*Prerequisite: None*

**EDT 939. School Leadership in Tech. (3 Credits)**

This course will provide principals, educators, and/or technology coordinators with the necessary knowledge, skills, and hands-on experiences to provide strong visionary technology leadership in their schools that will facilitate systemic, whole-school change that impacts student learning. Participants will come away from this course with a comprehensive technology plan for their school.

*Prerequisite: None*

**EDT 940. Networking, Support, and Delivery Systems for Schools. (3 Credits)****EDT 945. Readings in Educational Tech. (3 Credits)**

This course provides an opportunity to examine research, readings, and practice in one or more topics related to educational design and technology. Each student works with an instructor in order to analyze and synthesize readings related to one or more themes or areas of personal interest. Students will also be challenged to refine their information literacy skills.

*Prerequisite: None*

**EDT 957. Bldng Online Learn Comm. (3 Credits)**

This course introduces educators to online collaborative tools. The educational applications of blogs, wikis, RSS feeds, social bookmarking, as well as a wide variety of current and emerging Web 2.0 tools will be investigated. The focus will be on the use of these tools for the purposes of improving student learning, increasing the productivity of educators, facilitating collaboration, and engaging in virtual teaming. Students will discuss with, collaborate with, and provide constructive feedback to classmates using these tools.

*Prerequisite: None*

**EDT 970. Integrat Tech in the Classroom. (3 Credits)**

This introductory graduate educational technology course is for individuals who want a broad practical course in learning how to integrate technology into the classrooms. There is a strong emphasis upon educational technology in the elementary and secondary education environment, but the instructor will work with others in order to customize the course for their learning organization context. Participants will finish the course with a broad understanding of educational technology as articulated in the National Educational Technology Standards for Teachers.

*Prerequisite: None*

**EDT 971. Grants and Funding for Educational Technology Initiatives. (3 Credits)**

In this course students explore the process of finding and applying for grants and other funding. Students will identify potential programs aligned with the school's strategic goals, identify a list of potential funders, research funders, write a grant proposal, and develop a plan to evaluate the success of the project. Sample educational technology grants will be used to highlight key features of successful grants. Students will work in collaborative teams to review and provide constructive feedback to each other throughout the proposal writing process.

*Prerequisite: None*

## International Business-Masters (MIB)

**MIB 500. BUSINESS COMMUNICATIONS. (3 Credits)****MIB 501. CONSUMER BEHAVIOR. (3 Credits)****MIB 530. Global Production Systems. (3 Credits)**

This course is a study of 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.

*Prerequisite: None*

**MIB 540. International Finance. (3 Credits)**

International Finance presents the study of financial management in the global market-place. Topics will include foreign exchange, decisions relating to capital budgeting in relation to the flow of funds, and the investment alternatives for management and investors. The course also covers causes for foreign direct investment, international trade and balance of payments, foreign exchange and exchange risk management, and international capital budgeting. It provides a conceptual framework within which the key financial decisions of the multinational firm can be analyzed.

*Prerequisite: None*

**MIB 545. International Economics. (3 Credits)**

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

*Prerequisite: None*

**MIB 555. International Marketing. (3 Credits)**

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

*Prerequisite: None*

**MIB 560. International Business. (3 Credits)**

This course is the study of business with an international context, with special attention paid to the problems peculiar to international business, as well as current trends, such as globalization, cultural environments, foreign exchange markets, and managing international operations.

*Prerequisite: None*

**MIB 570. Study Abroad. (3 Credits)**

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

*Prerequisite: None*

**MIB 801. RESEARCH METHODS. (3 Credits)****MIB 805. ECON GEOG/DEMOG. (3 Credits)****MIB 810. BUS ETHIC/INT'L MKTG. (3 Credits)****MIB 815. STAT RESEARCH. (3 Credits)****MIB 825. MGMT INFO SYST. (3 Credits)****MIB 830. Global Production Systems. (3 Credits)**

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

*Prerequisite: None*

**MIB 835. INT'L MGMT. (3 Credits)****MIB 840. International Finance. (3 Credits)**

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

*Prerequisite: None*

**MIB 845. International Economics. (3 Credits)**

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

*Prerequisite: None*

**MIB 855. International Marketing. (3 Credits)**

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

*Prerequisite: None*

**MIB 860. International Business. (3 Credits)**

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

*Prerequisite: None*

## Legal Studies-Masters (MLS)

**MLS 530. Admin Law & Process. (3 Credits)**

This course examines the role played by administrative agencies in the American system of government, as well as their rulemaking, executive, and judicial powers. The course emphasizes the informal rulemaking functions; involvement of stakeholders in rule promulgation; the limited role of judicial review; and public access to information and privacy protection.

*Prerequisite: None*

**MLS 805. LEGAL RESEARCH. (3 Credits)****MLS 815. CONSTITUT LAW:1ST AMEND. (3 Credits)****MLS 820. LEGAL ETHICS. (3 Credits)****MLS 830. Admin Law & Process. (3 Credits)**

examines the role played by administrative agencies in the American system of government, as well as their rulemaking, executive, and judicial powers. 3 credits.

*Prerequisite: None*

## Managerial Comm-Masters (MMC)

**MMC 506. Group Dynamics & Leadership. (3 Credits)**

Group Dynamics applies concepts of small task-oriented group communication to the life/work experiences of participants, emphasizing both micro and macro leadership skills.

*Prerequisite: None*

**MMC 520. Manag Comm Prac & Prin. (3 Credits)**

This course presents major approaches to management, focusing on theories of employee motivation, morale, resource management, communication network, upward and downward messages, and superior-subordinate relationships. Diagnostic instruments are utilized in analyses and evaluation of managerial communication, identifying strengths and limitations. The focus is on setting behavioral goals for improving communication skills.

*Prerequisite: None*

**MMC 525. Eff Business Writing & Mrktplc. (3 Credits)**

This course surveys writing techniques for public affairs and public relations including news releases, company publications, brochures, announcements, advertising, and media spots. Assignments stress tact, clarity, and conciseness in writing bad news, good news, and rejection letters. A segment on writing grant and research proposals are also included.

*Prerequisite: None*

**MMC 540. Pub Speak:Reprt/Present. (3 Credits)**

This course addresses the development of proficiency in organizing, researching, structuring, editing, and presenting oral presentations. It covers a diverse range of topics from delivery, visual aids, nonverbal communication, and voice, to argumentation, evidence and emotional appeal.

*Prerequisite: None*



**MMC 547. Adv Intrper Comm/Intrview. (3 Credits)**

Advanced Interpersonal Communication and Interviewing reviews theories and research findings about how relations develop or deteriorate in the work environment. Topics include listening, nonverbal communication, trust, empathy, self-disclosure, climate, and interpersonal conflict.

*Prerequisite: None*

**MMC 801. RESEARCH METHODS. (3 Credits)****MMC 806. Group Dynamics & Leadership. (3 Credits)**

(replaces COUN 506 and SPA 506) applies concepts of small task-oriented group communication to the life/work experiences of participants, emphasizing both micro and macro leadership skills. 3 credits.

*Prerequisite: None*

**MMC 810. ORGANIZ COMM THEORY. (3 Credits)****MMC 811. CHRISTIAN ETHICS. (3 Credits)****MMC 820. Manag Comm Prog & Pract. (3 Credits)**

examines major approaches to management, focusing on theories of employee motivation, morale, resource management, communication networks, upward and downward messages, and superior-subordinate relationships. Diagnostic instruments are utilized in analyses and evaluation of managerial communication, identifying strengths and limitations. Focus is on setting behavioral goals for improving communication skills. 3 credits.

*Prerequisite: None*

**MMC 825. Eff Bus Wri & Mrkplc. (3 Credits)**

surveys writing techniques for public affairs and public relations including news releases, company publications, brochures, announcements, advertising, and media spots. Assignments stress tact, clarity, and conciseness in writing bad news, good news, and rejection letters. A segment on writing grant and research proposals are also included. 3 credits.

*Prerequisite: None*

**MMC 830. ADV INTERPERSON COMM. (3 Credits)****MMC 835. GROUP DYNAMICS. (3 Credits)****MMC 840. Pub Speak:Reprt/Presen. (3 Credits)**

is a five-unit course that addresses the development of proficiency in organizing, researching, structuring, editing and presenting oral presentations, covering a diverse range of topics from delivery, visual aids, nonverbal communication, and voice, to argumentation, evidence, and emotional appeal. For those doing this course at a distance, speeches will be videotaped by the student and analyzed for areas of potential improvement. 3 credits.

*Prerequisite: None*

**MMC 847. Adv Intrper Com/Intrvie. (3 Credits)**

reviews theories and research findings about how relations develop or deteriorate in the work environment. Topics include listening, nonverbal communication, trust, empathy, self-disclosure, climate, and interpersonal conflict. 3 credits. 72 Concordia University Accelerated Learning Centers and Off Campus Offerings.3 credits.

*Prerequisite: None*

**MMC 855. ORG BEHAVIOR. (3 Credits)****MMC 860. PUBLIC RELAT:THRY/PRACT. (3 Credits)****MMC 886. Special Topics in Communicatio. (3 Credits)**

This course examines the social media landscape because the Internet has changed the traditional marketing mix and altered the rules of customer engagement. Before user-generated content became so pervasive, consumers learned about brands and products from word-of-mouth, press reviews and advertising. Today, the customer has a voice and more influence due to availability of digital communication. Students will focus on understanding the media needs of businesses and learn how to create effective communication and content in a world of information overload. Students will explore the elements central to a successful digital communication strategy.

*Prerequisite: None*

## Master of Product Development (MPD)

**MPD 510. Food/Bev Prod Dev & Launch I. (3 Credits)**

This course introduces students to the development process of a new food product in the marketplace. The focus of the course centers on an integrated, phased approach to product development in the food and beverage industry with focus on the retail grocery channel. Disciplines such as consumer insights, legal and regulatory, idea generation, concept definition and related business practices are explored in development of a new food product from concept to marketplace with the goal of delivering value to consumers and customers.

*Prerequisite: None*

**MPD 515. Food/Bev Prod Dev & Launch II. (3 Credits)**

This course is a continuation of Food and Beverage Product Development and Launch I. It introduces students to the development process of a new food product in the marketplace. The focus of the course centers on an integrated, phased approach to product development in the food and beverage industry with focus on the retail grocery channel. Disciplines such as consumer insights, concept testing, concept refinement and definition, commercialization, marketing and business practices are explored in development of a new food product from concept to marketplace with the goal of delivering value to consumers and customers.

*Prerequisite: None*

**MPD 516. Strategic Package Design. (3 Credits)**

in -depth study of the planning and execution of consumer product packaging strategy. Exploration of how structural and graphic communication align with business goals and brand strategies. Emphasis on development of strategic framework. This is not a graphic design course. 3 credits

*Prerequisite: None*

**MPD 517. Sales and Category Management. (3 Credits)**

study of retail category management principles and process. Understanding of merchandising strategies applied by retailers to optimize consumer shopping and drive sales within various categories. Explore different distribution channels (grocery, club, mass merchandisers, convenience, etc.) and their differences. Understand and apply sales management strategies when introducing new products to market. 3 credits

*Prerequisite: None*

**MPD 518. Consumer Insights. (3 Credits)**

study of the many consumer research options available through product and advertising development. Pre and Post testing and validation research methodologies will be explored in detail. Insights uncovered in each phase will be discussed and benefits of research methodology understood. 3 credits

*Prerequisite: None*

**MPD 530. Global Production Operations. (3 Credits)****MPD 533. New Venture Form & Bus Develop. (3 Credits)**

This course provides brief lectures on the process of writing a business plan, suited to a new venture (or acquiring a growing concern, like a pharmacy or biotech company) that a student is interested in starting, as well as lectures on business development. The class is taught both in the classroom, and in weekly 1-2 hour mentoring sessions between the student and the faculty mentor(s) they are assigned, to guide them through the process of writing their own business plan. Weekly exercises are provided, with feedback given to the student each week to prepare them for the next step in the process, until a complete business plan is written. Students also gain an understanding of the business development process, associated with commercializing a product or service within a company.

*Prerequisite: None*

**MPD 534. Principles of Drug Design and Development. (3 Credits)**

Drug and Consumer Product Design introduces students to the rationale behind the development of pharmaceutical agents, cosmetics and fragrances, and food and beverage additives. Students will be tasked with designing a novel therapeutic or consumer product using computer-aided rational design strategies, and also perform fermentation-based production and drug screening.

*Prerequisite: None*

**MPD 543. Industry Leader Seminar Series. (1,2 Credits)**

The Industry Leader Seminar Series introduces the graduate student to best practices in the pharmaceutical and chemical product development field, from the perspective of leaders in those industries, who give guest lectures for the students. Students get exposed to the culture, business and technical aspects of the industry, and hone their professional networking skills.

*Prerequisite: None*

**MPD 545. Sustainability & Social Entrpr. (2 Credits)****MPD 560. Int Prop & Reg Con in Prod Dev. (3 Credits)**

Commercialization of products often requires intellectual property (IP) protection in the form of a patent, copyright, trademark, or trade secret. This course provides a practical overview and application of IP in the development of various products. Development and commercialization of food, drug, consumer and other products is also highly regulated by the FDA (food and drug administration), and companies must be compliant with PTO, FTC, IRS, SEC and OSHA and other regulatory bodies. International bodies such as ISO, WTO and ICH will also be discussed. Students will gain an understanding of the various regulatory agencies that oversee development and commercialization of products, and how companies can ensure compliance with these regulations. Industry-relevant examples are used to illustrate these concepts in a practical way.

*Prerequisite: None*

**MPD 593. Analyt Char of Drugs Oth Chems. (3 Credits)**

This course provides brief lectures on the purification and spectral characterization of pharmacologically important molecules. The majority of the class is not taught in the classroom, but consists of lab work to be done using analytical instrumentation – especially NMR, but also Raman, IR, MS and HPLC. Weekly lab exercises are to be performed, and at the end of the semester the students provide a report that summarizes their experiments and results. Students will pursue a hands-on project, such as a drug stability study, characterizing drug impurities during manufacturing, API or precursor integrity in various steps in the pharmaceutical supply chain, or natural products.

*Prerequisite: None*

**MPD 595. Pharm Manufact & Process Chem. (3 Credits)**

Pharmaceutical Manufacturing and Process Chemistry introduces the graduate student to organic synthesis as related to chemical process development. The focus of the course centers on the step-by-step approach to process research and development used by chemists to make active pharmaceutical ingredients (APIs).

*Prerequisite: None*

**MPD 596. Advanced Pharmaceutical and Process Chemistry. (3 Credits)**

Pharmaceutical Manufacturing and Process Chemistry introduces the graduate student to organic synthesis as related to chemical process development. The focus of the course centers on the step-by-step approach to process research and development used by chemists to make active pharmaceutical ingredients (APIs). A selected two-step reaction sequence will be evaluated for scale-up potential using the concepts learned from MPD 595. After performing a small scale evaluation and process development changes, a larger Good Laboratory Practices (GLP) scale-up will be performed on 5-Liter scale.

*Prerequisite: None*

**MPD 597. Product Development Project. (2 Credits)**

The Product Development Project introduces the graduate student to Research and Development projects, analogous to the types of projects they might encounter in the pharmaceutical or chemical industries (e.g. reaction scale-up; drug purification; dissolution study; optimize formulation; address polymorph issue; improve cost-efficiency of a manufacturing process; new product design). This is essentially graduate research, where a project is co-mentored by a CUW faculty member and, ideally, a scientist from industry. This course is taken every semester that the student is in the MPD program (Fall, Spring) beginning in their second semester, and culminates in the defense of a Master's thesis, focused in the area of product development and commercialization. Students may also choose their own product development project, or one that is currently being pursued by an MPD faculty researcher and/or industry affiliate. Students will choose their project topic in the first semester of the MPD program as part of the PHAR/MPD 533 class, after discussions with at least 3 MPD faculty researchers, and will perform research in the ICDD (Innovation Center for Drug Development; ICDD) and Pharmaceutical Sciences (Mequon Campus) laboratories.

*Prerequisite: None*

**MPD 598. Biopharmaceutics & Drug Repurposing with GXP. (3 Credits)**

This course introduces students to the biopharmaceutical rationale behind the development of Active Product Ingredients (API) into various drug formulations. Students will be tasked with developing Standard Operating Procedures (SOP), following Good Laboratory and Manufacturing Practices (GxP), while being introduced to the how the target (or bioassay/test) organism will respond to the various formulations. The course is intended for both pharmaceutical and chemistry tract MPD graduate students who do not have PharmD backgrounds. It is designed to lead those students into the MPD 599 Formulation class in the subsequent spring semester. By introducing 'hands on' techniques for GxP in the cGMP synthesis and USP 797 compounding facilities at the Concordia Innovation Center for Drug Development (CICDD), the students are better trained for the pharmaceutical industry production and management positions.

*Prerequisite: None*

**MPD 599. Formulation & Delivery Forms. (3 Credits)**

Formulation and Delivery Forms introduces the graduate student to the scientific and engineering principles utilized in producing a commercial pharmaceutical drug product from drug substance(s) and excipients, along with a survey of modern pharmaceutical dosage forms, which, in combination, forms the basis for delivering optimal therapeutic results for the patients. While emphasis will be placed on the unit operations for preparing and characterizing the ubiquitous compressed tablet dosage form, students will get a broad overview of frequently used dosage forms and drug delivery systems. In a laboratory setting students will perform these processing unit operations and then characterize their formulated products.

*Prerequisite: None*

**MPD 810. Food/Bev Prod Dev & Launch I. (3 Credits)**

introduces students to the development process of a new food product in the marketplace. The focus of the course centers on an integrated, phased approach to product development in the food and beverage industry with focus on the retail grocery channel. Disciplines such as consumer insights, legal and regulatory, idea generation, concept definition and related business practices are explored in development of a new food product from concept to marketplace with the goal of delivering value to consumers and customers. 3 credits

*Prerequisite: None*

**MPD 815. Food/Bev Prod Dev & Launch II. (3 Credits)**

a continuation of Food and Beverage Product Development and Launch I. Introduces students to the development process of a new food product in the marketplace. The focus of the course centers on an integrated, phased approach to product development in the food and beverage industry with focus on the retail grocery channel. Disciplines such as consumer insights, concept testing, concept refinement and definition, commercialization, marketing and business practices are explored in development of a new food product from concept to marketplace with the goal of delivering value to consumers and customers. 3 credits

*Prerequisite: None*

**MPD 816. Strategic Package Design. (3 Credits)**

in-depth study of the planning and execution of consumer product packaging strategy. Exploration of how structural and graphic communication align with business goals and brand strategies. Emphasis on development of strategic framework. This is not a graphic design course. 3 credits

*Prerequisite: None*

**MPD 817. Sales and Category Management. (3 Credits)**

study of retail category management principles and process. Understanding of merchandising strategies applied by retailers to optimize consumer shopping and drive sales within various categories. Explore different distribution channels (grocery, club, mass merchandisers, convenience, etc.) and their differences. Understand and apply sales management strategies when introducing new products to market. 3 credits

*Prerequisite: None*

**MPD 818. Consumer Insights. (3 Credits)**

study of the many consumer research options available through product and advertising development. Pre and Post testing and validation research methodologies will be explored in detail. Insights uncovered in each phase will be discussed and benefits of research methodology understood. 3 credits

*Prerequisite: None*

**MPD 830. Global Production Operations. (3 Credits)**

## Master of Social Work (MSW)

**MSW 530. Dual Disorders. (3 Credits)****MSW 565. Drugs, Society & Human Behav. (3 Credits)****MSW 575. Understanding Death & Dying. (3 Credits)****MSW 592. Aging and the Social Env. (3 Credits)****MSW 599. Special Topics. (3 Credits)**

This practice course focuses on a biopsychosocial understanding of mental wellbeing and mental illness from a social work and social environment perspective. It gives special attention to the social work view in relation to the person-in-environment and other classification systems available to the practitioner. The course emphasizes an appreciation of the critical influence of culture, class, race and ethnicity, religion, and social values of the individual, family, group, and social institutions in the assessment of client strengths and vulnerabilities. The course critically reviews current classification systems and major theories regarding the nature of mental disorders, their diagnoses and etiologies, and treatment approaches available to help people in their recovery.

*Prerequisite: None*

**MSW 600. Adv Human Behavior Social Env. (3 Credits)**

This course examines human development from birth to death through the systemic lens of the family and larger society. It examines the development of relationships and their effect on individual development. Utilizing a systemic perspective, students will learn how diversity, culture, changes in family patterns and life-styles, and expanding life expectations have impacted individuals, families, and the larger society.

*Prerequisite: None*

**MSW 610. Gen Pract I: Individ & Fam. (3 Credits)**

Students learn a variety of foundational skills, methods and theories needed to work with individuals at all systemic levels. Students will learn to use the Generalist Practice Model in assessment, planning, and implementation of services for clients, and the importance of evaluating the effectiveness of one's own practice. They engage in discussions of the ethical framework that guides social work practice, and the tensions encountered in practice. Among the knowledge established is a solid understanding of the Strengths Perspective, Systems Theory, and Solution focused interventions.

*Prerequisite: None*

**MSW 615. Generalist Practice II: Groups, Organizations & Communities. (3 Credits)**

this course uses the generalist practice model to examine groups and group processes as manifested in communities and organizations. Students will learn the skills and techniques of group practices, the process of planning, engagement, and assessment of group members and their organizations at multiple levels of practice. Students will apply knowledge and skills to assess the environment and create change at the community and organizational levels of practice. Theoretical frameworks utilized include Systems Theory and the Strengths perspective.

*Prerequisite: None*

**MSW 620. Social Policy & Advocacy. (3 Credits)**

the course provides a framework for macro practice, analyzing social policy, developing and implementing policy, evaluating the effectiveness of policy, and advocating for change. The theoretical base for this class is the Strengths Perspective. Used in policy practice, the Strengths Perspective is grounded in social work values of self-determination, social justice, and respect for diversity. The text focuses on the strengths and resources of people, their environments rather than pathologies. The text focuses on developing critical thinking, applying knowledge to practice, and analyzing the potential impact of policies.

*Prerequisite: None*

**MSW 650. Research Methodologies. (3 Credits)**

this basic research methods course introduces students to the important role that research holds in social work practice. This course provides basic knowledge on the differences between qualitative and quantitative research designs and when mixed methods designs are utilized. The course examines the process of proposal development, the selection of a research question/hypothesis and a design appropriate for exploration and response to the question/hypothesis. Design methods include exploratory research, explanatory research, descriptive designs, evaluative designs, and single-subject designs. The course also examines survey research and instrument development. Students learn to read research articles and identify various components of the article that represent the design.

*Prerequisite: None*

**MSW 670. Advanced Field Education I. (3 Credits)**

Field Education I is taken concurrently with Advanced Field Seminar I. This course engages the student in the practice of beginning social work skills and tasks within an agency setting over a period of one semester (15 weeks). It is designed for the master-level student and requires an average of 16 hours per week in the agency for a minimum of 225 hours.

*Prerequisite: None*

**MSW 675. Advanced Field Education II. (3 Credits)**

is taken concurrently with MSW 685 Advanced Field Seminar II. 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 (15 weeks). It is designed for the master-level student and requires an average of 16 hours per week in the agency for a minimum of 225 hours.

*Prerequisite: None*

**MSW 680. Advanced Field Seminar I. (3 Credits)**

Advanced Field Seminar I is taken concurrently with 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.

*Prerequisite: None*

**MSW 685. Advanced Field Seminar II. (3 Credits)**

is taken concurrently with MSW 675 Advanced 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.

*Prerequisite: None*

**MSW 700. Administration, Organization & Supervision. (3 Credits)**

This course provides students with the skills and knowledge that will assist them in their ability to work with groups in administrative Social Work positions in organizations and communities. Students learn about working with groups of people at the mezzo and macro level of practice. They learn about team building, communicating, and the development of skills such as mediation and negotiation. Students will learn how to plan, implement, manage, and evaluate projects designed to meet community needs. Students will learn about the implementation of policies into practice. They will integrate social work ethics into their knowledge base as it pertains to leadership roles, accountability, and professional supervision. Students will learn about strategic planning. They will learn about risk management, understanding and managing the decision-making processes, and actions needed to improve client experiences. They will learn about the everyday politics of organizational life, the importance of respectful conduct between colleagues, and the management of a continuously changing environment.

*Prerequisite: None*

**MSW 710. Advanced Practice: Individuals & Families. (3 Credits)**

this course addresses the challenges individuals and families face in contemporary society. The primary emphasis is social work practice with families. Students learn and apply family theories as a framework for practice, and a lens through which to objectively engage, assess, intervene, and terminate practice with families. Students examine and reflect on the importance of evaluating practice, knowing what worked well and where professional change and growth need to occur. Students examine the importance of faith in the social environment. They explore, examine, discuss and reflect on the role of larger systems in society and the impact on family life.

*Prerequisite: None*

**MSW 715. Adv Pract: Diverse & Vulnerable Pop. (3 Credits)**

This course addresses issues of vulnerability and social justice experienced by individuals and families in today's world. Readings and class discussions will cover serious life issues such as AIDS, Alcoholism, Personality Disorders, and Depression; and life circumstances and events that create vulnerabilities such as immigration, refugees, returning veterans, terrorism, homelessness, children in foster care, bullying, and others. Students will explore and discuss the problems facing social work professionals who work with vulnerable populations. The course presents social work theories and practice that support engagement, assessment, intervention, and evaluation of practice. Issues to be discussed will include the increasing difficulties social workers experience when providing services, changes in society, and what to expect in the coming years.

*Prerequisite: None*

**MSW 750. Research Project I. (3 Credits)**

This is the first in a series of three research classes designed for an agency-based evaluation of a social work program. The research will take place over three semesters through a series of three research classes. Using the specialization year of the MSW program, students will work with their field agency to identify an appropriate social work program to evaluate. During this first class students will identify a social work program to evaluate and conduct a literature review to educate themselves on the issues addressed by the social work program, providing a solid foundation for the development of a methodology. Students will also develop the research question.

*Prerequisite: None*

**MSW 752. Research Project II. (3 Credits)**

This is the second in a series of three research classes designed for an agency-based evaluation of a social work program. The research will take place over three semesters through a series of three research classes. Using the specialization year of the MSW program, students will work with their field agency to identify an appropriate social work program to evaluate.

*Prerequisite: None*

**MSW 754. Research Project III. (3 Credits)**

this is the third Research Project course in a series of three courses. Students will collect data for their study. They will analyze the data and write the research report to be disseminated to the agency. They will develop a poster to be presented at the CUW student research poster presentation event.

*Prerequisite: None*

**MSW 770. Advanced Field Education III. (3 Credits)**

Field Education III is taken concurrently with Advanced Field Seminar III. 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 (15 weeks). It is designed for the master-level student and requires an average of 16 hours per week in the agency for a minimum of 225 hours for the semester.

*Prerequisite: None*

**MSW 775. Advanced Field Education IV. (3 Credits)**

is taken concurrently with MSW 785 Advanced Field Seminar IV. 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 (15 weeks). It is designed for the master-level student and requires an average of 16 hours per week in the agency for a minimum of 250 hours.

*Prerequisite: None*

**MSW 780. Advanced Field Seminar III. (3 Credits)**

This is the third in a series of three research classes designed for an agency-based evaluation of a social work program. The research will take place over three semesters through a series of three research classes. Using the specialization year of the MSW program, students will work with their field agency to identify an appropriate social work program to evaluate. During this first class students will identify a social work program to evaluate and conduct a literature review to educate themselves on the issues addressed by the social work program, providing a solid foundation for the development of a methodology. Student will also develop the research question. Syllabus may be subject to change as deemed by the instructor.

*Prerequisite: None*

**MSW 785. Advanced Field Seminar IV. (3 Credits)**

is taken concurrently with MSW 775 Advanced Field Education III. 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.

*Prerequisite: None*

**MSW 790. SW Ethics & Christianity. (3 Credits)**

this course will provide students with the ability to balance their own morals and values and Christianity with those of the social work profession using the NASW Code of Ethics as a foundational document. The study of social work values and ethics allows student to enhance the quality of services that are provided to clients and communities. Students will learn to reflect on their own values, analyze case situations, role-play social work-client interviews, and ponder over challenging ethical dilemmas. Students will learn that the correct response to an ethical dilemma is not always clear and that ethical decisions often are guided by existing policy, and practices, and balanced with one's own morals and value system. Students will study the NASW Code of Ethics, theory, decision-making frameworks, and the applicability of the Code of Ethics across all levels of practice, and balanced within the framework of the Christian faith.

*Prerequisite: None*

**MSW 875. Understanding Death & Dying. (3 Credits)****MSW 892. Aging and the Social Env. (3 Credits)**

## Master Sci Rehabilitation Sci (MSRS)

**MSRS 505. Scientific Writing in Rehabili. (4 Credits)**

This course is intended to provide students with clear expectations about, and practice in, acceptable writing in English for graduate coursework. This course will: refine skills in word processing software for creating, formatting and editing documents; increase knowledge of American Psychological Association formatting style and standards; increase understanding of plagiarism and related ethical issues; develop skills in paraphrasing, summarizing and paragraph organization; increase knowledge of writing mechanics and improve skills in self-editing; and it will improve skills in scientific research writing style and structure.

*Prerequisite: None*

**MSRS 515. Evidence-based Pract in Rehab. (4 Credits)**

This course is designed to help practicing international occupational and physical therapists 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. This course provides the student with critical reading and appraisal skills that will be applied in the preceptorship courses. Students are also 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 in the journal club portion of the course; this also includes practice with communicating evidence findings to patients.

*Prerequisite: None*

**MSRS 550. Adlt Neuro Cond & Pract Enviro. (4 Credits)**

This course is designed to include both traditional didactic teaching-learning experiences in the classroom and off-campus clinical experiences. The course will provide a common basis of scientific knowledge associated with practice in the area of adult neurological conditions. This will include information on the following: 1) assessment; 2) theoretical basis of assessment and intervention; 3) interventions; 4) anatomy and kinesiology; 5) differential diagnosis and imaging; 6) management issues such as billing procedures, state and federal regulations of practice, policies unique to practice areas, disability models; and 7) evidence-based practice. Students will participate in discussions (on-line and face-to-face) and debates in a seminar style class intended to not only expand their understanding of rehabilitation practice in the USA but also prepare them for the off-campus clinical experiences. The off-campus clinical experiences are intended to provide opportunities for several observational experiences that are related to adult neurological conditions. Students will be able to see a variety of clinical environments and patient conditions as well as observe assessment and treatment; students will not participate in performing assessments or treatments.

*Prerequisite: None*

**MSRS 560. Pediatric Cond/Pract Environ. (4 Credits)**

is designed to provide advanced training in evaluation and treatment of children. In addition to exposure to various pediatric therapy settings, the students will apply critical reading and appraisal skills learned in the evidence-based practice class. 4 credits.

*Prerequisite: None*

**MSRS 599. MSRS Independent Study. (1-3 Credits)****MSRS 610. Indust Rehab & Pract Environ. (4 Credits)**

This course is designed to help practicing international occupational and physical therapists acquire knowledge related to the practice of industrial rehabilitation. This course is designed to introduce students to work-related musculoskeletal injuries, basic ergonomic and prevention principles, job analysis, functional evaluation, work conditioning, work hardening, and worker's compensation insurance within both industrial and office environments. The student will apply critical reading and appraisal skills learned in their evidence-based practice class through an epidemiological review.

*Prerequisite: None*

**MSRS 620. Gerontological Cond & Pract En. (4 Credits)**

This course is designed to include both traditional didactic teaching-learning experiences in the classroom and off-campus clinical experiences. The course will provide a common basis of scientific knowledge associated with practice in the area of gerontological conditions. This will include information on the following: 1) assessment; 2) theoretical basis of assessment and intervention; 3) interventions; 4) anatomy and kinesiology; 5) differential diagnosis and imaging; 6) management issues such as billing procedures, state and federal regulations of practice, policies unique to practice areas, disability models; and 7) evidence-based practice. Students will participate in discussions (on-line and face-to-face) and debates in a seminar style class intended to not only expand their understanding of rehabilitation practice in the USA but also prepare them for the off-campus clinical experiences. The off-campus clinical experiences are intended to provide opportunities for several observational experiences that are related to gerontological conditions. Students will be able to see a variety of clinical environments and patient conditions as well as observe assessment and treatment; students will not participate in performing assessments or treatments.

*Prerequisite: None*

**MSRS 630. Adult Ortho Cond & Pract Env. (4 Credits)**

This course is designed to include both traditional didactic teaching-learning experiences in the classroom and off-campus clinical experiences. The course will provide a common basis of scientific knowledge associated with practice in the area of adult neurological conditions. This will include information on the following: 1) assessment; 2) theoretical basis of assessment and intervention; 3) interventions; 4) anatomy and kinesiology; 5) differential diagnosis and imaging; 6) management issues such as billing procedures, state and federal regulations of practice, policies unique to practice areas, disability models; and 7) evidence-based practice. Students will participate in discussions (on-line and face-to-face) and debates in a seminar style class intended to not only expand their understanding of rehabilitation practice in the USA but also prepare them for the off-campus clinical experiences. The off-campus clinical experiences are intended to provide opportunities for several observational experiences that are related to adult neurological conditions. Students will be able to see a variety of clinical environments and patient conditions as well as observe assessment and treatment; students will not participate in performing assessments or treatments.

*Prerequisite: None*

**MSRS 650. Research Proj & App in Intl Pr. (4 Credits)**

This course is designed to prepare the students to be good consumers of research and to develop the skills to complete a basic research project and apply concepts gained in the MSRS Program to practice as they return to their home country. Students will develop two poster presentations as outcomes in the course. One poster will give basic information about current practice in their home country, their goals in completing the MSRS Program, and plans for practice as they return to their home country. The second poster will present their research project and will include the purpose of the study, background regarding importance of the study, methods, results, and discussion.

*Prerequisite: None*

**MSRS 734. Applied Ergonomics. (3 Credits)**

# Music (MUS)

## **MUS 511. Applied Voice. (1-2 Credits)**

is private instruction in voice, including sacred repertoire for service and concert and vocal techniques. Repeatable. 1 - 2 credits.

*Prerequisite: Consent of the Graduate Music Faculty.*

## **MUS 521. Applied Organ. (1-2 Credits)**

is private instruction in organ either one private half hour or hour a week or one hour every two weeks. Advanced repertoire for service and concert, registration, performance practices, and performance readiness. Repeatable. 1 - 2 credits.

*Prerequisite: Consent of the music faculty based on audition.*

## **MUS 522. Organ Literature. (3 Credits)**

Organ Literature surveys the vast and varied gamut of organ literature, especially music appropriate for worship, including discussion of registration and performance practice.

*Prerequisite: None*

## **MUS 541. Graduate Theory Review. (3 Credits)**

Graduate Music Theory Survey enables students to explore and expand their knowledge of musical concepts through practical analysis, sight-singing, aural training, and composition.

*Prerequisite: None*

## **MUS 545. Composing & Arranging. (3 Credits)**

explores the role of the church musician as composer and arranger. Assignments related to the specific needs of the parish: orchestration, hymn reharmonizations, arranging hymnody and the composition of original material. 3 credits.

*Prerequisite: None*

## **MUS 546. Composing for Handbells. (3 Credits)**

Composing for Handbells utilizes group discussion and individual coaching in handbell composition, includes original composition, arrangements, transcriptions, and writing for bells and instruments and bells and voices.

*Prerequisite: None*

## **MUS 551. Choral Conducting. (3 Credits)**

Choral Conducting further develops conducting skills with emphasis on specific problems associated with the choral repertoire. The course includes discussion of the choral rehearsal, plus work on specific advanced techniques.

*Prerequisite: None*

## **MUS 552. Choral Literature. (3 Credits)**

Choral Literature surveys the field of choral music from about 1450 AD to the present, including discussions of stylistic tendencies and performance practice. Emphasis is placed on sacred choral music.

*Prerequisite: None*

## **MUS 556. CONDUCTING HANDBELLS. (3 Credits)**

## **MUS 559. Choral Techniques. (3 Credits)**

## **MUS 561. Issues In Church Music. (3 Credits)**

## **MUS 565. Survey of Christian Hymnody. (3 Credits)**

explores 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. 3 credits.

*Prerequisite: None*

## **MUS 569. Issues in Church Music. (3 Credits)**

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. 3 credits.

*Prerequisite: None*

## **MUS 571. Music Heritage of the Church. (3 Credits)**

Musical Heritage of the Church presents the music of the church from early times through the 19th century. Analytical listening, singing, and playing of church music are included in this course.

*Prerequisite: None*

## **MUS 585. Handbell Methods. (3 Credits)**

provides basic techniques of handbell ringing; experience in performing handbell music, and planning and organizing a handbell choir. 3 credits.

*Prerequisite: None*

## **MUS 586. Conducting Handbells. (3 Credits)**

In this course, the student receives individual coaching with a conducting class 'handbell choir,' with a specific regard to physical rationale, hand posture, field of beating, and musical considerations unique to handbells. Each student will be videotaped frequently.

*Prerequisite: None*

## **MUS 591. Practicum. (3 Credits)**

## **MUS 596. INDEPENDENT STUDY. (1-3 Credits)**

## **MUS 597. INDEPENDENT STUDY. (3 Credits)**

## **MUS 598. CHURCH MUSIC PRACTICUM. (1-3 Credits)**

## **MUS 599. Recital, Service, Concert. (3 Credits)**

MUS 599 provides a culminating experience in applied music. This course is taken in place of the student's applied music course in the semester during which the recital is given.

*Prerequisite: None*

## **MUS 641. Form and Analysis. (3 Credits)**

## **MUS 642. Form and Analysis. (3 Credits)**

is a study of standard musical forms and structures and their organizing principles. It will familiarize students with the musical events that indicate important points in the design of a composition. 3 credits.

*Prerequisite: None*

## **MUS 686. Handbell Performance. (3 Credits)**

provides a comprehensive hands-on bell choir experience, including repertoire selection, bell assignments, mind/muscle memory, technical/physical logistics, musicality, unity and coherence in performance, effects of acoustics, and the spiritual element. 3 credits.

*Prerequisite: None*

## Nursing-Grad (MSN)

### MSN 521. Information Systems Management and Leadership. (2 Credits)

### MSN 522. Health Systems Analytics. (3 Credits)

### MSN 524. Data Standardization and Knowledge Management. (2 Credits)

### MSN 526. Foundations of Clinical Decision Support. (3 Credits)

### MSN 528. Data Analysis, Application, and Transformation. (3 Credits)

### MSN 531. Informatics Capstone. (3 Credits)

### MSN 538. Advanced Health Assessment. (3 Credits)

This course provides in-depth study of and experience in advanced health assessment. It utilizes a systematic approach that integrates aspects of past nursing courses and learning experiences into the implementation of critical thinking. Bloom's taxonomy of learning guides this process from factual information, analysis, judgments/decisions to implementation (synthesis) and subsequent evaluation.

*Prerequisite: None*

### MSN 820. Basic Statistics for Health Care Professionals. (3 Credits)

This course is designed to help health care professionals acquire skills related to consuming and producing research. Students are exposed to basic concepts of research methodology and a review of basic statistics that enhances skills with developing and consuming scientific literature. This course provides the student with critical reading and appraisal skills that will be used in the health care setting as evidence-based practitioners.

*Prerequisite: None*

### MSN 830. Healthcare Policy & Issues in Advanced Nursing. (3 Credits)

In this course, political structures and social forces that shape advanced nursing practice and healthcare delivery will be examined. Students will investigate the history of healthcare delivery and the influence of emerging technologies on health care financing, access, quality and patient safety. Students will become involved in policy advocacy at the systems level.

*Prerequisite: None*

### MSN 834. Theoretical Foundations for Adv Nursing Roles and Interprofessional Collaboration. (3 Credits)

In this course, students explore and evaluate leadership theory, models of care delivery and interprofessional collaboration. Theoretical foundations are analyzed within a Christian framework related to conflict management, leadership, and education to improve health outcomes. The role of interprofessional collaboration in delivering safe patient care is examined.

*Prerequisite: None*

### MSN 836. Advanced Pathophysiology Across the Life Span. (3 Credits)

The student will gain increased understanding of various physiological systems and the pathophysiology of frequently encountered primary care conditions across the lifespan and in special populations. In-depth case analysis of risk factors, pathophysiological changes, and associated clusters of signs and symptoms are investigated. Pathophysiological theories and evidence-based research as a basis for advanced nursing practice are studied.

*Prerequisite: None*

### MSN 839. Advanced Health Assessment for Nurse Educators. (2 Credits)

This course builds on the student's previous health assessment knowledge offering more advanced health assessment content to provide the foundation for the advanced professional nursing role and for the nurse educator role in all educational settings.

*Prerequisite: None*

### MSN 840. Advanced Evidence-Based Nursing Practice. (3 Credits)

In this course the student will gain increased understanding of the research process and beginning competence in: identifying researchable nursing education or clinical practice problems, searching databases for research evidence, analyzing the significance of quantitative and qualitative data, critiquing research studies, translating evidence into practice, and synthesizing research findings related to a nursing problem.

*Prerequisite: None*

### MSN 845. Role Transition for APN. (2 Credits)

Role Transition for the Advanced Practice Nurse explores the history of advanced practice nursing and the role of nurse practitioners in providing high-value primary health care and their role as community leaders. This course explores the transition of the student from registered nurse to the advanced practice nurse role with topics that include family-focused care, clinical education, case presentations, clinical placement, professionalism, ethics, and reimbursement.

*Prerequisite: None*

### MSN 851. Adv Prim Care Clin I-FNP. (4 Credits)

this didactic and clinical course explores symptoms, differential diagnosis, diagnostic evaluation, and the management of common episodic and chronic health conditions throughout the adult lifespan. This course emphasizes evidence-based practice, health promotion and disease prevention as well as illness. 4 credits.

*Prerequisite: MSN 538.*

### MSN 852. Adv Prim Care Clin II-FNP. (4 Credits)

in this graduate didactic and clinical nursing course, the focus is on the assessment and treatment of individuals presenting with episodic and chronic health conditions in primary health care settings with an emphasis on common health problems across the life span. Integration of pathophysiology, advanced health assessment and pharmacotherapeutics with an emphasis on preventative evidenced based nursing interventions is incorporated into didactic and clinical learning experiences. Students gain experiences with community partnerships in developing prevention interventions at the community level. 4 credits.

*Prerequisite: MSN 851.*

### MSN 853. Adv Prim Care Clin III-FNP. (4 Credits)

This didactic and clinical course explores symptoms, differential diagnoses, diagnostic evaluation, and the management of common episodic and chronic health conditions throughout the lifespan. Integration of theory, pathophysiology, health assessment and pharmacotherapeutics for the pediatric and older adult population along with women's health issues will be highlighted. This course emphasizes evidence based practice, health promotion and disease prevention. 4 credits.

*Prerequisite: MSN 852.*



**MSN 860. Foundations of Healthcare Informatics. (3 Credits)**

This course provides an overview of health informatics with emphasis on the factors that helped create and sustain this field, the key players involved, and the impact health information technology is having on the delivery of care in a rapidly changing healthcare marketplace.

*Prerequisite: None*

**MSN 865. Adv Prim Care Clin I-AGPCNP. (4 Credits)**

this didactic and clinical course explores symptoms, differential diagnosis, diagnostic evaluation, and the management of common episodic and chronic health conditions throughout the adult lifespan. This course emphasizes evidence-based practice, health promotion and disease prevention as well as illness. 4 credits.

*Prerequisite: MSN 538.*

**MSN 866. Adv Prim Care Clin II-AGPCNP. (4 Credits)**

in this graduate didactic and clinical nursing course, the focus is on the assessment and treatment of individuals presenting with episodic and chronic health conditions in primary health care settings with an emphasis on common health problems across the life span. Integration of pathophysiology, advanced health assessment and pharmacotherapeutics with an emphasis on preventative evidenced based nursing interventions is incorporated into didactic and clinical learning experiences. Students gain experiences with community partnerships in developing prevention interventions at the community level. 4 credits.

*Prerequisite: MSN 865.*

**MSN 867. Adv Prim Care Clin III-AGPCNP. (4 Credits)**

This didactic and clinical course explores symptoms, differential diagnosis, diagnostic evaluation, and the management of common episodic and chronic health conditions throughout the adult lifespan. Integration of theory, pathophysiology, health assessment, and pharmacotherapeutics for the older adult in the outpatient setting will be highlighted. This course emphasizes evidence based practice, health promotion and disease prevention. Prerequisite MSN 866. 4 credits.

*Prerequisite: None*

**MSN 871. NE I: Role Transition for Nurse Educator. (3 Credits)**

In this course the student is socialized into the nurse educator role. Theory includes background and current influences on the nurse educator role and the development of advanced nursing education knowledge as well as the factors that influence design, implementation, and evaluation of curriculum. The focus of the practicum experience is advancing the specialty area of nursing practice beyond the baccalaureate level and within the role as a member of the interdisciplinary practice team.

*Prerequisite: None*

**MSN 872. NE II Instructional Design In Nursing Education II: Classroom Teaching. (3 Credits)**

The course focus is on the development of teaching/learning strategies and methods for educating associate or baccalaureate degree nursing students in the classroom setting (which may include simulation learning environments and skills labs). Multiple theories of learning and effective classroom instruction are explored and applied in course assignments. Consideration is given to diverse student learning needs, use of technology in teaching and needs of students related to generational differences. Assessment and evaluation of teaching effectiveness, curriculum development and program evaluation are discussed in detail with students, who then apply this new knowledge at their practicum setting via site assessment. 3 credits.

*Prerequisite: None*

**MSN 874. Instructional Design in Nursing Education: NE III Clinical Teaching. (3 Credits)**

In this course, emphasis is on developing skills in effective teaching, assessment and evaluation of learning, and patient safety in the clinical environment. This may include simulation learning environments and skills labs. Theoretical and scientific underpinnings for practice are used to socialize students into the nurse educator role. The nurse educator student will develop skills in teaching clinical reasoning, priority setting, and transfer of knowledge from the didactic setting to the patient care setting. Assessment and evaluation of student learning, student and patient safety, and teaching effectiveness are discussed in detail.

*Prerequisite: None*

**MSN 875. Nurse Educator Capstone. (1 Credit)**

The capstone course is a two#semester culminating experience that provides students with an opportunity to synthesize and apply new knowledge gained from theoretical and practicum experiences in the MSN Nurse Educator program. Under the guidance of a faculty mentor, students are expected to write a substantive scholarly literature review on a question or problem of their choice related to nursing education or the clinical setting. During the final semester of the program, the student develops an e#Portfolio that demonstrates achievement of MSN program outcomes and NLN Nurse Educator competencies.

*Prerequisite: None*

**MSN 877. Eval and Testing in Nursing Ed. (3 Credits)**

In this course students develop the theoretical basis for assessing learning in the classroom, laboratory, online environment, and clinical setting. Students learn to construct test questions, including those that measure higher level learning, develop test items similar to licensure and certification examinations, prepare assessment methods for courses, evaluate written assignments, plan and construct tests, score and analyze tests, and develop a clinical evaluation tool. Direct and indirect measures for program evaluation are explored. Ethical and legal principles, research and other evidence are applied to the evaluation of learning. This course is applicable to teachers in any setting who are involved in evaluating students, nurses, or other health care professionals.

*Prerequisite: None*

**MSN 880. Independent Studies in Graduate Nursing. (1-3 Credits)****MSN 892. Global Perspectives in Health Care. (3 Credits)**

This course is designed to provide students with an opportunity to examine their own cultural beliefs, biases, and practices while learning about a culture different from their own. Graduate students will explore the opportunities and challenges present in Costa Rica and the beliefs, customs, and practices of the people who reside there in order to develop a global perspective of culture.

*Prerequisite: None*

## Occupational Therapy-Grad (OT)

**OT 501. Introduction to APA Style & Scholarly Writing. (1 Credit)**

This 1 credit course is designed to help students to learn how to cite references in American Psychological Association (APA) style and understand plagiarism.

*Prerequisite: None*

**OT 502. Concepts of Occupation. (3 Credits)**

This course is intended to ground the first semester students in both theoretical concepts important to occupational therapy practice and practical knowledge about the profession. Theoretically, students will be introduced to those fundamental concepts of occupation-based models of Ecology of Human Performance (EHP) and Occupational Adaptation (OA), as well as the tenants of the CUW OT Program curriculum.

*Prerequisite: None*

**OT 503. Functional Anatomy. (4 Credits)**

Functional Anatomy is an integrated approach to the gross anatomy of the human body, with particular emphasis on the musculoskeletal and peripheral nervous systems. Consideration will also be given to the study of cells, tissues, and organ systems. The laboratory portion of the course includes examination of prosected human cadavers. The students will use clinical reasoning to connect human anatomy to occupational performance and relate impairments in body structure and function to activity limitations. Course

*Prerequisites: Matriculation in the CUW's Occupational Therapy Program, or consent of instructor.*

**OT 504. Introduction to Advocacy and Leadership. (2 Credits)**

This course will introduce core concepts of advocacy and leadership in occupational therapy, including exploration of spirituality, legislative issues, and the meaning of advocacy. The course activities will promote development of self-awareness of leadership skills, strengths and areas of growth. Content will introduce participants to topics related to personal, client, community, and professional advocacy. Students will be introduced to the Concordia Occupational Therapy program curriculum design and develop a plan for personal success and growth in the program.

*Prerequisite: None*

**OT 505. Research in Practice I. (3 Credits)**

This course will introduce occupational therapy students to best practice in terms of three components: clinical reasoning, theory and evidence. Students will focus on the role of research in this process. Students will apply statistical concepts and research methodology to evaluate the quality and applicability of research to occupational therapy practice. This course will provide a foundation for selecting evidence-based assessments and interventions. Students will also develop foundational skills for contributing to research.

*Prerequisite: None*

**OT 506. Occupations Across the Lifespan. (3 Credits)**

This course provides the necessary understanding to the development of the human lifespan beginning at conceptions and ending at death through an occupational lens. This course will cover the physical, cognitive, and emotional changes that occur across the eight major stages of development: prenatal, infancy, early childhood, mid-late childhood, adolescence, early adulthood, middle adulthood, and late adulthood.

*Prerequisite: None*

**OT 507. Explore Community Clinic. (3 Credits)**

This course will focus on the OT skills needed to assist patients in occupational performance. Students will complete occupational performance analysis while learning how to grade/modify activities. Students will learn how to train others in assistive equipment, ADLs, and adaptive techniques. Basic transfer techniques, patient handling skills, introduction to a wheelchair, and bed mobility will also be explored. Students will understand and apply clinic management and organization strategies, introduction to billing, chart audits, and HIPAA regulations. They will identify and explain the role of OT and OT process in action while developing their observation skills. Students will also establish rapport with a peer mentor, acting as an assistant to them, giving and receiving feedback, and identifying and participating in TeamSTEPPS.

*Prerequisite: None*

**OT 508. Facilitated Community Clinic. (3 Credits)**

This course builds on the skills developed during Explore Community Clinic. Students will be mentored by 4th semester students as they engage in self-reflection activities in order to improve their professional skills and interactions with the client. Students will also continue to develop their own understanding of how their faith impacts their vocation. Finally, students will continue to build their research skills in order to be evidence based practitioners.

*Prerequisite: None*

**OT 509. Functional Neuroscience and Neurorehabilitation I. (4 Credits)**

This course is an integrated approach to human nervous system structure and function, and the application of these principles to occupation and occupational therapy assessment following neurological injury or disease. Additionally neuroplasticity and implications for learning, memory, and recovery will be addressed. The course will cover sensory (somatic and special), motor (somatic and autonomic), limbic, cognitive, visual, vestibular, and ventricular systems and their interactions. Common neurological diagnoses and OT assessment of the sensory, motor, and postural systems in a neurological population will be introduced. The laboratory portion of the course includes gross examination of the human nervous system as well as activities designed to integrate neurological concepts.

*Prerequisite: None*

**OT 510. Research in Practice II. (3 Credits)**

This course is an introduction to the evidence-based practice process. Students will perform the first 3 steps of the evidence-based practice process, including asking a focused question, locating the best evidence, and critically appraising the evidence. Students will also create scholarly reports based on their appraisal of the literature.

*Prerequisite: None*

**OT 511. Personal Advocacy & Leadership. (1 Credit)**

This course is designed to develop students as client advocates, while continuing to promote growth in personal advocacy and leadership. Leadership theories will provide a foundation to enable students to create their own leadership position. Students will build the skills necessary for effective client advocacy, including identifying needs, finding resources, communicating professionally, and using innovation to meet client goals.  
*Prerequisite: None*

**OT 512. Clinical Reasoning: Behavioral Health. (3 Credits)**

This course covers the diagnosis and treatment of psychiatric disorders commonly seen in occupational therapy practice. Contemporary treatment approaches including interdisciplinary and occupational therapy models, assessment and treatment intervention will be explored. Students will practice leading and participating in group interventions as a primary mode of treatment for mental and behavioral health settings. Students will be exposed to community programs and resources providing mental health treatment in a variety of contexts. Students will develop documentation skills including note writing and treatment/intervention plans.  
*Prerequisite: None*

**OT 513. Occupational Kinesiology and Orthorehabilitation I. (4 Credits)**

This course teaches how concepts of biomechanics, human anatomy, and movement affect occupational performance and guide therapeutic intervention. Students will also develop assessment skills and begin to differentiate common pathologies.  
*Prerequisite: None*

**OT 521. Foundational Concepts in Occup. (3 Credits)**

This course is intended to ground the first year students in theoretical concepts important to occupational therapy practice. Students will be introduced to those fundamental concepts discussed in the occupational therapy (OT) literature and declared as important threads in the CUW OT Program curriculum. Conceptual frameworks from the American Occupational Therapy Association (OT Practice Framework) and World Health Organization (International Classification of Functioning, Disability, and Health) will be presented. Important events and trends in the history of OT will be discussed, as will professional ethics, contexts of practice, OT organizations and supervision of OT assistants.  
*Prerequisite: None*

**OT 523. Clinical Kinesiology. (3 Credits)**

This course covers anatomical and mechanical principles of human movement and the application of these fundamentals to the analysis of motor skills. The lab will focus on the observation and evaluation of human movement. Pre-requisites: Admission to the MOT program.  
*Prerequisite: None*

**OT 529. Assessment Skills. (3 Credits)**

This course covers the beginning professional skill set of client-centered evaluation and use of the occupational therapy process. Students will learn the basic process of performing evaluations following a standardized and non-standardized format, documenting results and the importance of cooperation with the occupational therapy assistant in the screening and evaluation process. Students will also learn to recognize influences on outcomes and how to compare client scores to normative data. This course will cover the skills needed to perform a number of basic evaluations, such as the pinch, grip and 9-hole peg tests, in addition to the skills of observation, interviewing, and use of checklists and rating scales. Psychometric aspects of measurement tools (reliability, validity, etc.) will also be addressed. Students must be enrolled in the MOT program and have successfully completed OT525.  
*Prerequisite: None*

**OT 530. Practice Skills. (3 Credits)**

This course will focus on the OT skills needed to assist patients in occupational engagement and participation. The students will complete occupational profiles and occupational performance analysis while learning how to grade/adapt activities. Students will learn how to train others in adaptive equipment, ADLs, and adaptive techniques. Basic transfer techniques, patient handling skills, wheelchair mechanics, and bed mobility will also be explored.  
*Prerequisite: None*

**OT 535. Global Ed:Curacao. (3 Credits)**

this elective course is intended to provide the student with an opportunity for cultural experiences of alternative therapies for children by internationally trained therapists. This course will encourage students' awareness of investigation into alternative therapies and how families from other cultures interact with therapists to support the growth and development of their children with disabilities. 3 credits.  
*Prerequisite: None*

**OT 536. Global Education:Nepal. (3 Credits)**

this elective course is intended to provide the student with an opportunity for cultural experiences through evaluation and screening of individuals in a developing country where basic health care needs are severely lacking. This course will encourage compassion for the impoverished and will allow the student a chance to complete assessments, create treatment strategies, and/or provide education when limited resources are available. There will be structured occasions to share the Gospel of Jesus Christ to individuals through drama, song, crafts and play. Education to teachers and therapists will be offered through training the trainer activities. 3 credits.  
*Prerequisite: None*

**OT 537. Global Education: Nicaragua. (3 Credits)****OT 538. Global Education Malawi. (3 Credits)**

This elective course is intended to provide the student with an opportunity for cultural experiences through evaluation and screening of individuals in a developing country where basic health care needs are severely lacking. This course will encourage compassion for the impoverished and will allow the student a chance to develop in culturally competent skills by completing assessments, creating treatment strategies, and/or providing education to local physiotherapist and families when limited resources are available. There may be occasions to share the Gospel of Jesus Christ to individuals through drama, song, crafts and/or play. Education and update of current therapy programs may be offered to teachers, parents and/or therapists through "training the trainer". Interprofessional discussions, opportunities and interventions will be incorporated to allow students to learn from each other's discipline and the contribution each makes to the health/social care team.

*Prerequisite: None*

**OT 540. Scientific Inquiry I. (3 Credits)**

This course is designed to help occupational therapy students acquire beginning level skills related to consuming and producing research. Fundamental scientific inquiry skills related to reading, understanding, and appraising the rehabilitation research literature for the purpose of evidence-based practice is emphasized. This course provides the student with critical reading and appraisal skills that will be used in clinical courses and fieldwork assignments. Students are also exposed to basic concepts of research methodology and a review of conceptually-based statistics that further enhances skills with consuming the scientific literature. The process of producing research is discussed, including topics of grant funding and research ethics; however, actual work on a research project is reserved for subsequent coursework in Scientific Inquiry II (OT 569) and Scientific Inquiry III (OT 582). Students will practice reading and critiquing professional literature in the evidence-based practice project portion of the course. Students will also have the opportunity to research the scientific literature to appraise the evidence for a specific area of clinical practice related to occupational therapy. Students will receive feedback on their ability to write in a scholarly manner.

*Prerequisite: None*

**OT 546. Group Skills. (3 Credits)**

This course focuses on the use of group dynamic techniques in occupational therapy. Emphasis will be on developing skills and competencies necessary to function as a group leader while working with diverse populations. The concept of therapeutic groups will be explored as well as their function and structure as a psychosocial approach to treatment. A variety of therapeutic groups and topics will be presented along with ethical group leadership. Students will have the opportunity to lead a variety of groups.

*Prerequisite: None*

**OT 548. Group Clinical Practicum. (1 Credit)**

This fieldwork portion of the OT 546 Group Skills course will focus on the OT skills needed to effectively plan and lead group sessions. Assignments for the students in this fieldwork will be in conjunction with lessons and objectives of the OT 546 course.

*Prerequisite: None*

**OT 561. Rehabilitation Science: Neurorehabilitation. (3 Credits)**

This is a professional skills course focusing on the occupational therapy treatment of people with typical neurological conditions and diagnoses. Principles of Brunnstrom, Rood, PNF, and Bobath are examined. There is opportunity to compare and contrast evidence in the literature about motor learning theories, reflex#hierarchical and other approaches. Areas of sensation, perception, cognition and effects of traumatic brain injury and SCI are included. Students learn treatment techniques and handling practices in relation to how these are provided within the framework of occupation. Experiences on human volunteers are incorporated as possible to enhance the practical application of theories and skills learned in didactic coursework, and to emphasize learning about how to provide client#centered care with these populations. Documentation and treatment planning learning activities incorporate elements of activity analysis learned in previous semesters. Finally, when and in what contexts patients are seen are examined in this course.

*Prerequisite: None*

**OT 564. Health & Wellness Promotion for OT. (2 Credits)**

This course will introduce the student to health promotion. The concept of health promotion will be discussed through the exploration of wellness models and key components of health promotion and wellness. The student will be able to discuss the difference between rehabilitation and health promotion. This course will provide learning experiences that will enable the student to identify opportunities for the provision of health promotion services as an occupational therapist. Environments for health promotion will be explored that include traditional and nontraditional environments such as school systems and social systems in the community. Students will develop a community presentation in this course that they will deliver in a fieldwork experience in OT 566 Psychosocial Aspects of Wellness Fieldwork. Concurrent registration in OT 566 is required.

*Prerequisite: None*

**OT 565. Psychosocial Practice. (3 Credits)**

This course develops OT skills to provide education and effectively address psychosocial barriers to health and wellness in a community setting. This course is a fieldwork experience. Assignments for students in this fieldwork will be in conjunction with lessons in the OT 564 Health & Wellness Promotion for OT course. Concurrent registration in OT 564 is required.

*Prerequisite: None*

**OT 566. Psychosocial Aspects of Wellness Fieldwork. (1 Credit)**

This course develops OT skills to provide education and effectively address psychosocial barriers to health and wellness in a community setting. This course is a fieldwork experience. Assignments for students in this fieldwork will be in conjunction with lessons in the OT 564 Health & Wellness Promotion for OT course. Concurrent registration in OT 564 is required.

*Prerequisite: None*

**OT 569. Scientific Inquiry II. (3 Credits)**

Scientific Inquiry II is the second in the sequence of three courses designed to help students hone their critical inquiry skills. Students will continue to critically read and critique professional literature and determine its applicability to clinical practice. This course will cover advanced research design and methods for both quantitative and qualitative projects. Students will practice statistical analyses using computer-based statistical packages. Whereas Scientific Inquiry I focuses on becoming a critical consumer of the scientific literature in rehabilitation, Scientific Inquiry II helps students develop beginning level skills as a producer of research in occupational therapy. Students will choose a project related to ongoing research of the professor and prepare a proposal for the Concordia University Institutional Review Board (IRB). Students will pilot test their methods and materials during this semester and begin construction of scientific poster for presentation of findings in Scientific Inquiry III next semester.

*Prerequisite: None*

**OT 571. Work Practice. (3 Credits)**

This course is designed to introduce students to issues related to work performance, including work conditioning, work hardening, functional evaluation, supported employment, job coaching, job analysis, and basic ergonomic principles. Pre-requisites: OT 523 and BIO 550.

*Prerequisite: None*

**OT 573. Pediatric Clinical Practicum. (1 Credit)**

This course provides students with hands on experience in a pediatric clinical setting under the supervision of an occupational therapy fieldwork educator. Students will observe and practice in the clinical setting performance of assessments, guided interventions, and OT management processes.

*Prerequisite: None*

**OT 575. Fieldwork Seminar. (0 Credits)**

Fieldwork Seminar takes place in the 4th semester and was created to review key concepts prior to the students entering their level II fieldwork. Students will apply concepts from other classes and review key skills that are needed for successful level II fieldwork experiences. Students will be challenged to integrate key concepts such as professional communication, transfers, modalities, and inter-professional team approaches. Students will also discuss possible fieldwork scenarios and evaluate possible solutions.

*Prerequisite: None*

**OT 580. Pediatric Practice. (4 Credits)**

This course will lay the foundations for the study of pediatric practice through exposure to a variety of major pediatric theories, disabilities, and assessments. The developmental cycle from conception to adolescence will be reviewed, along with the work of major pediatric theorists.

*Prerequisite: None*

**OT 582. Scientific Inquiry III. (3 Credits)**

This course focuses on the implementation of the research projects initiated in Scientific Inquiry II. Students will finalize IRB approval if necessary, begin data collection, enter collected data into a spreadsheet and perform appropriate analyses. Students will write up results and discussion sections and present findings in scientific poster format to faculty and students at CUW. Opportunity for presentation at state or national conference also exists after the course is completed.

*Prerequisite: OT 540 & 569: Scientific Inquiry I & II.*

**OT 584. Adult Clinical Practicum. (2 Credits)**

This course provides students with hands on experience in an adult physical disabilities clinical setting under the supervision of an occupational therapy fieldwork educator. Students will observe and practice in the clinical setting performance of assessments, guided interventions, and OT management processes.

*Prerequisite: None*

**OT 586. Rehabilitation Science: Orthopedics. (3 Credits)**

This course will provide students with a client-centered, evidence-based forum to learn about the theories and methods used by occupational therapists for the evaluation and treatment of individuals with orthopedic physical impairments. Pre-requisites: OT 523 and BIO 550.

*Prerequisite: None*

**OT 590. Rehabilitation Science: Integrated. (3 Credits)**

This course provides students with a client-centered, evidence-based forum to integrate the evaluation, theory, and treatment of individuals with orthopedic, neurologic, and multiple physical disabilities within different contexts of service delivery (e.g., home health, subacute, case management, etc.). This course is intended to transition the student to fieldwork, so emphasis is placed on independent learning and decision making. Pre-requisites: OT 529, 561 and 586.

*Prerequisite: None*

**OT 595. Community OT Clinic. (3 Credits)**

This course will provide the student with hands-on real-time experience with evaluation and treatment of volunteer clients in an on campus clinical setting. It will also allow them the opportunity to participate in documentation of patient assessment and reassessment, interpretation of results, documentation of weekly progress reports and discharge summaries. Occupation-based and client-centered intervention plans will be established by learners. Communication with family members, in addition to collaboration with other health professionals and physicians will be encouraged to support the client in the rehabilitation process. Learners will challenge their clinical decision making skills through research of evidence based practice techniques and presentation of their client's case to peers.

*Prerequisite: None*

**OT 600. Special Topics in OT. (3 Credits)**

This course explores specialized topics in occupational therapy practice, building on the foundational knowledge of previous clinical and scientific courses. Units in this course emphasize evaluation and treatment techniques and strategies, emerging practice issues, and best practice in a variety of settings contexts. Students will apply and analyze occupational therapy theories, evidence, and clinical reasoning.

*Prerequisite: None*

**OT 601. Advanced Clinical Practice. (3 Credits)**

The focus of this course is to help students refine their working knowledge of occupational therapy theory. Students will explore various issues of importance to contemporary clinical practice. Students will apply concepts of theories learned in prior coursework along with current research results in a problem-based learning (PBL) case study format.

*Prerequisite: None*

**OT 602. Clinical Reasoning: Pediatrics. (3 Credits)**

This course will lay the foundation for the study of occupational therapy in pediatric settings through exposure to a variety of developmental disabilities, pediatric assessment tools, treatment interventions, and areas of practice. Application of a variety of common pediatric frames of references will occur through case studies. Students will demonstrate clinical reasoning through the occupational therapy process of evaluation and treatment.

*Prerequisite: None*

**OT 603. Practice Management. (3 Credits)**

This is a basic skills course focusing on skills all OT practitioners need to administratively function in typical health care environments. In addition, business development and management areas of study will be incorporated to prepare students to assume more traditional management roles in a variety of models of service delivery. Students will be prepared to collaborate with other health professionals on the treatment team, to supervise OTA and support personnel, and to understand and realize the need for smooth organizational functioning to effectively conduct business as an OT.

*Prerequisite: None*

**OT 604. Summer Pediatrics Camp. (1 Credit)**

This course provides students with hands-on experience in a pediatric clinical setting under the supervision of an occupational therapy fieldwork educator or related professional. Students will observe and practice in the clinical setting performance of assessments, guided interventions, and OT management processes.

*Prerequisite: None*

**OT 605. Community Practice. (3 Credits)**

Community Practice will provide students with opportunities to investigate and experience current issues related to the practice of occupational therapy in community settings. The theoretical basis for community practice, performance of a needs assessment, literature review and justification, grant writing, legal liability, budgeting, and program planning emphasizing a specific community setting will be discussed. Students will explore the impact of their core values on their practice as an occupational therapist and their personal level of responsibility in the pursuit of social justice within their community. This course addresses the OT curriculum design philosophical threads of occupation#based and client#centered practice with an appreciation for service to community.

*Prerequisite: None*

**OT 612. Behavioral Health Fieldwork. (1 Credit)**

This course provides students with hands-on experience in a behavioral health setting under the supervision of an occupational therapy fieldwork educator or related professional. Students will observe and practice in the clinical setting performance of assessments, guided interventions, and OT management processes.

*Prerequisite: None*

**OT 614. Clinical Reasoning: Adult Practice Areas. (3 Credits)**

This course provides students with a client-centered, evidence-based forum to integrate the evaluation, theory, and treatment of individuals with orthopedic, neurologic, and multiple physical disabilities within different contexts of service delivery (e.g., home health, subacute, case management, etc.). This course is intended to transition the student to fieldwork, so emphasis is placed on independent learning and decision making.

*Prerequisite: None*

**OT 620. Level II Fieldwork I. (6 Credits)**

A minimum of three months full-time or six months half-time will be required for this course; each with a minimum of 408 hours (unless otherwise approved prior to clinical placement and following AOTA guidance). The experience is designed to promote clinical reasoning and reflective practice, while developing a repertoire of assessment/treatment interventions related to human performance. Development of professionalism will emphasize application of ethical principles and Christian values.

*Prerequisite: None*

**OT 621. Clinical Reasoning: Orthorehab II. (3 Credits)**

This course is designed to teach evaluation, treatment planning, and documentation for orthopedic injuries, including occupation-based interventions and adjunctive/preparatory interventions (exercise, orthotic intervention, physical agents). By the end of the course, students will identify and apply indications, precautions, and contraindications for various interventions.

*Prerequisite: None*

**OT 622. Level II Fieldwork II. (6 Credits)**

A minimum of three months full-time or six months half-time will be required for this course; each with a minimum of 408 hours (unless otherwise approved prior to clinical placement and following AOTA guidance). The experience is designed to promote clinical reasoning and reflective practice, while developing a repertoire of assessment/treatment interventions related to human performance. Development of professionalism will emphasize application of ethical principles and Christian values.

*Prerequisite: None*

**OT 624. Level II Fieldwork III. (1-6 Credits)**

A minimum of three months full-time or six months half-time will be required for this course; each with a minimum of 408 hours (unless otherwise approved prior to clinical placement and following AOTA guidance). The experience is designed to promote clinical reasoning and reflective practice, while developing a repertoire of assessment/treatment interventions related to human performance. Development of professionalism will emphasize application of ethical principles and Christian values.

*Prerequisite: None*

**OT 625. Community Advocacy and Leadership. (3 Credits)**

This course is designed to develop students as community advocates, while continuing to promote growth in personal advocacy and leadership. Students will build the skills necessary for effective community advocacy, including identifying needs, finding resources, communicating professionally, increasing legislative and regulatory literacy, and using innovation to address occupational injustice within communities.

*Prerequisite: None*

**OT 632. Occupations of Health and Wellness. (3 Credits)**

This course will introduce the student to health promotion. The concept of health promotion will be discussed through the exploration of wellness models and key components of health promotion and wellness. The student will be able to discuss the difference between rehabilitation and health promotion. This course will provide learning experiences that will enable the student to identify opportunities for the provision of health promotion services as an occupational therapist. Environments for health promotion will be explored that include traditional and nontraditional environments such as school systems and social systems in the community.

*Prerequisite: None*

**OT 635. Community Clinic: Leading the OT Process. (3 Credits)**

This course will offer students hands-on experience with both evaluating and implementing interventions. 3rd semester OT students will be paired with 1st semester OT students, in order to enhance their leadership skills. This course will prepare OT students for the final pro bono clinic semester, in which they will utilize leadership skills.

*Prerequisite: None*

**OT 641. Research in Practice III. (3 Credits)**

This course prepares students to integrate theory and evidence with a client-centered perspective, implementing the five steps of evidence-based practice in a specific clinical context. Students will build on skills learned in Research Practice I and Research in Practice II, and apply this knowledge in a specific clinical context to address a question or need posed by a partnering community occupational therapist or occupational therapy practice setting. Students will elaborate on the fourth and fifth steps by contributing to the research process to generate new knowledge to fuel best practice and the steps of evidence-based practice. Students will work directly with a community site to write a clinical question linked to practice, review existing literature, create a plan to gather and analyze evidence to address the clinical question, and begin to formulate a plan for dissemination of results.

*Prerequisite: None*

**OT 643. Community Clinic: Management and Supervision. (2 Credits)**

This course will provide the student with hands-on experience with evaluation and treatment of volunteer clients in a clinical setting. The students will be mentoring 2nd semester students through the OT Process. Students will have the opportunity to participate in documentation of patient assessment, reassessment, interpretation of results, documentation of weekly progress reports, and discharge summaries. Occupation based and client centered intervention plans will be established by learners. Communication with family members, in addition to collaboration with other health professionals and physicians will be encouraged to support the client in the rehabilitation process. Learners will challenge their clinical decision making skills through research of evidence based practice techniques and presentation of their client's case to peers.

*Prerequisite: None*

**OT 645. Gerontology and Assistive Technology Concepts to Promote Occupational Performance. (3 Credits)**

This course examines the impact of the aging process on engagement in occupation. The role of OT in rehabilitation, habilitation, and promotion of health and wellness for older adults will be explored, along with special considerations when working with this population. A secondary focus of the course is to learn the role of assistive technology in supporting participation in occupations throughout the adult lifespan.

*Prerequisite: None*

**OT 650. Practice Management. (2 Credits)**

This course teaches students how to develop an understanding of leadership, administration, management and the professionalism skills necessary for entry level practice in the current healthcare system. The course focuses on the healthcare environment, the business of healthcare and professional development. Topics of study include characteristics of the US healthcare system, leadership, employment obligations, career planning, and professional development. Practice issues of documentation, billing/coding, case management, and legal/ethical considerations will be addressed. Business topics covered include strategic planning, payment/reimbursement, policies/procedures, risk management, outcomes, quality improvement, budgeting, and marketing.

*Prerequisite: None*

**OT 655. Professional Advocacy & Leadership. (2 Credits)**

This course is designed to develop students as advocates for the profession of occupational therapy, while continuing to promote growth in personal advocacy and leadership. Students will build the skills necessary to communicate and advocate for issues that influence practice, specifically promoting occupational therapy as an evidence-based and science-driven profession.

*Prerequisite: None*

**OT 660. Clinical Reasoning: Gerontology. (3 Credits)**

This course examines the impact of the aging process on engagement in occupation. The role of OT in rehabilitation, habilitation, and promotion of health and wellness for older adults will be explored, along with special considerations when working with this population. A secondary focus of the course is to learn the role of assistive technology in supporting participation in occupations throughout the adult lifespan.

*Prerequisite: None*

**OT 665. Clinical Reasoning: Neurorehabilitation II. (3 Credits)**

This course is a professional skills course using the principles begun in Functional Neuroscience and Neurorehabilitation I. This course integrates principles of human nervous system structure and function to inform and advance understanding of occupational therapy assessment and treatment of individuals with neurological injury or disease. Principles of sensorimotor and contemporary treatment approaches to common neurological diagnoses, including cerebral vascular accident, traumatic brain injury, spinal cord injury, multiple sclerosis, Parkinson disease, concussion, and feeding and swallowing disorders will be examined. The course will include the practical application of occupational theories and frames of reference to treatment planning, along with practice in the patient handling skills and documentation required for client-centered care. Elements of activity analysis learned in previous semesters will be incorporated throughout.

*Prerequisite: None*

**OT 670. Clinical Reasoning: Work/Ergo. (3 Credits)**

This course is designed to introduce students to issues related to work performance, including work conditioning, work hardening, functional evaluation, supported employment, job coaching, job analysis, and basic ergonomic principles.

*Prerequisite: None*

**OT 675. Level II Fieldwork A. (6 Credits)**

This course is designed to promote clinical reasoning and reflective practice, while developing a repertoire of assessment/treatment interventions related to human performance. Development of professionalism will emphasize application of ethical principles and Christian values. A minimum of three months full-time or six months half-time will be required for this course; each with a minimum of 408 hours (unless otherwise approved prior to clinical placement and following AOTA guidance).

*Prerequisite: None*

**OT 680. Level II Fieldwork B. (6 Credits)**

This course is designed to promote clinical reasoning and reflective practice, while developing a repertoire of assessment/treatment interventions related to human performance. Development of professionalism will emphasize application of ethical principles and Christian values. A minimum of three months full-time or six months half-time will be required for this course; each with a minimum of 408 hours (unless otherwise approved prior to clinical placement and following AOTA guidance).

*Prerequisite: None*

**OT 701. Information Technology Lab . (3 Credits)**

this course provides an orientation to online learning and the Transitional Master of Occupational Therapy Program (TMOT) for students entering the master's level. As a lab course, the focus is on experiencing the skills needed for active participation in online graduate level courses. This lab is designed to orient you pragmatically to Concordia University and the Occupational Therapy program while developing the skills needed to be successful. Within the course students will establish initial contact with their academic advisor.

*Prerequisite: None*

**OT 705. Research in Practice IV: Capstone Planning. (3 Credits)**

This course prepares students to apply the knowledge gained in Research in Practice I-III to plan their capstone experience. ACOTE standard C.2.0 indicates the capstone may vary by student and site interests and needs. The student will design an appropriate capstone project that integrates research practice skills to meet the need of the setting.

*Prerequisite: None*

**OT 710. OTD Capstone Experience. (7 Credits)**

This course will provide an in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. The doctoral capstone consists of two parts: a 14 week capstone experience at a community site and a capstone project. The student will complete an individual capstone project to demonstrate synthesis and application of knowledge gained, which will be disseminated.

*Prerequisite: None*

**OT 901. Prof Writing for Occup Therap. (3 Credits)**

This course provides an overview of techniques and tools for developing scholarly writing projects for evidence based clinical practice. Students will focus on understanding the process of knowledge dissemination and use of electronic tools for evidence retrieval, reference management, and methods for dissemination of scholarly information.

*Prerequisite: None*

**OT 910. OT Theory & Conc Current HC En. (3 Credits)**

This course will introduce students to current policy influencing the future direction of the profession of Occupational Therapy. Students will investigate changes as they relate to the theoretical underpinnings of the profession and analyze changes and trends in Occupational Therapy over time.

*Prerequisite: None*

**OT 911. Adv. Evidenced-Based Practice. (4 Credits)**

This course will help students develop advanced skills in evidence-based occupational therapy practice. Students will demonstrate a working knowledge of research methodology and statistics to continue to hone their skills in critical appraisal of scientific literature. Students will search for scientific evidence, read and critically appraise the evidence, and apply this information to clinical decision making. Students will consider topics in this course that may develop into their capstone project.

*Prerequisite: None*

**OT 915. Occupational Science. (3 Credits)**

This course will examine the relationship of occupation to health and well-being. Students will investigate how theories of occupation bring about change in their client populations through the application of client-centered, occupation-based clinical practices. Occupational science will also be studied as a theoretical, foundational construct influencing the profession of occupational therapy.

*Prerequisite: None*

**OT 916. Mentoring/Clinical Education. (3 Credits)**

This course will provide students the opportunity to learn how to educate health professionals by reviewing learning theories and teaching strategies. Students will be introduced to models of mentorship while exploring the characteristics of an effective mentor. The course will develop skills in conflict resolution and communication in a community setting.

*Prerequisite: None*

**OT 920. Adv Anat & Kines of Upp Extrem. (3 Credits)**

This course will analyze purposeful human movement through a combination of advanced anatomy and an in-depth look at structure and function. Biomechanical factors influencing musculoskeletal balance, efficiency, and dysfunction will be studied throughout the continuum from anatomic foundations to kinesthetic and proprioceptive movement. Peer-reviewed literature in the areas of biomechanics and foundational science will be used to complement course topics.

*Prerequisite: None*

**OT 921. Conditions & Eval of Up Extrem. (3 Credits)**

This course will investigate comprehensive evaluative strategies of the upper extremity and relate proper subjective and objective measures to common clinical diagnoses. With the intent of data driven interventions and outcomes measurements, students will use current literature to establish a repertoire of evaluative tools which will guide their clinical decision making.

*Prerequisite: Successful completion of the first two semesters of the OTD program.*



**OT 922. Surg Proc Inform Clin Dec-Mak. (3 Credits)**

This course will analyze common surgical procedures as a means to facilitate client-centered clinical decision-making post-operatively. Attention will be paid to a comprehensive understanding of the indications, precautions, and contraindications associated with surgical procedures so that the therapist not only can rationalize chosen interventions, but provide in-depth education to their clients. Current literature and surgical demonstrations will be included as learning tools in this course.

*Prerequisite: None*

**OT 923. Evidence-Based Up Extrem Rehab. (3 Credits)**

This course will employ previous learning, including anatomy, kinesiology, diagnoses, evaluations, and surgical procedures to establish evidence-based intervention planning for clients with multiple diagnoses. Students will be expected to identify diagnoses of personal interest and come prepared with current peer-reviewed literature which will facilitate the creation of comprehensive evaluation, intervention, education, and outcome planning. Specific attention will be paid to modalities and orthotic fabrication and the evidence which supports these adjunctive methods.

*Prerequisite: None*

**OT 925. OTD Capstone I. (1 Credit)**

This course will provide students an opportunity to explore potential areas for their doctoral capstone projects. Organized into units, this course will allow students guided inquiry that allows them to propose a project that is both meaningful to them and complements their personal and professional aspirations for pursuing a doctoral degree.

*Prerequisite: None*

**OT 926. OTD Capstone II. (1 Credit)**

This course will comprise the foundational preparation for individual or paired doctoral capstone projects. Organized into units, this course will include goal setting, review of pertinent literature, and initiation of content preparation for the capstone.

*Prerequisite: None*

**OT 927. OTD Capstone III. (2 Credits)**

This course will provide students an opportunity to build the content and work towards completion of their capstone projects.

*Prerequisite: None*

**OT 928. OTD Capstone IV. (2 Credits)**

This course will provide students an opportunity to complete and present their capstone projects.

*Prerequisite: None*

**OT 930. Educating the Adult Learner. (3 Credits)**

This course will focus on adult development and learning theories. Students will identify the stages of adult development and examine the concept of andragogy versus pedagogy. Major theories of adult learning and how they relate to instructional practices will be explored. Physical and cognitive changes will be discussed in the context of teaching adult learners. This course will focus on teaching practices in both a traditional and online environment.

*Prerequisite: None*

**OT 931. Clinical Pract to Higher Educ. (3 Credits)**

this course is designed to prepare the student for employment in high education. Accreditation bodies, policies and issues related to higher education will be explored. General expectations of entry level faculty at public and private institutions will be identified. This course will review curriculum development, strategic planning, and program evaluation. 3 credits.

*Prerequisite: None*

**OT 932. Assess Higher Edu Allied Hlth. (3 Credits)**

This course is designed to focus on research, policy, and best practices in course and program assessment in higher education specifically related to allied health professions. This will include an exploration of assessment to curriculum planning and in program evaluation. Students will identify, define, and interpret the types of valid and reliable education assessment methods and explore uses for formative, summative and authentic assessment. Informal and formal assessment methods will be explored and legal and ethical practices will also be addressed.

*Prerequisite: None*

**OT 933. Ins Dsgn Hghr Ed Alld Hlth Pro. (3 Credits)**

This course will focus on the instructional design process and applying adult learning theory, communication media, and technology to develop interactive, collaborative educational experiences for higher education allied health professions. Established and upcoming instructional design models will be used to assist future higher education faculty develop effective courses in face-to-face, online, and/or blended formats.

*Prerequisite: None*

**OT 940. Theory & Evidence of Ped Treat. (3 Credits)**

this course will challenge students to consider theoretical mechanisms explaining effectiveness of pediatric occupational therapy interventions. Students will also explore available scientific evidence on selected interventions. Topics explored can be based on student practice areas. 3 credits.

*Prerequisite: None*

**OT 941. Impl Evid-Based Trt in Ped OT. (3 Credits)**

This course will provide students the opportunity to translate knowledge gained from theory and evidence on OT interventions to their clinical practice. Students will select at least one intervention and develop a plan to implement it in their own practice. Faculty and expert clinicians will provide support through the process of implementing the treatment.

*Prerequisite: None*

**OT 942. Impact Gov Policy Ped Practice. (3 Credits)**

This course will explore federal and state policies and ways they affect early intervention/school-based practice areas. Students will consider trends in early intervention/school-based practice and how government policies impact service provision.

*Prerequisite: None*

**OT 943. Motor Cntrl & Motor Learn Ped. (3 Credits)**

This course will examine current theories of motor control and motor learning as they relate to pediatric rehabilitation. Students will integrate clinical experience with theory and evidence for interventions based on current motor control and motor learning techniques. The course will primarily focus on reaching, grasping, and prehension in typically developing children and those with neuromuscular conditions.

*Prerequisite: None*

**OT 999. OTD Capstone. (6 Credits)**

# Organizational Leadership (OLA)

## OLA 503. Theories of Leadership. (3 Credits)

This course examines leadership theories and themes, including traits, situational and transformational models. Since a leader's vision is crucial for organizational success, special emphasis is placed on mission, vision, and strategic planning.

*Prerequisite: None*

## OLA 505. Theories, Strat, Visioning Ldr. (4 Credits)

This course provides an overview of modern leadership theories as they developed over the past half century, Trait Theories, Behavioral Theories, Contingency Theories, Cognitive Theories, Power and Influence Theories, Culture and Gender Theories, and more recently developed Integrative Theories will be studied. Building upon a strong understanding of leadership theory, students develop short and longer term visions and plans (strategic and operational) around well-defined KPIs.

*Prerequisite: None*

## OLA 509. Leading Change in Orgs. (3 Credits)

The purpose of this course is to equip team leaders with the tools to create and maximize participation, collaboration, and effectiveness in order to build team identity, commitment, and trust.

*Prerequisite: None*

## OLA 512. Certified Management Cert. (3 Credits)

Students analyze the management functions of planning, organizing, directing, and controlling and apply these functions to situations managers encounter as they achieve organizational objectives. This exam preparatory course emphasizes the application of real-world, practical management skills and techniques over theories; critical thinking and decision-making skills over rote knowledge. The course serves as preparatory for those wishing to take the Certified Professional Manager\* (CM) Exam from The Institute of Certified Professional Managers (ICPM). \* The Associate Certified Manager (ACM) is awarded to students who have successfully passed the three required exams for CM designation but have not met the ICPM professional work experience criteria. Upon degree program graduation and evidence of the work experience requirement, the student can apply to have the ACM converted to a Certified Manager (CM) designation. Those meeting the professional experience criteria are awarded the CM immediately following completion on the exams. This course requires a course fee of \$875.00 for the CM Bundle that includes three textbooks, three exams administered by the ICPM and access to the CM online services. Note: Successful completion of this preparatory course does not guarantee the passing of the Certified Manager exam.

*Prerequisite: None*

## OLA 515. Organiz Comm and Negotiation. (3 Credits)

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

*Prerequisite: None*

## OLA 521. Select & Implement Info Sys. (3 Credits)

This course explores how organizations select and use information systems to meet challenges and opportunities in various environments. Overall design features, implementation strategies, and measurement issues are addressed.

*Prerequisite: None*

## OLA 535. Strategic HR Management. (3 Credits)

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

*Prerequisite: None*

## OLA 542. Ethical Dimens of Leadership. (3 Credits)

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

*Prerequisite: None*

## OLA 550. Special Topics in Leadership. (3 Credits)

Special Topics in Leadership courses are designed to address topics identified as attitudes, current events, knowledge, skills, and behaviors pertinent to examining the technical and occupational aspects of leadership. The topic for this course will change with each offering.

*Prerequisite: None*

## OLA 555. Financial Analysis & Budg. (3 Credits)

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

*Prerequisite: None*

## OLA 563. Leadership in Internatl Orgs. (3 Credits)

This course prepares students for the challenges and opportunities of organizational leadership in the global environment.

*Prerequisite: None*

## OLA 570. Leadership Competencies Pract. (3 Credits)

Leadership Competencies Practicum is a collaborative learning course and will be facilitated as a seminar. This means that students will be working with the instructor and their classmates in a regularly paced course. This type of course takes a special measure of discipline and initiative.

*Prerequisite: None*

## OLA 584. Capstone Research Proj. (3 Credits)

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

*Prerequisite: None*

## OLA 585. Oral Defense of Capstone Proj. (1 Credit)

After completing the research process in the Research Practicum class, students will work with their committees to finish writing and prepare for their defense. Students who are prepared to defend their Capstone project should register for this course and schedule their defense/presentation.

*Prerequisite: None*

## OLA 599. Graduate Research Project. (4 Credits)

This course concentrates on defining an applied project and preparing a prospectus. Students will learn how to focus a topic and submit a prospectus, including a time line to finalize the project and complete research defense. After completing the research process, students will work with their committee to finish writing and prepare for their defense, and then schedule their defense/presentation.

*Prerequisite: None*

**OLA 801. Visioning. (1 Credit)**

The purpose of this course is to equip team leaders with the tools to create and maximize participation, collaboration, and effectiveness in order to build team identity, commitment, and trust.

*Prerequisite: None*

**OLA 803. Theories of Leadership. (3 Credits)****OLA 805. Theories Strat & Visioning Ldr. (4 Credits)**

This course provides an overview of modern leadership theories as they developed over the past half a century, Trait Theory, Contingency Theory, Cognitive Theories, Transactional and Transformational Theories, Culture and Gender Theories, and more recently developed Integrative Theories. Building upon a strong understanding of leadership theory, students develop short and longer term visions and plans (strategic and operational) around well-defined key performance indicators (KPI). 4 credits.

*Prerequisite: None*

**OLA 809. Leading Change in Orgs. (3 Credits)**

This course equips team leaders with the tools to create and maximize participation, collaboration, and effectiveness in order to build team identity, commitment, and trust. 3 credits.

*Prerequisite: None*

**OLA 812. Certified Management Certif. (3 Credits)**

Students analyze the management functions of planning, organizing, directing, and controlling and apply these functions to situations managers encounter as they achieve organizational objectives. This exam preparatory course emphasizes the application of real-world, practical management skills and techniques over theories; critical-thinking and decision-making skills over rote knowledge. The course serves as preparatory for those wishing to take the Certified Professional Manager (CM) Exam from The Institute of Certified Professional Managers (ICPM). 3 credits.

*Prerequisite: None*

**OLA 815. Organiz Comm and Negotiation. (3 Credits)**

This course focuses on theories of organizational communication and current issues in ethical, interpersonal, cross cultural and competitive communication situations. 3 credits.

*Prerequisite: None*

**OLA 821. Select & Implement Info Sys. (3 Credits)**

This course explores how organizations select and use information systems to meet challenges and opportunities in various environments. Overall design features, implementation strategies, and management issues are addressed. 3 credits.

*Prerequisite: None*

**OLA 835. Strategic HR Management. (3 Credits)****OLA 842. Ethical Dimens of Leadership. (3 Credits)**

Prepares students to understand and apply what is required to strengthen Christian ethics in organizational cultures. 3 credits.

*Prerequisite: None*

**OLA 850. Special Topics in Leadership. (3 Credits)**

Special Topics in Leadership courses are designed to address topics identified as attitudes, current events, knowledge, skills, and behaviors pertinent to examining the technical and occupational aspects of leadership. The topic for this course will change with each offering. 3 credit hours.

*Prerequisite: None*

**OLA 855. Financial Analysis & Budgeting. (3 Credits)**

This course introduces information and tools essential to understanding corporate financial management. 3 credits.

*Prerequisite: None*

**OLA 863. Leadership in Intl Orgs. (3 Credits)**

Examines the cross-cultural complexities, challenges, and opportunities of leadership at the national and international levels. 3 credits.

*Prerequisite: None*

**OLA 870. Leadership Competencies Practi. (3 Credits)**

In this course, students complete various leadership measures to assess their leadership style, and work intensively with the professor to formulate a personalized plan to develop their practical leadership skills over several months. 3 credits.

*Prerequisite: None*

**OLA 884. Capstone Project Research. (3 Credits)**

This course concentrates on defining a research problem or applied project and preparing a prospectus. Students will learn how to focus a topic and submit a prospectus including a time line. 3 credits.

*Prerequisite: None*

**OLA 885. Oral Defense of Capstone Proj. (1,3 Credits)**

Students refine and finalize their research thesis or applied project and present (defend) it to the class. Possible areas include administration, communication, and leadership. 1 credit.

*Prerequisite: None*

**OLA 899. Graduate Research Project. (4 Credits)**

## Pharmacy (PHAR)

**PHAR 105. 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.

*Prerequisite: None*

**PHAR 310. Pharmacy Biochemistry. (4 Credits)**

Pharmacy Biochemistry is a one-semester course covering how atoms and molecules interact to produce life processes. Topics include, but are not limited to, biological synthesis of macromolecules, the chemistry of biological molecules, protein structure and function, enzyme mechanisms and kinetics, carbohydrate and lipid metabolic processes, nucleic acid chemistry and protein synthesis, cell communication, and biochemical regulation. Pharmacy Biochemistry is limited to CUW School of Pharmacy students.

*Prerequisite: None*

**PHAR 312. Pharmacy Anat and Phys. (5 Credits)**

This course will be divided into separate units, each consisting of an in-depth description and analysis of the human body. Anatomic structures will be presented from the molecular level (molecular biology) and the microscopic level (histology) to the gross anatomic level. Diagrams, illustrations, and photographs showing the anatomic relationships will be complemented with radiographic modalities including X-ray, CT, MRI, and Ultrasound images. When pertinent, photographs and video of surgical specimens and procedures will be presented. Each student must participate in one small-group interactive session in the CUW Human Cadaver lab later in the semester. Understanding the physiologic regulation of each organ system and the interaction between organ systems will be an expectation for the students. Demonstration of physiologic responses will be complemented via special in-class exercises including basic physical examination skills and other diagnostics modalities such as ECG, Echocardiogram, Pulmonary Function Testing, and basic hematologic and blood chemistry analysis. Students will not participate in any invasive procedure or examination skill such as phlebotomy, but will be expected to understand those invasive procedures which were demonstrated on medical videos during class time. Included in the topics will be an introduction to Pregnancy and Fetal Development.

*Prerequisite: None*

**PHAR 314. Pharmacy Microbiology. (4 Credits)**

This course introduces the pharmacy student to the fundamentals of microbiology and immunology, especially as it relates to clinical applications. Organisms of interest include bacteria, viruses, fungi, and parasites, as well as the immunological responses of the host, and the molecular mechanisms of transfer of genetic information and drug resistance within pathogenic microbes. The primary goal is to assist each student to (i) acquire and integrate the knowledge necessary to make scientifically based judgments concerning immune and microbial diseases, and (ii) apply new findings gained by personal observation or by informed reading of the current literature.

*Prerequisite: None*

**PHAR 320. Pharmaceutics I. (2 Credits)**

This course covers the theory of physicochemical and kinetics principles applicable to pharmaceutical systems, states of matter, with emphasis on aqueous solution chemistry, including solubility, acid-base systems, buffer systems, partition coefficient/distribution, along with diffusion, drug release, dissolution processes, and pharmaceutical kinetics/stability.

*Prerequisite: None*

**PHAR 322. Pharmaceutics II. (4 Credits)**

Building upon the content of Pharmaceutics I, this course expands the knowledge base within the domain of drug delivery. Pharmaceutical dosage forms are introduced, along with their rationale for delivering optimal therapeutic benefit. A survey of the various sites available for drug administration, anatomic, physiologic and pathophysiologic considerations of those sites, and drug product requirements are covered. Oral, pulmonary, ocular, otic, buccal, sublingual, inserted, dermal, specialty, innovative dosage forms and device/drug product combinations, ETC., are included. Students taking this course will develop competency in the principles upon which dosage forms act on or within the human body, thus fulfilling the University's core curriculum goal of scientific literacy. (Includes patient care skills teaching laboratory.)

*Prerequisite: None*

**PHAR 330. Pharmacology and Medicinal Chemistry I. (3 Credits)**

This course introduces the pharmacy student to the fundamentals of pharmacology, toxicology, and medicinal chemistry. Included are more comprehensive overviews of Autonomic and Central nervous system pharmacology. The theme of xenobiotics is used to keep an initial focus on the broad spectrum of pharmacologic and toxicologic properties of external compounds (drugs and toxins) that affect the nervous system. This first course of three Pharmacology / Medicinal Chemistry courses will emphasize target organ effects, dose/response, and the molecular basis of drug action so that students can fully understand basic pharmacologic principles of drug and xenobiotic handling. Neuropharmacology and analgesic drugs that act on the Central nervous System are the organ system of focus. Neurotoxicology-related topics that are discussed in this course include substance abuse and treatment, poison control support of emergency medicine, and public health / preventive medicine frameworks. Topics in medicinal chemistry provide the basis for understanding how drug structure affects function, and how pharmaceutical products are designed and developed.

*Prerequisite: None*

**PHAR 340. Pharmacy&Healthcare System. (3 Credits)**

This 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 systems and personnel and the way health care is organized, financed, and regulated. The course will also examine the provision of drugs and pharmacy services in the context of the health care enterprise.

*Prerequisite: None*

**PHAR 350. Pharmacotherapy I:Self Care. (2 Credits)**

Pharmacotherapy I: Self-Care is the first of five courses in which you will learn about pharmacotherapy, which is the treatment of disease through the use of drugs. This course will discuss the pathophysiology, epidemiology, and treatment of common, self-limiting conditions.

*Prerequisite: None*

**PHAR 352. Pharmacy Calculations. (1 Credit)**

Accurately performing pharmaceutical calculations is a critical component in providing patient care in every pharmacy practice environment. Consequently, pharmaceutical calculations are a vital part of any pharmacy curriculum. Although most pharmaceutical calculations are not 'rocket science', it is a topic that deserves attention because it requires virtually flawless accuracy. Before students are able to become optimally proficient at performing pharmaceutical calculations, they must understand approaches to pharmaceutical calculations that help minimize error and maximize accuracy. Their pre-course perceptions of pharmaceutical calculations must also be openly addressed so that these perceptions do not hinder the students' focus on pharmaceutical calculations.

*Prerequisite: None*

**PHAR 370. Applied Patient Care I. (2 Credits)**

APC I is the first of six integrated patient care skill development courses in the School of Pharmacy curriculum. It is a patient-centered course that uses simulated patient scenarios and case studies to build students' foundational skills in drug information retrieval, patient interviewing, patient education, communication with patients and health care professionals, and critical thinking in the context of pharmacy's multiple disciplines. This course series integrates knowledge from multiple disciplines in the curriculum and provides a chance for students to apply this knowledge while developing their patient care skills and professional attitudes for utilization during subsequent coursework in Applied Patient Care, experiential education (IPPEs) and pharmacy practice.

*Prerequisite: None*

**PHAR 372. Applied Patient Care II. (2 Credits)**

APC II is the second of six integrated patient care skill development courses in the School of Pharmacy curriculum. It is a patient-centered course that uses simulated patient scenarios and case studies to build students' foundational skills in drug information retrieval, patient interviewing, patient education, communication with patients and health care professionals, and critical thinking in the context of pharmacy's multiple disciplines. This course series integrates knowledge from multiple disciplines in the curriculum and provides a chance for students to apply this knowledge while developing their patient care skills and professional attitudes for utilization during experiential education and pharmacy practice. This is accomplished through both case studies and patient care simulations that focus on basic science, pharmaceutical science, clinical science, and patient care concepts in one course.

*Prerequisite: None*

**PHAR 380. Intro Pharmacy Prac Exp I. (3 Credits)**

During the first semester of Introductory Pharmacy Practice Experience (IPPE#1), students are exposed to the roles and responsibilities of the professionally oriented pharmacist and the importance of effective communication between pharmacists, patients, and other healthcare providers. An emphasis will also be placed on beginning to understand the role that cultural differences play in health care. Experiential rotations at off campus pharmacies will include a minimum of 40 hours each in a community and hospital setting. Legal, ethical, and practice issues in pharmacy are discussed during classroom and experiential activities.

*Prerequisite: None*

**PHAR 382. Intro Pharmacy Prac Exp II. (3 Credits)**

During the second semester of Introductory Pharmacy Practice Experience (IPPE#2), students are exposed to the roles and responsibilities of the professionally oriented pharmacist and the importance of effective communication between pharmacists, patients, and other healthcare providers. Off campus experiences will include a minimum of 40 hours each in a community and hospital setting. Communication and practice issues in pharmacy are discussed during classroom and experiential activities.

*Prerequisite: None*

**PHAR 424. Apl Pharmacokin/Therap Drg Monit. (3 Credits)**

This course expands on the previous teaching regarding absorption, distribution, metabolism, and elimination/excretion (ADME/ADE). Students will need to draw on their previous coursework to understand fundamental concepts in ADME/ADE and readily apply this knowledge. Further examination of pharmacokinetic (PK) models will assist students' conceptual understanding of ADME/ADE. Using this conceptual framework, students will simultaneously develop and hone skills in PK dosing and therapeutic drug monitoring. Students should be prepared to not only acquire new knowledge but also readily apply their new and existing PK knowledge to optimize doses and solve complex PK dosing problems. To accomplish these tasks the course will move rapidly and students must contact instructors immediately with problems in keeping pace.

*Prerequisite: None*

**PHAR 426. Advan Pharmaceutical Prep. (2 Credits)**

This course is a continuation of the non-sterile and sterile product preparation skill development from the Pharmaceutics II course and laboratory. Topics emphasized will include aseptic technique, incompatibilities, cytotoxic preparations, parenteral nutrition and continued proficiency in common sterile preparations.

*Prerequisite: None*

**PHAR 432. Pharmacology/Medicinal Chem II. (4 Credits)**

This course continues to expand the pharmacy student's knowledge of the fundamentals of pharmacology and toxicology, re-emphasizing critical objectives with regard to drug Mechanism of Action, Absorption, Distribution, Metabolism, and Elimination. Extensive review of drug structure, receptor binding, and Medicinal Chemistry will be a focal point for the course plus new drug discovery and development. The Medicinal Chemistry sections of this course will emphasize drug structure as a determinant of receptor binding, receptor activation, and receptor antagonism. The logic of drug design will be presented, with a focus on how variations to chemical structure can lead to changes in drug efficacy, as well as altered toxicity and bioavailability.

*Prerequisite: None*

**PHAR 434. Pharm & Medicinal ChemistryIII. (4 Credits)**

This course continues to expand the pharmacy student's knowledge of the fundamentals of pharmacology and toxicology, re-emphasizing critical objectives with regard to drug Mechanism of Action, Absorption, Distribution, Metabolism, and Elimination. Extensive review of drug structure, receptor binding, and Medicinal Chemistry will be a focal point for the course. The Medicinal Chemistry sections of this course will emphasize drug structure as a determinant of receptor binding, receptor activation, and receptor antagonism. The students will have to be able to draw basic structures. The students will also continue their drug-drug interaction project from the previous semester.

*Prerequisite: None*

**PHAR 442. Social and Behavioral Pharmacy. (2 Credits)**

This course is a survey of topics in the social and behavioral sciences as applied to pharmacy. The goal of the course is to give students a better understanding of how social, psychological, and socio-cultural factors explain and relate to disease processes, patients and pharmacist's orientation to the health care system, and patient-pharmacist encounters. Topics covered include (but are not limited to) the relationship between the mind and the body, the nature and experience of chronic illness, mental illness, substance use, patient counseling and communication, pharmacist-physician interaction, medication adherence, and medication errors.

*Prerequisite: None*

**PHAR 450. Pharmacotherapy II. (3 Credits)**

This required course is the second of five courses in pharmacotherapy. Pharmacotherapy II is designed to teach students the epidemiology, etiology, pathophysiology, clinical presentation, treatment options and evaluation of therapeutic outcomes of many renal, fluid and electrolyte, acid-base, and cardiovascular disorders. The course aims to develop pharmacists with the clinical knowledge, skills, and judgment to make clinical decisions based on sound therapeutic principles of drug and disease state management, treatment guidelines, and relevant individual patient factors. Ultimately the goal of this course is to empower students to be able to provide evidence-based, safe, and appropriate medication use for patients with renal, fluid and electrolyte, acid-base, and cardiovascular disorders.

*Prerequisite: None*

**PHAR 452. Pharmacotherapy III. (4 Credits)**

Pharmacotherapy III is the third of five courses in which students will learn about the treatment of diseases through the use of medications. The course focuses on the core content areas of infectious diseases, endocrine disorders, and inflammatory disorders. Students will develop the skills needed to make evidence-based, patient-specific medication use recommendations relative to the core content areas.

*Prerequisite: None*

**PHAR 460. Medical Literature Eval I. (2 Credits)**

Medical Literature Evaluation I is the first in a 2-course series focusing on the use of medical literature for patient care. This course will focus on the critical evaluation of primary literature, including principles of biomedical statistics, research design, literature evaluation, and application to patient care.

*Prerequisite: None*

**PHAR 462. Med Literature Evaluation II. (2 Credits)**

Medical Literature Evaluation II is the second in a 2-course series focusing on the use of medical literature for patient care. This course will build upon primary literature evaluation skills gained in Medication Literature Evaluation I and further develop the critical evaluation of primary literature, including principles of biomedical statistics, research design, literature evaluation, and application to patient care.

*Prerequisite: None*

**PHAR 470. Applied Patient Care III. (2 Credits)**

Applied Patient Care III is the third of six integrated patient care skill development courses in the School of Pharmacy curriculum. It is a patient-centered course that uses simulated patient scenarios and case studies to build students' foundational skills in drug information retrieval, patient interviewing, patient education, and critical thinking in the context of pharmacy's multiple disciplines. The first two courses in this series focused on the specific direct patient care skills of gathering a medication list, providing patient education, conducting a comprehensive interview of a new patient, and providing a verbal care plan to a patient with much of the therapeutic content coming from self-care topics. Applied Patient Care III continues to build on these skills while introducing the direct patient care skills of patient follow-up, clinical documentation, and patient-appropriate documentation, as well as introducing working with simulated interprofessional charts and multiple providers. It will also continue to develop students' skills in drug information and health literacy while integrating with the didactic curriculum and the IPPE series.

*Prerequisite: None*

**PHAR 472. Applied Patient Care IV. (2 Credits)**

Applied Patient Care IV is the fourth of six integrated patient care skill development courses in the School of Pharmacy curriculum. It is a patient-centered course that uses simulated patient scenarios and case studies to build students' foundational skills in drug information retrieval, patient interviewing, patient education, and critical thinking in the context of pharmacy's multiple disciplines. The first three courses in this series focused on the specific direct patient care skills of gathering a medication list, providing patient education, conducting a comprehensive interview of a new patient, providing a verbal care plan to a patient, completing a follow-up assessment, and documentation of patient encounters. These skills were taught and developed using material learned in the Pharmacotherapy series and self-care. Applied Patient Care IV continues to develop these skills by providing more opportunities to practice what has been learned using simulated patient and provider interactions. This course will also build upon these with more complicated patient cases and pharmacotherapy concepts. Students will learn new skills in provider communication and will have an opportunity to further develop documentation skills learned in Applied Patient Care III. The course will also continue to develop students' skills in drug information and health literacy while integrating with the didactic curriculum and the IPPE series. Course prerequisites include P2 standing and completion of PHAR 470 or consent of instructor.

*Prerequisite: None*

**PHAR 474. Servant Leadership. (2 Credits)**

Though servant leadership outcomes are covered longitudinally through our curriculum, this course will provide a central point of focus for introducing, advancing and evaluating concepts related to the servant leadership outcomes. The course will focus on leadership development and its relation to meeting the needs of others and advancing the profession of pharmacy. It is believed that the preceding learning goals cannot be accomplished via passive learning through an experience that is primarily restricted to a classroom. As a result, the course has been designed to engage students in self-discovery and reflection through a combination of structured and unstructured experiences taking place in the lecture hall, "lab setting" and our community.

*Prerequisite: None*

**PHAR 480. IPPE - 3. (2 Credits)**

During the third semester of Introductory Pharmacy Practice Experience (IPPE#3), students continue to explore and experience the roles and responsibilities of the professionally oriented pharmacist and the importance of effective communication between pharmacists, patients, and other healthcare providers. Off campus experiences will include 40 hours each in a community and hospital setting. Legal, ethical and practice issues in pharmacy are discussed during classroom and experiential activities.

*Prerequisite: None*

**PHAR 482. Intro Pharm Pract Exp:IPPE-4. (2 Credits)**

During the fourth semester of Introductory Pharmacy Practice Experience (IPPE-4), students continue to explore and experience the roles and responsibilities of the professionally oriented pharmacist and the importance of effective communication between pharmacists, patients, and other healthcare providers. Off campus experiences will include 40 hours each in a community and hospital setting. Legal, ethical and practice issues in pharmacy are discussed during classroom and experiential activities.

*Prerequisite: None*

**PHAR 511. Public Health Microbiology. (2 Credits)**

Public Health Microbiology describes the methods that industrialized countries use to ensure the safety of their populations from infectious disease. Topics covered include water and wastewater treatment, food microbiology, vaccines, sexually transmitted diseases, biostatistics, and epidemiology.

*Prerequisite: None*

**PHAR 513. Community Compounding Practice. (2 Credits)**

This course is designed to expose the student to dosage forms not seen in their previous required pharmaceuticals compounding labs and to challenge student's creative/analytical thinking through product creation and formulation development. An emphasis will be placed on quality assurance/quality control as well as product analysis. We will cover topics and create products unique to community extemporaneous compounding pharmacy practice. Dosage forms covered will focus on special populations such as: pediatric, veterinary, pain control, BHRT, cosmeceuticals, sterile compounding from non-sterile products and more. Each student will have the opportunity to create a lab and compound designed specifically to their interests. The goal of this course is to expand on the students' current knowledge of community extemporaneous compounding pharmacy and to discover and create innovative ways to treat patients in the community using extemporaneous compounding pharmacy skills and techniques.

*Prerequisite: None*

**PHAR 515. Veterinary Pharmacy Practice. (2 Credits)**

This is an elective course designed to give students the opportunity to understand the basics of Veterinary Pharmaceuticals. The course will provide as a foundation for clinical practice where pharmacists are increasingly asked to dispense medications for dogs and cats. The course will cover commonly used veterinary medications as well as human medications commonly used in veterinary medicine. The purpose is to give students a working knowledge of veterinary pharmaceuticals to be better prepared for this growing field.

*Prerequisite: None*

**PHAR 517. Gbl Phar Exp - Spain. (2 Credits)**

In Spanish World of Pharmacy students have the opportunity to learn and experience pharmacy practice, education, and culture in Spain. During the study abroad trip, students will attend classes in both English (relating to the formation and practice of pharmacy in Spain), and in Spanish (relating to Spanish language and culture) at CEU Universidad San Pablo in Madrid. In addition to learning about pharmacy practice and culture, students will be able to experience them first hand through selected pharmacy experiences such as visiting local pharmacies, hospitals, and pharmaceutical companies, and cultural experiences like taking a day trip to Toledo, touring the Prado museum, and attending a flamenco show.

*Prerequisite: None*

**PHAR 519. Medication Use in Public and Population Health. (2 Credits)**

Medication Use in Public and Population Health is an elective interprofessional course that is open to any Concordia graduate or professional student. This course will explore basic principles surrounding the prevention, management, and consequences of intentional and unintentional medication exposure within areas of public and population health.

*Prerequisite: None*

**PHAR 521. Research Meth in Pharm Science. (2 Credits)****PHAR 523. Pharmaceutical Biotechnology. (2 Credits)**

This course will introduce basic techniques of modern biotechnology related to biological processes with emphasis on those salient to the realm of drug discovery and drug therapy. Applications to monoclonal antibody products, interferons, interleukins, vaccines, hematopoietic growth factors, and growth factors are included, along with gene knockout technology, in vivo fluorescent labeling, flow cytometry, and stem cells. Future prospects for utilization in organ replacement, gene therapy, in utero cell repair are discussed.

*Prerequisite: None*

**PHAR 525. Faith and Health Professions. (2 Credits)**

Christian Doctrine at Work presents the central teachings of Christianity as they relate to twenty-first century vocations in health care settings. This course is team taught by faculty from the Department of Theology and from the School of Pharmacy. Students will explore the biblical and confessional foundations of Christian doctrine and apply them to current cultural and vocational contexts.

*Prerequisites: REL 100 and admission to the Pharmacy school, or prior approval by the instructor.*

**PHAR 527. Applied Improvisation for Health Profession Students. (1 Credit)****PHAR 529. Pursuing & Succeed in Phar Res. (1 Credit)****PHAR 531. Clinical Toxicology. (2 Credits)**

This course will focus on the clinical management of the "poisoned" patient. Students will be exposed to the clinical presentation and treatment of patients experiencing toxicity from medications and biologicals. This course will review and reinforce the student's knowledge of the fundamentals of pharmacology and toxicology. The course will re-emphasizing critical objectives with regard to the mechanisms of action, absorption, distribution, metabolism, elimination in addition to clinical practice and treatment. Prerequisite: Satisfactory completion of the Pharmacology and medicinal chemistry series.

*Prerequisite: None*

**PHAR 535. Study Medicinal Plants-Amazon. (3 Credits)****PHAR 537. Medicinal Natural Products. (2 Credits)**

This course is designed to familiarize the student with the identification, application, and evaluation of pharmaceutical products originating from natural sources. The course will combine principles of basic science with pharmaceutical applications. Topics include: biodiversity and chemotaxonomy; biosynthesis; secondary metabolite-based drug development; social, legal, and harmful aspects of herbs and supplements; ethnopharmacology and cultural/traditional use of natural products. This course will provide students practical knowledge of the origins of medicines, so that they may better appreciate the complex world around them. The end goal is to engage students to learn in depth about ways nature is utilized to treat disease. This helps students to become more knowledgeable pharmacists and global citizens.

*Prerequisite: None*

**PHAR 539. Pharmacogenomics. (2 Credits)**

Driven by advances in genomics technology and the resultant increased capacity to understand an individual's genetic make-up, the emerging field of pharmacogenomics is increasingly informing clinical therapeutics and future drug design. This course is designed to provide students with an improved understanding of the complexities in identifying clinically significant genetic variation to predict the right choice and dose of medications for an individualized approach to medicine. Toward this end, the course will examine genetic principles and genomic technologies facilitating pharmacogenetic advances. Students will advance their knowledge of specific genetic principles inherent to non-disease states, disease states, ethnicity, and other factors known to impact drug response and individual patient outcomes. As the course advances, students will be guided to apply this knowledge to pharmacy practice through readings from the current literature, design of practice plans, and other relevant activities that will lead to an advanced understanding of how genetic variation influences pharmacologic principles, e.g. dose-response relationships and metabolism, and diseases including cardiovascular, CNS, hematologic, and immune systems as well as cancer. Consideration of the limitations of pharmacogenomics and ethical issues will also provide a complete perspective of the current and future impact of this important field.

*Prerequisite: None*

**PHAR 540. Pharmacoecoecon & Epidemiology. (2 Credits)**

The course provides an overview of epidemiology and identifies principles and methods of pharmaco-economic analyses including the strengths and weaknesses of specific methods. Practical examples for successful implementation of these concepts are discussed.

*Prerequisite: None*

**PHAR 543. Managed Care Pharmacy Seminar. (1 Credit)**

This course builds on concepts and topics introduced during required coursework that are related to managed care pharmacy and the healthcare system within the United States. Expert guest lectures, journal evaluation, reflective writing, and critical thinking activities may be utilized to enhance the learning experience of students within the online classroom. The course will address general principles of managed care pharmacy including, but not limited to: prescription drug benefits, formulary management, quality assurance programs utilized by managed care organizations (MCOs) and strategies to optimize clinical and economic outcomes. Additionally, students will be introduced to professional practice opportunities for pharmacists within managed care settings.

*Prerequisites: P3 standing or consent of instructor.*

**PHAR 544. Patient Care Ethics. (3 Credits)**

This course will cover basic concepts concerning the profession of pharmacy and the health care field. Topics to be covered include but are not limited to: genetic testing and therapy, organ transplantation, end-of-life care, human subject and animal research, and access to health care. Students will examine how contemporary principles address professional issues. The students will be enabled to articulate their perspectives and make informed decisions compatible with the profession.

*Prerequisite: None*

**PHAR 545. Sustainability & Social Entrpr. (2 Credits)****PHAR 546. Pharm Management & Leadership. (3 Credits)**

This course explores a series of management principles and techniques focusing on the anticipated responsibilities of the future pharmacist. Topics range from accounting and project management to strategy, human resources management, and marketing.

*Prerequisite: None*

**PHAR 547. Pharmacy and the Underserved. (2 Credits)**

This course is meant to provide additional opportunities for pharmacy students to develop skills and knowledge in providing care to underserved patients. The class will consist of three different units focusing on issues related to caring for medically underserved individuals from an urban, rural, and global perspective. Each unit will contain central themes of policy and resources, patient care, and cultural competence. The capstone project of the semester will be an Underserved Project Summary which should outline how this elective impacted your APC 6 service project.

*Prerequisite: None*

**PHAR 548. Pharmacy Law. (2 Credits)**

This course covers federal and state statutes, rules, and regulations that affect pharmacy practice and selected aspects of general law. Interpretation of those laws affecting the practice of community and institutional pharmacy is emphasized.

*Prerequisite: None*

**PHAR 549. Big Pharma: Markets & Culture. (2 Credits)**

The multi-national pharmaceutical industry grew exponentially in the 1990s, producing blockbuster drugs, new (global) markets, and, some would argue, new "disorders." This course will explore the roots and tactics of this growth and trace pharmaceutical sales and marketing practices into the current era. Students will gain a deep understanding of how the industry markets products to prescribers, pharmacists, and medical consumers, from the activities of drug reps to direct-to-consumer advertising. A persistent theme of the course will be the cultural impact of modern pharmaceuticals on society and personhood.

*Prerequisite: None*

**PHAR 550. Pharmacotherapy IV. (4 Credits)**

This is the fourth of five courses in which students learn about pharmacotherapy (the treatment of disease through the use of medications). Pharmacotherapy IV is designed to teach students the pathophysiology, epidemiology, and treatment of certain oncologic, pulmonary, psychiatric, neurologic, and pain disorders.

*Prerequisite: None*



**PHAR 551. Critical Care Pharm Practice. (1 Credit)**

(LECTURE ONLY) This course provides an introduction to concepts and topics related to the care of a critically ill patient. Weekly lecture topics include the pathophysiology and management of selected diseases affecting major organ systems and requiring intensive care therapy. (This course is lecture based and does not include the journal club in the second hour.)

*Prerequisite: None*

**PHAR 552. Pharmacotherapy V. (4 Credits)**

Pharmacotherapy V is the last of five courses in the Pharmacotherapy series. The course is designed to teach students the epidemiology, etiology, pathophysiology, clinical presentation, treatment options and evaluation of therapeutic outcomes of a variety of diseases affecting men's and women's health, nutrition, solid organ transplant, liver and gastrointestinal diseases.

*Prerequisite: None*

**PHAR 553. Infectious Diseases Pharm Semi. (1 Credit)**

This once-weekly seminar series serves to introduce Infectious Diseases (ID) Pharmacotherapy, antimicrobial stewardship, and infection prevention topics to the student. Interdisciplinary collaboration with other providers in infection management will be emphasized using an interactive grand rounds type format. Expert speakers will present topics reflective of their areas of knowledge. Students will be asked to prepare in advance and will be expected come to seminar with analytical questions for the speaker.

*Prerequisite: None*

**PHAR 555. Solid Organ Transplant Ph Semi. (1 Credit)****PHAR 557. Diabetes Experience. (1 Credit)**

This course is designed to enhance and expand the student's knowledge base, empathy, and ability to effectively work with diabetes patients through hands-on learning and personal experience with the cornerstones of diabetes management. The class approach will have each student participate in the management of diabetes as a patient. Student activities will include: attending education classes on the basics of diabetes care, self-recording various aspects of their daily lifestyle including a food and exercise log, daily intake of "placebo" medications, blood glucose monitoring, and injection of placebo insulin (injections will be for 1 week of the class with the option of wearing a placebo insulin pump). Students will also get a firsthand experience in motivational interview and goal setting to make changes as if they were the person with diabetes.

*Prerequisite: None*

**PHAR 559. Ambulatory Care Pharm Pract. (2 Credits)**

Ambulatory care is a growing aspect of pharmacy practice. Pharmacy graduates are given the clinical knowledge to manage chronic conditions and to assess patients with complex medication regimens through skills gained in clinical courses. This course will help students to further develop their clinical problem-solving skills and introduce the practice management skills needed to develop and maintain an ambulatory care practice.

*Prerequisite: None*

**PHAR 561. Pharmacy Practice Research. (1 Credit)**

Pharmacy Practice Research is about engaging in scholarship and scholarly processes as a practicing pharmacist by turning one's observations into questions and researching them in a methodical process. Scholarly processes involve methodically gathering, analyzing, and using information to improve outcomes. These processes become scholarship when we disseminate what we learn for use by others. Scholarship includes an internal or external peer review process to validate the methods, analysis, and value of the information for others. As pharmacists in residency, practice, and/or education, the scholarly process and scholarship is often part of our expectations. This expectation could be within an organization as part of a quality assurance process or for dissemination to the broader profession. In this course, students will explore the scholarly process and turn their observations into research questions that will have plans to be answered. Types of practice-based and education-based research/scholarship as well as the venues for their dissemination will be explored, but the methods for designing and successfully conducting research through an intentional plan will be the focus of this course.

*Prerequisite: None*

**PHAR 563. Journal Club. (2 Credits)**

Medical literature evaluation in clinical settings and practitioner-driven journal clubs will be part of many APPE rotations and practice expectations as a pharmacist. Medical Literature Journal Club is an elective course designed to give students the opportunity to develop their medical literature evaluation skills in a journal club setting. Advanced beyond evaluation of literature in Medical Literature Evaluation I and II, Medical Literature Journal Club puts students in an independent role of lead presenter of journal club articles with their peer P3 students. Also beyond Medical Literature I and II, students serve a role as journal club facilitator for P2 students as part of the P2 students' introductory journal club experiences in Medical Literature Evaluation II. The course will also develop students' skills identifying which articles are most germane to their upcoming practice and warrant evaluation, realizing that the volume of literature in practice exceeds that which can be read and necessitates prioritization. Finally, the course introduces students to grand rounds and other in-service presentations and gives them the chance to retrieve, analyze, and apply the literature during the development and delivery of a grand rounds presentation.

*Prerequisite: None*

**PHAR 565. Oncology Practice Seminar. (1 Credit)**

Oncology Practice Seminar is a seminar-based course that will provide an overview of the unique aspects of oncology pharmacy practice. Students will also gain experience in creating educational tools through completion of a longitudinal educational project. Students will learn about the complex issues facing patients with cancer and gain insight into providing care as an oncology pharmacy specialist.

*Prerequisite: None*

**PHAR 567. Specialty Pharmacy. (2 Credits)****PHAR 570. Applied Patient Care V. (2 Credits)**

Applied Patient Care V is the fifth of six integrated patient care skill development courses in the School of Pharmacy curriculum. It is a patient-centered course that uses simulated patient scenarios and case studies to build students' foundational skills in drug information retrieval, patient interviewing, patient education, and critical thinking in the context of pharmacy's multiple disciplines. The first four courses in this series focused on the specific direct patient care skills of gathering a medication list, providing patient education, conducting a comprehensive interview of a new patient, providing a verbal care plan to a patient, patient follow-up, clinical documentation, and provider communication with much of the therapeutic content coming from Pharmacotherapy I#III. Applied Patient Care V continues to build on these skills while incorporating skills from the concurrent Pharmacotherapy IV course. It will also continue to develop students' skills in drug information, cultural competence, and health literacy while integrating with the didactic curriculum and the IPPE series. Prerequisites for course include P3 Standing and concurrent registration in Pharmacotherapy IV or consent of instructor.

*Prerequisite: None*

**PHAR 571. Geriatric Pharmacy. (2 Credits)**

This course builds on concepts and topics from required coursework related to the care of the elderly patient. Expert guest lecturers, a broad variety of topics, and active learning techniques such as small group discussion, case evaluations, and simulation will be utilized to enhance the learning experience. The course will address general principles of aging and geriatric assessment skills, pharmacotherapy of selected disease states and syndromes common in the senior population, as well as other pertinent issues related to geriatric care. Additionally, students will complete a project in which course content and skills will be applied to patients in the community.

*Prerequisite: None*

**PHAR 572. Applied Patient Care VI. (2 Credits)**

Applied Patient Care VI is the last of six integrated patient care skill development courses in the School of Pharmacy curriculum. It is a patient-centered course that uses simulated patient scenarios and case studies to build students' foundational skills in drug information retrieval, patient interviewing, patient education, and critical thinking in the context of pharmacy's multiple disciplines. The first five courses in this series focused on the specific direct patient care skills of gathering a medication list, providing patient education, conducting a comprehensive interview of a new patient, providing a verbal care plan to a patient, patient follow-up, clinical documentation, and provider communication with much of the therapeutic content coming from Pharmacotherapy I#IV. Applied Patient Care VI continues to build on these skills while incorporating skills from the concurrent Pharmacotherapy V course. It will also continue to develop students' skills in drug information, cultural competence, and health literacy while integrating with the didactic curriculum. In addition, students will have the opportunity to continue to build skills in leading change within pharmacy and becoming servant leaders.

*Prerequisite: None*

**PHAR 573. Adv Mental Health Pharmacother. (2 Credits)**

This once-weekly elective course serves to build upon mental health knowledge learned in Pharmacotherapy IV and to develop an even broader knowledge base of psychiatric and neurologic disease states. Lecture time will be divided between didactic teaching and case based learning. Students will learn to apply psychopharmacologic and therapeutic management strategies to treat these disorders through the use of interactive patient cases and clinical scenarios. Other methods of teaching and learning (videos, literature evaluation, patient counseling, expert panels, etc.) may also be used to illustrate key points and present material.

*Prerequisite: None*

**PHAR 575. Medical Spanish for Pharmacist. (2 Credits)**

In Medical Spanish for Pharmacists, students continue to explore and experience the roles and responsibilities of the professionally oriented pharmacist and the importance of effective communication between pharmacists and patients. Students will learn to perform patient education and medication list retrieval in Spanish as well as participate in a service learning opportunity, which will include a 4 hour volunteering experience with the Hispanic community. In this course, students will be required to speak, listen, and write in Spanish. A portion of most lectures will be taught in Spanish.

*Prerequisite: None*

**PHAR 577. Women's Health Iss in Phar Pra. (2 Credits)**

Women's Health Issues in Pharmacy Practice provides an overview of diseases and health issues affecting women across their life span through the female patient's perspective. Women's advocacy activities will include female-centered community service. Students will learn how to provide female patients individualized medication therapy to fit her unique medical needs while balancing psychosocial influences of her everyday life.

*Prerequisite: None*

**PHAR 579. Advanced Cardiology Topics. (1 Credit)**

This course is designed to enhance and expand student's knowledge base in cardiology topics. This course will build upon the knowledge base obtained in pharmacotherapy and medical literature evaluation courses. Student will utilize literature evaluation skills to conduct a weekly journal club. Weekly lectures will focus on unique cardiology conditions that are not covered in depth in the core curriculum. In addition, students will be learning the basics of electrocardiogram interpretation through weekly study.

*Prerequisite: None*

**PHAR 581. IPPE - 5. (3 Credits)**

During the elective semesters of the experiential education curriculum, students will continue to explore and experience the roles and responsibilities of a professional pharmacist. Students will participate in the practice of pharmacy with pharmacists, patients, and other healthcare providers and will apply knowledge obtained in the required curriculum. The course will consist of longitudinal off-campus rotation experiences in a variety of pharmacy practices, as well as on-campus discussions.

*Prerequisite: None*

**PHAR 583. IPPE-6. (3 Credits)**

During the elective semesters of the experiential education curriculum, students will continue to explore and experience the roles and responsibilities of a professional pharmacist. Students will participate in the practice of pharmacy with pharmacists, patients, and other healthcare providers and will apply knowledge obtained in the required curriculum. The course will consist of longitudinal off-campus rotation experiences in a variety of pharmacy practices, as well as on-campus discussions.

*Prerequisite: None*

**PHAR 591. Ped Pharmacology & Therapeutic. (2 Credits)**

This course is intended to be an overview of the healthy, acutely ill, and chronic - complex pediatric patient. A focus of this course will be the preventative and supporting pharmaceutical therapies used in managing these types of patients. The approach taken will be by age group and organ system. The course covers pharmaceutical management in both ambulatory and inpatient settings. Age groups covered will include fetal, preterm, term infant, toddlers, preschool, school age, and teenage.

*Prerequisite: None*

**PHAR 593. Analyt Char of Drugs Oth Chems. (3 Credits)**

This course provides brief lectures on the purification and spectral characterization of pharmacologically important molecules. The majority of the class is not taught in the classroom, but consists of lab work to be done using analytical instrumentation – especially NMR, but also IR, MS and HPLC. Weekly lab exercises are to be performed, and at the end of the semester the students provide a report that summarizes their experiments and results. Students will pursue a hands-on project of their choice: characterizing drug impurities during manufacturing, API or precursor integrity in various steps in the pharmaceutical supply chain, natural products from Lake Michigan or the Amazon rain forest (Peru), and pollutants or poisons identified by regional agencies (poison control; EPA). Students will be encouraged to think of projects relevant to their interests (ex. comparing generic vs. name brand drugs; drugs at or past their expirations dates). Completion of the course makes students eligible for various paid summer internships.

*Prerequisite: None*

**PHAR 595. Global Exp: Pharm Pract Guatem. (3 Credits)****PHAR 597. Crit Care Phar Pract - Journal Club. (1 Credit)**

(LECTURE AND JOURNAL CLUB) This course provides an introduction to concepts and topics related to the care of a critically ill patient. Weekly lecture topics include the pathophysiology and management of selected diseases affecting major organ systems and requiring intensive care therapy. The critical care journal club focuses on the review of primary literature related to critical care topics covered in the lecture hour. (This course registration includes both the lecture and the journal club.)

*Prerequisite: None*

**PHAR 601. Special Topics. (1-4 Credits)****PHAR 602. Pharm Special Topics - Project. (1-4 Credits)**

Also often referred to as independent study, a student and faculty pair submit a learning plan for self-directed, small group learning throughout the semester. Typical load is 45 hours of effort per credit. Requires consent instructor and Associate Dean for Academic Affairs. For more information, contact Dr. Mike Brown at michael.brown@cuw.edu

*Prerequisite: None*

**PHAR 607. Study of the Culture, Traditional Medicine, and Health Care of Japan. (3 Credits)****PHAR 680. Community Pharmacy APPE. (6 Credits)**

During the required Community Pharmacy APPE, pharmacy students under the supervision of a Clinical Instructor will gain experience in community pharmacy practice including, but not limited to, dispensing procedures, pharmacy law, practice management, and OTC pharmacotherapy assessment. The student will perform medication list retrieval, patient education, clinical documentation, and other patient care skills as appropriate for their rotation site. The student will develop a philosophy of community pharmacy practice regarding the role of the pharmacist as a member of the health care team. (Full-time practice site-based learning.)

*Prerequisite: None*

**PHAR 682. Acute Care Medicine APPE. (6 Credits)**

The acute care medicine APPE rotation is a 6 week experiential rotation where the students learning will focus on applying didactic coursework and patient care skills to the care of acutely ill, hospitalized patients. Students will actively participate in the delivery of patient care by assuming their role in an interdisciplinary healthcare team. (Full-time practice site-based learning.)

*Prerequisite: None*

**PHAR 684. Hospital/Health Sys Phar APPE. (6 Credits)**

During the required Hospital/Health System Pharmacy APPE, pharmacy students under the supervision of a Clinical Instructor will gain experience in a hospital's central pharmacy and distributive processes. Students will gain skill and experience in hospital pharmacy practice including, but not limited to, the medication use process, automation/computerization, sterile and nonsterile product preparation, quality assurance and medication safety, practice management, and interdisciplinary communication. The student will prepare and process medication orders, identify and resolve drug therapy problems, provide patient care, and participate in hospital pharmacy operations as appropriate for their rotation site. The student will develop a philosophy of hospital/health system pharmacy practice regarding the role of the pharmacist as a member of the health care team. (Full-time practice site-based learning.)

*Prerequisite: None*

**PHAR 686. Ambulatory Care APPE. (6 Credits)**

The ambulatory care APPE rotation occurs in a variety of practice settings, including, but not limited to, community retail pharmacies, hospital outpatient pharmacies, clinics and physician offices. During this experience, students learning will focus on applying didactic coursework and patient care skills to the care of ambulatory patients. Students will be active participants on the interdisciplinary team and engage in activities involving the delivery of quality, comprehensive pharmaceutical care, including clinical care conferences, patient education and interviewing, drug therapy monitoring, physical assessments, and drug information questions. The student will actively participate in the health care decision-making process, especially as it pertains to drug therapy. (Full-time practice site-based learning.)

*Prerequisite: None*

**PHAR 688. Elective APPE. (6 Credits)**

The CUWSOP experiential curriculum offers ample opportunities for students to customize and specialize their rotation experiences in the year of APPEs. Students may pick from a variety of elective opportunities, including advanced ambulatory care, management, drug information, government, academia, advanced internal medicine, intensive care, emergency medicine, poison center, industry, and international rotations just to name a few. (Full-time practice site-based learning.)

*Prerequisite: None*

**PHAR 690. Emergency & Disaster Response APPE. (1-6 Credits)**

During this course, pharmacy students completing their Advanced Pharmacy Practice Experiences (APPEs) will continue to explore the roles and responsibilities of a professional pharmacist and gain experience in the profession, specifically in the setting of emergency and disaster response. Students will participate in the practice of pharmacy with pharmacists, patients, and other healthcare providers and will apply knowledge obtained in the required curriculum.

*Prerequisite: None*

**PHAR 699. Pharmacy Elective. (3 Credits)****PHAR 711. Teaching Pharm Students I. (2 Credits)****PHAR 712. Teaching Pharmacy Students II. (2 Credits)****PHAR 713. Teaching Pharm Students III. (2 Credits)**

## Philosophy (PHIL)

**PHIL 500. MORAL DEV-BIO ETHICS. (3 Credits)**

provides a basic understanding of ethical decision making in the classical tradition of medicine and the Hypocratic Oath and the Judeo-Christian tradition of moral development. Students will learn to understand critique the culture of contemporary "quandary" ethics. They will also be introduced to a method of ethical inquiry identified as Biblical Narrative Ethics. 3 credits. Admission into any DPT course requires admission into the DPT program and successful completion of the previous semester's course work.

*Prerequisite: None*

**PHIL 502. MEDICAL ETHCS-HLTH CARE. (3 Credits)**

## Physical Therapy-Doctorate (DPT)

**DPT 500. Foundations of Physical Therapy. (3 Credits)**

Foundations of Physical Therapy introduces students to issues related to the profession of Physical Therapy and to basic examination and patient care skills. It examines the legal aspects of practice, supervision of support personnel, and relationships with other health care professionals. Students are provided with laboratory opportunities that allow them to develop effective communication with patients, personal and patient safety, and basic mobility skills. Special emphasis is placed on learning the principles and techniques of measuring and documenting joint motion, muscle strength and posture. Pre-requisites: Admission to Concordia University's DPT program.

*Prerequisite: None*

**DPT 501. Human Anatomy I. (3 Credits)**

Human Anatomy I is an integrated approach to the gross anatomy of the human body, with particular emphasis on the muscles, bones, joints, vasculature, and nerves of the upper extremity. The laboratory portion of the course includes cadaveric dissection and examination of prosected human cadavers. Human anatomy is part of the professional Physical Therapy curriculum. As such, this course helps students develop their knowledge and understanding of the structure and function of the human body, and to prepare them for service as physical therapy professionals.

*Prerequisites: Admission to the CUW Doctor of Physical Therapy Program, or consent of instructor.*

**DPT 502. Human Anatomy II. (3 Credits)**

Human Anatomy II is an integrated approach to the gross anatomy of the human body, with particular emphasis on the muscles, bones, joints, vasculature, and nerves of the axial region (trunk, neck, skull, and face) and the lower extremity. Consideration will also be given to the study of cells, tissues, and organ systems. Concepts learned in Human Anatomy I will be incorporated throughout the course. The laboratory portion of the course includes cadaveric dissection and examination of prosected human cadavers. Human anatomy is part of the professional Physical Therapy curriculum. As such, this course helps students develop their knowledge and understanding of the structure and function of the human body, and to prepare them for service as physical therapy professionals.

Course

*Prerequisites: Matriculation in the CUW Doctor of Physical Therapy Program and successful completion of Human Anatomy I, or consent of instructor.*

**DPT 505. Kinesiology. (5 Credits)**

Kinesiology is a foundation course that examines and analyzes human motion. Basic principles of osteokinematics, arthrokinematics, kinetics, levers, and moments are covered. Muscle mechanics and neural control of muscles and joints are also introduced. All joints of the extremities and the spine are then discussed with application of these principles. The concepts of joint dysfunction and muscle imbalance as related to clinical evaluation and treatment are introduced.

*Prerequisite: None*

**DPT 510. Evidence Based Practice I. (2 Credits)**

This course provides students with an opportunity to develop skills that are fundamental to making informed clinical decisions based upon the best available evidence. Students will learn the steps involved in making evidence-based decisions, use multiple resources to acquire published evidence, and develop the ability to understand basic statistics reported in the literature. Furthermore, basic concepts of measurement reliability and validity will be covered, including measurements made by observation of movement. Students will learn to make specific measurements germane to the practice of physical therapy and will understand concepts of reliability and validity as they apply to these measures.

*Prerequisite: None*

**DPT 540. Clinical Decision Making. (2 Credits)**

This course provides an opportunity for students to practice the thought process used by physical therapists in making clinical decisions regarding patient care. The students will be given a framework by which to begin the clinical decision making process, including screening for medical referral and appropriateness of continuing with a physical therapy examination. This framework for decision making will be implemented into all courses within the curriculum. Students will gain additional experience with patient examination with emphasis on the subjective interview, evaluating examination data, developing a Physical Therapy diagnosis and prognosis, and practicing documentation of these findings within a SOAP note format. By the end of this course, students will be better able to demonstrate the ability to perform an effective subjective examination and identify patients that are appropriate either for continuation with a physical therapy examination or referral to another healthcare provider. Pre-requisites: Successful completion of Semesters 1 and 2 in the Concordia University Wisconsin DPT curriculum.

*Prerequisite: None*

**DPT 550. Pathophysiology/Pharmacol I. (4 Credits)**

Pathophysiology is the study of human physiologic function in disease. It examines the etiology, morphology and pathogenesis of human disease with correlations to clinical manifestations and treatment regimes. Pathological processes are addressed on both a structural and functional level. Sufficient review of basic scientific foundations is included to promote their application to pathophysiologic concepts. Special emphasis is placed on cellular and subcellular mechanisms which have broad applicability to pathophysiology of all organ systems, and specific organ systems including hematologic, cardiovascular and respiratory. Pediatric and aging concepts are also considered. Pharmacology will be introduced and drugs will subsequently be classified according to their approved therapeutic uses. Tutorial group sessions will be used for problem-based learning. This will include the use of acquired knowledge and skills to recognize, develop and demonstrate qualities required to assume the role of a health care provider, including responsibility to a team as well as communication and leadership skills, and to effectively promote the learning process.

*Prerequisite: Anatomy (BIO 550) Physiology (BIO 470)*

**DPT 555. Movement Analysis I. (1 Credit)**

Movement Analysis I provides students with fundamental knowledge and skill required to understand and perform functional, biomechanical, and observational analysis of normal human locomotion.

*Prerequisites: Good standing in CUW DPT program or consent of instructor.*

**DPT 560. Intro to Professional Practice. (2 Credits)**

This course introduces students to the profession of physical therapy, the role of the physical therapist within the healthcare team, relevant aspects of the practice environment and professional development.

*Prerequisite: None*

**DPT 565. Therapeutic Exercise. (3 Credits)**

This course provides students with basic concepts and principles that guide the development of appropriate therapeutic exercise interventions for patients/clients across the lifespan. Pre-requisites: Successful completion of Foundations of Physical Therapy, Anatomy, Kinesiology, Pathology/Pharmacology I, and Clinical Decision Making.

*Prerequisite: None*

**DPT 575. Community Practice I. (1 Credit)**

The Community Practice course will provide the student with opportunities to integrate current professional and personal knowledge, attitudes, and skills into service activities performed in various community settings. The focus will be on the provision of service which positively impacts the health and wellness of defined community populations. Sections of the course will occur in every fall and spring semester of the Physical Therapy curriculum beginning in the spring semester of year one.

*Prerequisite: None*

**DPT 580. Mgmt Pediatric Disorders. (4 Credits)**

Management of Pediatric Disorders is the first course in a three-semester sequence addressing evaluation and treatment of clients with primary neurological diagnoses. Other common pediatric diagnoses managed by physical therapy will also be discussed. Students are provided opportunity to expand clinical decision-making skills within the context of physical therapy management of children with congenital and acquired impairments. The psychosocial aspects of disability will be addressed as they relate to the management of client support systems, environmental modification, and community integration/reintegration.

*Prerequisite: None*

**DPT 584. Neuroscience I. (1 Credit)**

Introduction to Neuroscience is an integrated approach to neuroscience with an emphasis on cellular level anatomy and physiology. The course will incorporate an overview of the major regions and divisions of the nervous system, and will cover neurons and glial cells, information transmission including synaptic transmission, nervous system development, the ventricular system, meninges and connective tissues, neuroplasticity, and aging. The impact of injury or disease affecting these aspects of the nervous system will also be covered. The lab/discussion portion of the course includes activities designed to integrate the neurological concepts from the lectures and readings, including the examination of cadaveric prosections of the nervous system and meninges. This course helps students begin to develop their knowledge and understanding of the structure and function of the human nervous system and the impact of injury or illness on movement and function.

*Prerequisites: Admission into the CUW Doctor of Physical Therapy Program, or consent of instructor.*

**DPT 585. Neuroscience II. (2 Credits)**

Neuroscience II is an integrated approach to the principles of human nervous system structure and function, with an emphasis on the peripheral and spinal regions. The anatomy of these regions and the vascular supply of the spinal cord, as well as spinal reflexes and circuits will be described. The course will include discussion of somatosensory and motor (somatic and autonomic) pathways of the limbs, trunk, and face, as well as spinal level circuits and reflexes, and their interactions. The impact of injury or disease affecting the peripheral and spinal regions will also be covered. Concepts learned in Neuroscience I will be incorporated throughout the course. The laboratory/discussion portion of the course includes gross examination of the human spinal cord, the surrounding connective tissues, and nerve roots; as well as activities designed to integrate neurological concepts of these regions. This course helps students develop their knowledge and understanding of the structure and function of the spinal and peripheral regions of the human nervous system and the impact of injury or illness on movement and function. Pre-requisites: Successful completion of previous course work in the DPT curriculum.

*Prerequisite: None*

**DPT 586. Neuroscience III. (2 Credits)**

Neuroscience III is an integrated approach to the principles of human nervous system structure and function; with an emphasis on the brainstem, cerebellum, and cerebrum. The anatomy of these regions and their vascular supply, as well as their functional components will be described. The course will cover somatosensory, motor (somatic and autonomic), limbic, cognitive, vestibular, and special sensory systems and their interactions along with detailed discussion of the cranial nerves. The impact of injury or disease affecting these regions of the nervous system will also be covered. Concepts learned in Neuroscience I and Neuroscience II will be incorporated throughout the course. The laboratory/discussion portion of the course includes gross examination of the human brain and brainstem, its surrounding connective tissues and blood vessels, and cranial nerves; as well as activities designed to integrate neurological concepts. This course helps students develop their knowledge and understanding of the structure and function of the human nervous system and the impact of injury or illness on movement and function. Pre-requisites: Successful completion of previous coursework in DPT curriculum.

*Prerequisite: None*

**DPT 602. Community Clinic I. (1 Credit)****DPT 609. Exercise Science I. (3 Credits)**

Exercise Science provides students with the basic concepts and principles that guide the development of comprehensive physical therapy patient/client management. The course emphasizes adaptations brought on by acute and chronic exercise in both normal and abnormal physiological systems. Pre-requisites: The successful completion of previous coursework in the DPT curriculum.

*Prerequisite: None*

**DPT 610. Management of Neuromuscular Disorders I. (3 Credits)**

Management of Neuromuscular Disorders I will introduce students to the basic concepts of neuro rehab that are not specific to specific medical diagnoses. This course will include the neuro exam, introduction to basic techniques like neural facilitation and inhibition, and common tests, measures, and interventions for postural control, reach and grasp, and mobility. Movement system diagnoses will be included and applied to cases.

*Prerequisite: None*

**DPT 611. Management of Neuromuscular Disorders-Adult. (3 Credits)**

This course presents therapeutic intervention from a human movement perspective, emphasizing principles introduced in DPT 615 Movement Science and DPT 610 Management of Neuromuscular Disorders - Pediatric. Students are provided with opportunities to expand clinical decision-making skills in the physical therapy management of adults with acquired central nervous system dysfunction.

*Prerequisite: None*

**DPT 612. Community Clinic II. (1 Credit)****DPT 615. Movement Science. (4 Credits)**

Movement Science exposes students to current theory in motor control, motor learning, and motor development. The course reviews the processes and constraints that define acquisition, retention, and change of motor behavior across the lifespan. Students will be exposed to tools used to examine and describe movement in a clinical setting. The course is designed around four main topics: postural control, control of mobility, control of reach and grasp, and motor learning.

*Prerequisite: None*

**DPT 625. Therapeutic Modalities. (4 Credits)**

This course teaches the use of biophysical agents / modalities in physical therapy practice from a physiological perspective. Students will learn to use modalities for inflammation control, tissue repair and healing, strengthening, motor control and pain management. Students will learn to incorporate the use of all categories of biophysical agents including thermal, mechanical, and electromagnetic (electromagnetic fields and electric currents) into a safe physical therapy plan of care and appropriately document their use.

*Prerequisite: Successful completion of the previous semesters of the DPT curriculum.*

**DPT 628. Clinical Problem Solving I. (2 Credits)**

This 3-week clinical experience is the first in a three-course sequence of clinical decision making experiences completed in the clinical environment. This course expands upon the clinical decision making skills introduced in the academic setting in semester one. The teaching model for this experience is a structured model which may be collaborative (2 or 3 students with one clinical instructor). Pre-requisites: Limited to students in good standing in the Physical Therapy Program; participation in mandatory orientation sessions; successful completion of all courses in semester.

*Prerequisite: None*

**DPT 630. Clinical Problem Solving II. (2 Credits)**

This 3-week clinical experience is the second in a three-course sequence of clinical decision making experiences, completed in pediatric clinical environments in the United States. Students are provided the opportunity to integrate academic course work in normal motor development and rehabilitation of children with developmental challenges with clinical practice. This clinical experience serves as an introduction to pediatric clinical practice.

*Prerequisite: None*

**DPT 631. Clinical Problem Solving III. (6 Credits)**

This 10-week clinical experience is the final course in the integrated clinical experiences, and the first longer-length clinical exposure for the students. The course follows the two-course sequence in management of the client with neuromuscular dysfunction and the three-course sequence in management of the client with musculoskeletal dysfunction. It is designed to integrate academic coursework in rehabilitation of adults with neurological and/or musculoskeletal dysfunction with clinical practice. Pre-requisites: Limited to student in good standing in the Physical Therapy Program; participation in all mandatory orientation sessions.

*Prerequisite: None*

**DPT 635. Evidence Based Practice II. (3 Credits)**

This course provides students with an opportunity to refine and expand upon what was learned in DPT 510 Evidence Based Practice I. Students will continue to gain knowledge and refine skills that are fundamental to making relevant clinical decisions based upon the best available evidence. Students will develop patient-specific foreground questions, acquire research articles, appraise the quality of the evidence, and make a clinical decision regarding the patient. Statistical concepts and principles essential for interpreting research evidence will be explored. Students will develop a searchable foreground question based upon a personal experience with a patient, acquire evidence to answer it, appraise the evidence, and articulate the answer to the question contrasting the relative strengths and limitations of the available evidence.

*Prerequisite: None*

**DPT 650. Pathophysiology/Pharm II. (4 Credits)**

This course is the second in a two-course sequence that studies human physiologic functions in disease. It examines the etiology, morphology and pathogenesis of human disease with correlations to clinical manifestations and treatment regimes. Pathological processes are addressed on both a structural and functional level. Sufficient review of basic scientific foundations is included to promote their application to pathophysiological concepts. Special emphasis is placed on specific organ systems including integumentary, musculoskeletal, neurologic, endocrine, renal/urologic, and digestive. Pediatric and aging concepts are also considered. Pharmacology relevant to these systems will be discussed and drugs will subsequently be classified according to their approved therapeutic uses.

*Prerequisite: DPT 550.*

**DPT 655. Movement Analysis II. (3 Credits)**

Movement Analysis II provides students with fundamental knowledge and skill required to understand and perform functional, biomechanical, and observational analysis of pathological human movement. The course develops student skill in observational analysis, integration of data into a physical therapy evaluation, and performing ergonomic assessments, and provides an understanding of the principles, prescription, and management of individuals requiring an UE or LE orthoses and prosthesis.

*Prerequisites: Good standing in CUW DPT program or consent of instructors.*

**DPT 659. Intro to Manage of Muscul Diso. (2 Credits)**

Management of Musculoskeletal Disorders develops the skills required to perform a musculoskeletal examination/evaluation, determine the movement dysfunction and formulate, implement and modify an intervention plan. The first semester of the sequence emphasizes examination/evaluation principles, systems review (medical screening), and the theories and techniques of mobilization. These principles will be incorporated into examination and intervention of the various joint complexes in the next two musculoskeletal courses. Students will be responsible for knowing muscle innervations, origins and insertions and components of a neurologic examination.

*Prerequisite: None*

**DPT 660. Manag of MuscSkel Dis I. (4 Credits)**

Management of Musculoskeletal Disorders I develops the skills required to perform a musculoskeletal examination/evaluation, determine the movement dysfunction and formulate, implement and modify a treatment intervention plan for the lumbar spine, pelvis and lower extremities. The second semester of the sequence emphasizes examination techniques, soft tissue mobilization and exercise progression. The principles of examination/evaluation, systems review (medical screening), and the theories and techniques of mobilization and massage will be incorporated into examination/evaluation and treatment intervention for the lumbar spine, pelvis and lower extremity dysfunction. The student is expected to apply previous knowledge and skills. Each student will also be responsible for performing manual muscle testing and goniometry to the spine and extremities. A component of the course involves examination, evaluation and intervention of clients with lower quadrant musculoskeletal problems.

*Prerequisite: None*

**DPT 661. Manag of MuscSkel Disorders II. (4 Credits)**

Management of Musculoskeletal Disorders II develops the skills required to perform a musculoskeletal examination/evaluation, determine the movement dysfunction and formulate, implement and modify an intervention plan. The second semester of the sequence utilizes the principles of examination/evaluation, systems review (medical screening), and the theories and techniques of mobilization and massage which are incorporated into examination and intervention of the temporomandibular joint, cervical and thoracic spine, shoulder, elbow, wrist, and hand. You will be responsible for the previous knowledge of muscle innervations, origins and insertions, and components of a neurologic examination. You will also be responsible for performing manual muscle testing and goniometry to the spine and extremities. A component of the course involves examination, evaluation and intervention of clients with upper quadrant musculoskeletal problems.

*Prerequisite: None*

**DPT 665. Manag of Integument Sys Disord. (2 Credits)**

This course provides students with knowledge and skills required for physical therapy management of patients with disorders of the integumentary system. This course is being presented in a blended format where lectures will be available online and in-class learning activities will focus on hands-on LAB techniques, patient case applications, and discussions relevant to online content. Guest speakers will present their content in the form of lecture/LAB relevant to their specialty area. Students will learn the basic physiology of wound healing, how to perform comprehensive screens and examinations of the integumentary system, develop a plan of care, and acquire knowledge of specific types of wounds and burns. Universal precautions, wound prevention, and safety will be emphasized throughout the course. Students will be introduced to interventions that require additional post-professional training, including sharp debridement. Discussion will also take place in regards to physical therapy practice patterns when a patient should or should not be delegated to a physical therapist assistant or referred to another healthcare provider. Pre-requisites include successful completion of prior coursework in the DPT curriculum.

*Prerequisite: None*

**DPT 675. Topics in Orthopedic Manual PT. (3 Credits)**

This course will expand on the application of entry level concepts, techniques, and motor skills required to perform safe and efficient musculoskeletal examinations and evidence-based manual therapy interventions for the lumbar, thoracic, and cervical spine, pelvis, and extremities. Participants will refine examination techniques and discuss best practice guidelines for the application of manual therapy interventions, exercise progressions, and pain neuroscience education principles. Participants will be required to demonstrate proficiency with essential skills in examination and intervention domains.

*Prerequisite: None*

**DPT 676. Topics in Sports Medicine PT. (3 Credits)**

This lecture/ lab course is intended to expand the student understanding of higher-level movement disorders encountered in Orthopedic and Sports Physical Therapy. Movement disorders will be analyzed through a variety of evaluative methods. Sport-specific interventions will be discussed for prevention and return to sport.

*Prerequisite: None*

**DPT 680. Community Practice II. (1 Credit)**

This Community Practice course will provide the student with opportunities to integrate current professional and personal knowledge, attitudes and skills into service activities performed in various community settings and into inter-professional learning activities. The provision of service will focus on service which positively impacts the health and wellness of defined community populations. Sections of the course will occur in every fall and spring semester of the Physical Therapy curriculum beginning in the spring semester of year one.

*Prerequisite: None*

**DPT 685. Community Practice III. (1 Credit)**

The Community Practice course will provide the student with opportunities to integrate current professional and personal knowledge, attitudes and skills into mentoring opportunities, service activities performed in various community settings including pro bono clinic, and inter-professional learning activities. The provision of service will focus on service which positively impacts the health and wellness of defined community populations. Sections of the course will occur in every fall and spring semester of the Physical Therapy curriculum beginning in the spring semester of year one.

*Prerequisite: None*

**DPT 705. Medical Imaging. (3 Credits)**

Medical Imaging presents an overview of basic (plain film) radiographic imaging with an emphasis on the role of the Physical Therapist in clinical decision-making regarding the utilization and interpretation of diagnostic images. Advanced imaging studies will also be addressed with a focus on the strengths and weaknesses of each modality. The course will emphasize imaging of the adult musculoskeletal system, as well as identification of normal anatomy and abnormalities through a routine search pattern. This topic is presented within the current legal and ethical scope of physical therapist practice.

*Prerequisite: None*

**DPT 709. Exercise Science II. (2 Credits)**

This seminar explores responses of the human body to exercise in the presence of pathological conditions. Students examine how common pathologies and exercise responses influence one another and learn precautions for certain medical diagnoses. Students independently explore and report on a topic of personal interest.

*Prerequisite: None*

**DPT 723. Cardiopulmonary Sys/Acute Care. (4 Credits)**

Cardiopulmonary Systems/Acute Care will address the physiology of the cardiovascular and pulmonary systems in healthy and diseased states. Students will learn to evaluate and design appropriate treatment regimes that relate to improving a client's physical well-being. These regimes will cover the spectrum of rehabilitation from the acute care team approach to long-term fitness management.

*Prerequisites: Admission to Concordia University's DPT program and successful completion of prior coursework.*

**DPT 736. Tissue/Biomechanics/Histology. (3 Credits)**

Tissue Biomechanics is an opportunity for students to continue their exploration of neuromusculoskeletal tissue. Biological tissues are examined from a structural and functional perspective. The histology and structure of bone, cartilage, dense connective tissue, peripheral nerves and skeletal muscle are described. Their response to loading, unloading, injury, immobilization and aging are investigated. In addition, fracture management, and the biomaterials used in surgical interventions are discussed. The influence of common prescription and over-the-counter medications observed in clinical practice is discussed as it relates to biological tissue stress.

*Prerequisite: successful completion of the first semester in the Physical Therapy program at CUW as a DPT student.*

**DPT 739. Psychosocial Dimensions of Healthcare III. (1 Credit)**

This course is the third in a 3-course sequence that provides students with an opportunity to examine psychological and social factors that influence the client-clinician interaction. Concepts that are discussed through the full sequence are related to personal and professional values, client-clinician relationships, communication, collaborative treatment planning, cultural sensitivity, motivation, adherence, spirituality, response/adjustment to disability and chronic illness, abuse, loss, and grief. This third course focuses on issues of loss, grief, and coping as they affect clients seen in clinical practice. The course is offered concurrently with a student clinical-practice experience, and assignments encourage application of course content to clinical practice.

*Prerequisite: DPT 737; DPT 738*

**DPT 742. Psychosocial Dimensions of Rehabilitation I. (1 Credit)****DPT 743. Psychosocial Dimensions of Rehabilitation II. (1 Credit)****DPT 744. Practice Management. (2 Credits)**

Practice Management teaches students the leadership, administration, management and professionalism skills necessary for entry level Physical Therapy practice in the current health care system. The course focuses on the healthcare environment, the business of health care and professional development. Topics of study include characteristics of the US healthcare system, leadership, employment obligations, career planning, and professional development. Practice issues of documentation, billing/coding, case management, and legal/ethical considerations will be addressed. Business topics covered include strategic planning, payment/reimbursement, policies/procedures, risk management, outcomes, quality improvement, budgeting, and marketing.

*Prerequisites: Completion of coursework in the professional DPT program, year one and two.*

**DPT 745. Health Promotion. (2 Credits)**

This course explores the role of the Physical Therapist in the areas of health promotion, disability prevention, and wellness, and provides students with applied knowledge in these areas. In addition, students will develop skills in performing community health screenings. Students will demonstrate appropriate application of theories of behavior change and health literacy as they develop programs of health promotion, prevention and wellness in a culturally competent manner to defined population groups. Opportunities for students to incorporate evidence-based practice, educate community groups, demonstrate professional behaviors, and participate in advocacy activities will be made available throughout the course.

*Prerequisite: None*



**DPT 750. Selected Topics in Pediatrics/Adult Neuro. (3 Credits)**

This course will be appropriate for those students interested in working with the pediatric as well as the neurological client. The class will be designed to improve the student's ability to perform clinical and standardized evaluations, interpret and organize the data based on the ICF model, and develop evidence-based treatment plans and intervention strategies to address the impairments interfering with function and participation. The goal of this course is to expand and refine clinical decision-making, observation, analysis and handling skills developed in previous courses. This will be accomplished through a variety of strategies including group discussion and problem solving, video analysis, task and movement analysis labs, and client practicum.

*Prerequisite: None*

**DPT 760. Clinical Practice I. (6 Credits)**

Physical Therapy Clinical Practice I/II involve two 9-week full-time clinical education experiences or one full-time 18-week experience. They occur after all didactic coursework is complete and provide summative clinical practice opportunities for the students. The practice setting and patient population will be developed in conjunction with the student's academic advisor to meet student needs.

*Prerequisite: None*

**DPT 761. Clinical Practice II. (6 Credits)**

Physical Therapy Clinical Practice I/II involve two 9-week full-time clinical education experiences or one full-time 18-week experience. They occur after all didactic coursework is complete and provide summative clinical practice opportunities for the students. The practice setting and patient population will be developed in conjunction with the student's academic advisor to meet student needs.

*Prerequisite: None*

**DPT 763. Global Ed - PT Experience. (3 Credits)**

This elective course is intended to provide the student with an opportunity for cultural experiences through evaluation and treatment of children and adults with various disabilities in a rural area of Nicaragua through the medical ministry of the Circle of Empowerment where the basic health care needs are being provided by this organization. This course will encourage compassion for the impoverished but also empowerment of the people served. Education to the families, missionary nurse, and the Brigadistas whom the medical missionary has trained will be important to allow the programs that have been implemented to be continued.

*Prerequisite: None*

**DPT 785. Community Practice IV. (1 Credit)**

This Community Practice course will provide the student with opportunities to integrate current professional and personal knowledge, attitudes, and skills into service activities performed in various community settings and into inter-professional learning activities. The provision of service will focus on service which positively impacts the health and wellness of defined community populations. Sections of the course will occur in every fall and spring semester of the Physical Therapy curriculum beginning in the spring semester of year one.

*Prerequisite: None*

**DPT 786. Community Clinic III. (1 Credit)****DPT 800. Med Screening & Exam Ortho Res. (1 Credit)**

This course is designed to include learning experiences through on-line lectures and independent acquisition of information. This information will prepare the resident for practicing collaboratively in a health care system and communicating effectively with other health care providers. In addition, the resident will acquire examination tools essential for the interpretation of all clinical examination data. This will enable them to identify clinical scenarios that require physician referral through a sound, efficient clinical decision-making process. Likewise, enhanced medical screening skills will help minimize risk to the patient and clinician. Content in the course will include: 1) screening for red flags in the spine and extremities; 2) reviewing medical images of the spine and extremities; 3) performing a quality subjective interview; 4) incorporating evidence-based practice; 5) understanding medication interactions and 6) examination and review of case studies. The delivery of content will primarily be through on-line instruction.

*Prerequisite: Acceptance into the CUW Orthopedic Residency Program*

**DPT 801. Clin Exam & Treatment of Spine. (3 Credits)**

This course is designed to include traditional learning experiences through lecture, hands-on lab experiences and independent acquisition of information. The course will provide scientific knowledge associated with clinical practice of the spine. Content in the course will include: 1) examination and assessment of spine disorders; 2) conservative interventions to address spine pathologies; 3) use of external devices 4) in-depth review/ study of anatomy and kinesiology; 5) management of common post-operative spine conditions; and 6) incorporation of evidence-based practice; 7) examination and review of case studies. The delivery of content will include on-line and face-to-face instruction. The course is intended to not only expand the resident's understanding of orthopedic physical therapy of the spine, but also to guide orthopedic clinical practice related to common orthopedic spinal disorders.

*Prerequisite: None*

**DPT 802. Clin Exam & Treat of Up Extrem. (1-3 Credits)**

This course is designed to include traditional learning experiences through lecture, hands-on lab experiences and independent acquisition of information associated with clinical practice in Physical Therapy. The course will provide scientific knowledge associated with the Upper Extremity (UE). This will include information on the following: 1) examination and assessment of UE disorders; 2) interventions to address UE disorders; 3) use of external devices 4) in-depth review/ study of anatomy and kinesiology; 5) video movement analysis; 6) management of common post-operative conditions; and 7) incorporation of evidence-based practice; 8) review of case studies. The delivery of content will include on-line and face-to-face instruction.

*Prerequisite: None*

**DPT 803. Clin Exam & Treat Lower Extrem. (3 Credits)**

This course is designed to include traditional learning experiences through lecture, hands-on lab experiences and independent acquisition of information associated with clinical practice in Physical Therapy. The course will provide scientific knowledge associated with the Lower Extremity (LE). This will include information on the following: 1) examination and assessment of UE disorders; 2) interventions to address UE disorders; 3) use of external devices 4) in-depth review/ study of anatomy and kinesiology; 5) video movement analysis; 6) management of common post-operative conditions; and 7) incorporation of evidence-based practice; 8) review of case studies. The delivery of content will include on-line and face-to-face instruction.

*Prerequisite: None*

**DPT 804. Motor Control for Ortho Pop. (1 Credit)**

This course is an advanced Physical Therapy Orthopedic practice experience. This course will incorporate movement analysis for common orthopedic dysfunctions of the UE, LE or spine. The primary role of this course is to develop movement-appropriate intervention techniques with differentiation of deep stabilizing muscles using feed forward activation. The movement strategies acquired in this course can be used as complimentary interventions for general strengthening and/ or manual therapy interventions.

*Prerequisite: None*

**DPT 805. Clin Mentoring for Ortho Res. (1-5 Credits)**

This course is an advanced Physical Therapy Orthopedic practice experience. The course is designed to include live clinic learning experiences through one-on-one, face-to-face observation and instruction between an approved clinical mentor and the orthopedic resident. The clinical mentoring begins immediately following enrollment into the Concordia University Orthopedic Residency Program and will last for the 12 month duration of the residency program. The resident will receive guidance from the mentor. However, the resident will also receive learning opportunities based on their own reflection of their clinical performance. The resident will also utilize patient outcomes to analyze their performance. Advanced clinical decision making using best available evidence will be accentuated throughout the mentoring process.

*Prerequisite: None*

**DPT 806. OCS Preparatory Course. (1 Credit)**

This course is designed to prepare the resident for the OCS exam for advanced certification through the American Board of Physical Therapy Specialties (ABPTS). This is a self-paced, independent study course with various learning guides throughout the course. This is the final course in the Residency curriculum.

*Prerequisite: None*

**DPT 807. Clin Research for Ortho Res. (0.5-1 Credits)**

This self-paced course allows the Resident to design a clinical research study or case study including development of a research proposal for IRB approval. The Resident will be guided through the data collection process. Dissemination of research findings will be the culminating activity for the course.

*Prerequisite: None*

## Physician Assistant (PHAS)

**PHAS 500. Anatomy. (6 Credits)**

Human Anatomy for Physician Assistants is an integrated approach to the gross anatomy of the human body, including study of the cardiovascular, musculoskeletal, respiratory, urinary, digestive, endocrine, lymphatic, and reproductive systems. The laboratory portion of the course consists of supervised dissection of human cadavers.

*Prerequisite: None*

**PHAS 501. Physician Assistant Seminar. (1 Credit)**

This course serves as an introduction to the role of the physician assistant in the health care system. It will include lecture and discussion of professional roles, policies and regulations relevant for the physician assistants, and professional and ethical behavior in health care.

*Prerequisite: None*

**PHAS 502. PA Seminar II. (2 Credits)**

This course expands upon the knowledge and skills from PA Seminar I related to the role of the physician assistant in utilizing interpreters, eliciting and documenting a complete history, face-to-face interactions with geriatric patients in history-taking exercises, obtaining appropriate informed consent, understanding issues surrounding conflict of interest, understanding patient nutritional requirements and practicing the art of clinical decision making.

*Prerequisite: None*

**PHAS 503. PA Seminar III. (2 Credits)**

This Seminar has a major portion conducted as an IPE collaborative course with Pharmacy P2 students. It provides concepts and topics related to quality and patient safety principles in error reporting systems and disclosure, principles of human error and human factors engineering, and the ability to apply QI initiatives within a health system.

*Prerequisite: None*

**PHAS 504. Physical Assessment I. (2 Credits)**

This course is the first in a two-part series designed to help students develop and apply basic skills and techniques necessary to perform a physical examination and evaluation. Topics covered include patient interviewing and the physical exam of primary care patients. Students will apply a variety of basic physical exam techniques which will sequence the topics being taught in the Clinical Medicine courses. This is a mixed lecture/laboratory course.

*Prerequisite: None*

**PHAS 505. Physical Assessment II. (2 Credits)**

part two of the 2-series course in developing and applying basic skills and techniques necessary for patient history taking and communication skills. Students will continue to apply physical examination techniques in order to perform focused and full examinations and recognize normal and abnormal findings in topics covered in Clin Med 2, culminating in a complete physical examination practicum. Students will be learning to present the information in oral and written formats. This is a mixed lecture/laboratory course. 2 credits.

*Prerequisite: Successful completion of courses in Winterim 1.*

**PHAS 506. Clinical Skills 1. (1 Credit)**

is part 1 in a three-series laboratory course that focuses on development of the skills relevant for primary care practice which will track with Clin. Med 1 topics. The course will further contribute to the development of clinical reasoning related to case scenarios. This is a mixed lecture/laboratory course. 1 credit.

*Prerequisite: Successful completion of all courses in Summer 1.*

**PHAS 507. Clinical Skills 2. (1 Credit)**

is part 2 of a three-series laboratory course that focuses on development of the skills relevant for primary care practice, once again following topics concurrently with Clin Med II. The course will further contribute to the development of clinical reasoning related to case scenarios. This is a mixed lecture/laboratory course. 1 credit.

*Prerequisite: Successful completion of all course in Winterim 1.*

**PHAS 508. Clinical Skills 3. (1 Credit)**

This course is the final course in a two-part series designed to help students develop and apply basic skills and techniques necessary to perform a physical examination and evaluation. Topics covered include patient interviewing and the physical exam of primary care patients. Students will apply a variety of basic physical exam techniques which will sequence the topics being taught in the Clinical Medicine 2 course. This is a mixed lecture/laboratory course.

*Prerequisite: None*

**PHAS 509. Anatomy. (5 Credits)**

This is a spring term 1 course which provides supervised dissection of human cadavers, as well as prosected specimens. Goals: The course will be a lecture and lab based format designed to allow the student to connect the structure of the human body to the organ system-based content of the specific disease states studied throughout the rest of the curriculum.

*Prerequisite: None*

**PHAS 511. Molecular Basis of Disease. (2 Credits)**

This course provides PA students the foundational material for biochemistry, microbiology, cell biology, immunology and molecular genetics necessary for the assimilation of future content in the rest of the PA program curriculum. Goals: Students will apply information presented in this course to the biochemical workings of the normal human body, and the molecular mechanisms that control those processes. Students should relate this material to their work in human anatomy and physiology to gain a comprehensive understanding of the human body.

*Prerequisite: None*

**PHAS 512. Primary Medicine I. (3 Credits)**

This is a spring 1 term course which will focus on the physiology and pathophysiology, epidemiology, differential diagnosis of disease, and management of the most common disease states in the organ systems of dermatology, ophthalmology, ear, nose throat, hematology, coagulation. Goals: The student will apply knowledge and understanding from organ system diseases in this course to other courses in the term to integrate the multiple perspectives on diagnosis, and on the prevention of disease.

*Prerequisite: None*

**PHAS 513. Labs and Diagnostics I. (2 Credits)****PHAS 514. Patient Care I. (2 Credits)****PHAS 515. Molecular Mechanisms. (3 Credits)**

This course provides the student with foundational material for biochemistry, microbiology, and human genetics that is necessary for the medical profession. Both basic and applied information will be presented to enable the student to understand the biochemical workings of the normal human body (both anabolic and catabolic reactions) and the molecular mechanisms which control those processes. Pathogenesis of the major infectious diseases (bacteria, fungi, parasites, viruses) and the pharmacological agents used to combat them will be presented.

*Prerequisite: None*

**PHAS 516. Pharmacotherapy I. (2 Credits)****PHAS 517. Skills for Primary Practice I. (1 Credit)****PHAS 519. PA Professional Practice I. (1 Credit)****PHAS 520. Neuroanatomy. (2 Credits)**

This course covers basic principles of the human nervous system structure and function. Both the central and peripheral portions of the nervous system will be addressed. The laboratory focuses on examination of the human brain and spinal cord. Patient case examples and evidence from the neuroscience literature will be utilized to foster clinical decision-making skills related to common diseases and disorders of the nervous system.

*Prerequisite: None*

**PHAS 522. Primary Medicine II. (3 Credits)****PHAS 523. Labs & Diagnostics II. (2 Credits)****PHAS 524. Patient Care II. (1 Credit)****PHAS 525. Clinical Medicine I. (6 Credits)**

Clinical Medicine I is the first of a two-course sequence addressing the pathophysiology, epidemiology, clinical signs and symptoms, differential diagnosis, and the prevention and treatment of diseases using a systems-based approach. Systems covered in this course include dermatology, otolaryngology, ophthalmology, rheumatology, musculoskeletal, endocrinology, and neurology. Assignments and case studies will be used extensively to develop clinical problem-solving skills. Assessment will include case based assignments, prescription writing, oral presentations, and multiple choice exams.

*Prerequisite: None*

**PHAS 526. Pathophys & Pharmacology I. (5 Credits)**

Pathophysiology and Pharmacology I is an integrated approach to pathophysiology, clinical signs and symptoms of disease, and the pharmaceutical treatment of diseases. This course will follow a systems-based approach to disease and pharmacology. This class is taught concurrently with Clinical Medicine I and covers the basic physiology, related pathophysiology, and pharmacology principles and therapeutics relevant to the disease states covered in Clinical Medicine I.

*Prerequisite: None*

**PHAS 527. Medical Diagnostics I. (3 Credits)**

This course is an introduction to medical imaging, laboratory testing, and interpretation for the diagnosis and treatment of disease. Medical Diagnostics I is taught concurrently with Clinical Medicine I and Pathophysiology and Pharmacology I, and focuses on diagnostics relevant to diseases and conditions covered in Clinical Medicine I. The course is taught using lecture and laboratory.

*Prerequisite: None*

**PHAS 528. Pharmacotherapy II. (2 Credits)****PHAS 529. Skills for Primary Practice II. (1 Credit)****PHAS 530. Clinical Medicine II. (6 Credits)**

Clinical Medicine II is the second in a two-course sequence addressing the pathophysiology, signs and symptoms, differential diagnosis, and prevention and treatment of diseases using a systems-based approach. Systems covered in this course include cardiology, pulmonology, gastroenterology, nephrology and urology, hematology, oncology, geriatrics, and infectious disease. During class, case examples and/or case studies will be used regularly.

*Prerequisite: None*

**PHAS 531. Pathophys/Pharmacology II. (5 Credits)**

This lecture course is taught concurrently with Clinical Medicine II and covers the basic physiology, related pathophysiology, and pharmacology principles and therapeutics relevant to systems and diseases covered in Clinical Medicine II.

*Prerequisite: None*

**PHAS 532. Medical Diagnostics II. (3 Credits)**

This course builds upon content taught in Medical Diagnostics I and addresses the use of medical imaging, ECG, and laboratory testing for the diagnosis and treatment of disease. Medical Diagnostics II is taught concurrently with Clinical Medicine II and Pathophysiology and Pharmacology II, and focuses on diagnostics relevant to diseases covered in these courses. The course is taught using lecture, laboratory and integrated case studies.

*Prerequisite: None*

**PHAS 533. Medical Decision Making I. (1 Credit)****PHAS 535. Evidence Based Medicine. (1 Credit)**

This course addresses the use of research and evidence to inform clinical practice in medicine. The class will emphasize the responsibility of physician assistants to maintain a current knowledge base. Students will learn the core principles of biostatistics, learn to use medical databases to access literature relevant for clinical decision-making, and will analyze literature related to disease diagnosis, prevention, and treatment.

*Prerequisite: None*

**PHAS 536. PA Professional Practice II. (1 Credit)****PHAS 537. Primary Medicine III. (4 Credits)****PHAS 538. Labs & Diagnostics III. (3 Credits)****PHAS 539. Patient Care III. (2 Credits)****PHAS 540. Public Health & Epidemiology. (2 Credits)**

This course introduces relevant aspects of public health and epidemiology including individual and population-based preventive medicine, health promotion, and community-based practice. It is taught in Summer 1, and is a foundation for Clinical topics in the Fall and Spring semesters. The course is taught using lecture, case studies, and small group discussions.

*Prerequisite: None*

**PHAS 541. Pharmacotherapy III. (3 Credits)****PHAS 542. Skills for Primary Practice III. (2 Credits)****PHAS 543. Medical Decision Making II. (2 Credits)****PHAS 545. Emergency Medicine. (4 Credits)**

Emergency Medicine is an overview of common disease states and presentations as encountered in the Emergency Department (ED). With the exception of ACLS, toxicology and a few other topics, much of the material will have been introduced to the students already in previous courses, in particular Clinical Medicine and Surgery. This course will build on this knowledge, as well as focus on the EM approach to these medical conditions. Please see the course lecture schedule for the complete list of topics.

*Prerequisite: None*

**PHAS 546. PA Professional Practice III. (1 Credit)****PHAS 547. Behavioral Medicine. (2 Credits)****PHAS 549. PA Professional Practice IV. (1 Credit)****PHAS 550. Pediatrics. (3 Credits)**

Pediatrics is an introduction to pediatric diseases and disorders commonly encountered in primary care and includes well-child care and preventive pediatric medicine. Students will be introduced to the unique developmental, anatomic, and physiologic aspects of the infant through adolescence. Students will have opportunity to develop clinical skills relevant to pediatric clinical practice. This is a mixed lecture/laboratory course.

*Prerequisite: None*

**PHAS 551. Primary Medicine IV. (3 Credits)****PHAS 552. Labs & Diagnostics IV. (2 Credits)****PHAS 553. Patient Care IV. (2 Credits)****PHAS 554. Pharmacotherapy IV. (2 Credits)****PHAS 556. Skills for Primary Practice IV. (1 Credit)****PHAS 557. Medical Decision Making III. (2 Credits)****PHAS 558. Emergency Medicine for Primary Care. (3 Credits)****PHAS 559. Surgical Medicine. (3 Credits)****PHAS 560. Surgical Medicine. (3 Credits)**

Surgical Medicine addresses the role of the physician assistant in surgery, commonly performed surgical procedures/skills and the evaluation and management of the surgical patient. Topics covered include principles of pre-operative, peri-operative, and post-operative care, common surgical procedures, sterile technique, and common surgical complications. This is a mixed lecture/laboratory course. It is important to understand that students will NOT leave this class knowing how to perform surgeries, but will recognize surgical conditions and know the basic surgical interventions for conditions.

*Prerequisite: None*

**PHAS 570. Behavioral Medicine. (2 Credits)**

This course provides an introduction to the pathophysiology, evaluation, diagnosis, and treatment of psychiatric/behavioral medicine disorders. The course will prepare students for clinical rotations in behavioral medicine.

*Prerequisite: None*

**PHAS 575. Obstetrics & Gynecology. (2 Credits)**

This course addresses all aspects of women's health including prenatal care, labor and delivery, and post-natal care, as well as disorders and diseases unique to the female reproductive system that are commonly encountered in primary care practice. This is a lecture-based course which prepares students for the laboratory portion in the spring term.

*Prerequisite: None*

**PHAS 580. Intro to Clinical Practice. (3 Credits)**

Introduction to Clinical Practice provides students with the opportunity to practice patient care skills through the use of standardized patients and simulations. Students will take patient histories, perform physical examinations, and document findings as preparation for clinical rotations in the second year of the curriculum. Students will also learn how to interpret EKGs during this course.

*Prerequisite: None*

**PHAS 600. PA Seminar IV. (2 Credits)**

PA Seminar IV is a culmination of the summative examinations (both written and practical) as well as the portfolio capstone project.

*Prerequisite: None*

**PHAS 610. Family Medicine Clin Pract I. (4 Credits)**

This required 4-week rotation in Family Medicine will occur under the supervision of a clinical preceptor. The rotation will either occur as a single 4-week rotation addressing half of the requirement of FM, or as the first part of an 8 week clinical rotation in family medicine, which will encompass patients of all ages across the lifespan. This rotation will help the student attain competency in the development of differential diagnoses, recognizing pathophysiology, determining appropriate clinical intervention and therapeutic intervention, and management of diseases and conditions that most commonly occur in a family medicine clinical rotation. Students will develop competence in the history and physical examination of adult patients; counseling and patient education of patients and families; as well as management of chronic medical conditions, and acute exacerbations of those chronic conditions.

*Prerequisite: None*

**PHAS 611. Family Medicine Clinical Rotation I. (4 Credits)**

This Family Practice clinical rotation is the first part of a total of 8 weeks required. Some students will have two 4-week clinical experiences, and some will have an 8-week clinical experience with the same preceptor at the same clinical site. Instruction will occur with supervision by a clinical preceptor who will be either a PA, NP, DO or MD. You may have more than one preceptor during a rotation, but one person will be designated as primary by the site and the program. Goals: The rotation will provide application of knowledge and skills from the didactic year to evaluation and management of patients with diseases and conditions that occur in the practice of family medicine, to include acute, emergent, and chronic medical disorders, and preventive medicine and patient education in health promotion and disease prevention. Medical care will be provided to patients of all ages including infants, children, adolescents, adults and the elderly.

*Prerequisite: None*

**PHAS 612. Family Medicine Clinical Rotation II. (4 Credits)**

This Family Practice clinical rotation is the second part of a total of 8 weeks required. Some students will have two 4-week clinical experiences, and some will have an 8-week clinical experience with the same preceptor at the same clinical site. Instruction will occur with supervision by a clinical preceptor who will be either a PA, NP, DO or MD. You may have more than one preceptor during a rotation, but one person will be designated as primary by the site and the program. Goals: The rotation will provide a continuation of Family Medicine 1 with a progressive focus on the application of knowledge and skills from the didactic year to evaluation and management of patients with diseases and conditions that occur in the practice of family medicine, to include acute, emergent, and chronic medical disorders, and preventive medicine and patient education in health promotion and disease prevention. Medical care will be provided to patients of all ages including infants, children, adolescents, adults and the elderly.

*Prerequisite: None*

**PHAS 615. Family Medicine Clin Pract II. (4 Credits)**

This required 4-week rotation in Family Medicine will occur under the supervision of a clinical preceptor. The rotation will either occur as a single 4-week rotation addressing half of the requirement of FM, or as the second part of an 8 week clinical rotation in family medicine, which will encompass patients of all ages across the lifespan. This rotation will help the student attain competency in the development of differential diagnoses, recognizing pathophysiology, determining appropriate clinical intervention and therapeutic intervention, and management of diseases and conditions that most commonly occur in a family medicine clinical rotation. Students will develop competence in the history and physical examination of adult patients; counseling and patient education of patients and families; as well as management of chronic medical conditions, and acute exacerbations of those chronic conditions.

*Prerequisite: None*

**PHAS 620. Internal Medicine Clin Pract I. (4 Credits)**

This required 4-week rotation in Internal Medicine will occur under the supervision of a clinical preceptor. The rotation will either occur as a single 4-week rotation addressing half of the requirement of IM, or as the first part of an 8 week clinical rotation in Internal Medicine, specifically focusing on adults and geriatric patients. This rotation will help the student attain competency in the development of differential diagnoses, recognizing pathophysiology, determining appropriate clinical intervention and therapeutic intervention, and management of diseases and conditions that most commonly occur in an internal medicine clinical rotation or hospital-based rotation. Students will develop competence in the history and physical examination of adult patients; counseling and patient education of patients and families; as well as management of chronic medical conditions, and acute exacerbations of those chronic conditions.

*Prerequisite: None*

**PHAS 621. Internal Medicine Clinical Rotation I. (4 Credits)**

This Internal Practice clinical rotation is the first part of a total of 8 weeks required. Some students will have two 4-week clinical experiences, and some will have an 8-week clinical experience with the same preceptor at the same clinical site. Instruction will occur with supervision by a clinical preceptor who will be either a PA, NP, DO or MD. You may have more than one preceptor during a rotation, but one person will be designated as primary by the site and the program. Goals: The rotation will provide application of knowledge and skills from the didactic year to evaluation and management of patients with diseases and conditions that occur in the practice of internal medicine, to include acute, emergent, and chronic medical disorders, and preventive medicine and patient education in health promotion and disease prevention. This rotation may be inpatient or outpatient, or a combination of both. Medical care will be provided to adult and geriatric patients.

*Prerequisite: None*

**PHAS 622. Internal Medicine Clinical Rotation II. (4 Credits)**

This Internal Practice clinical rotation is the second part of a total of 8 weeks required. Some students will have two 4-week clinical experiences, and some will have an 8-week clinical experience with the same preceptor at the same clinical site. Instruction will occur with supervision by a clinical preceptor who will be either a PA, NP, DO or MD. You may have more than one preceptor during a rotation, but one person will be designated as primary by the site and the program. Goals: The rotation will provide a continuation of Internal Medicine I with a progressive focus on the application of knowledge and skills from the didactic year to the evaluation and management of patients with diseases and conditions that occur in the practice of internal medicine, to include acute, emergent, and chronic medical disorders, and preventive medicine and patient education in health promotion and disease prevention. This rotation may be inpatient or outpatient, or a combination of both. Medical care will be provided to adult and geriatric patients.

*Prerequisite: None*

**PHAS 623. Women's Health Clinical Rotation. (4 Credits)**

This required 4-week rotation in Women's Health occurs with instruction from a clinical preceptor who will be either a PA, NP, DO or MD. You may have more than one preceptor during a rotation, but one person will be designated as primary by the site and the program. This clinical experience is designed to familiarize you with all aspects of Women's Health. Goals: The rotation will provide application of knowledge and skills from the didactic year to evaluation and management of patients with diseases and conditions that occur in the practice of women's health for adolescents, adults and geriatric patients. You will provide management and treatment of acute, chronic, routine, prenatal, and preventative medical issues encountered within a gynecology and obstetrics setting.

*Prerequisite: None*

**PHAS 624. Pediatric Clinical Rotation. (4 Credits)**

This required 4 week rotation for Pediatrics will take place in an outpatient pediatric clinic. Instruction will occur with supervision by a clinical preceptor who will be either a PA, NP, DO or MD. You may have more than one preceptor during a rotation, but one person will be designated as primary by the site and the program. Goals: The rotation will provide application of knowledge and skills from the didactic year to the evaluation and management of pediatric patients with diseases and conditions that occur in the practice of pediatrics, to include acute, chronic and preventive medicine encounters with patient education in health promotion and disease prevention. Medical care will be provided to pediatric patients, including infants, children, and adolescents.

*Prerequisite: None*

**PHAS 625. Internal Medicine Clin Prac II. (4 Credits)**

This required 4-week rotation in Internal Medicine will occur under the supervision of a clinical preceptor as a separate 4-week experience in IM, or as the second part of an 8-week clinical experience in IM. Two four-week rotations in Internal Medicine are required. The rotation will further address the development of differential diagnoses, pathophysiology, clinical intervention and therapeutic intervention, and management of diseases and conditions that most commonly occur in an internal medicine clinical rotation or hospital-based rotation to improve student competency. Students will continue to develop competence in the history and physical examination of adult patients; counseling and patient education of patients and families; as well as management of chronic medical conditions, and acute exacerbations of those chronic conditions.

*Prerequisite: None*

**PHAS 630. Women's Health. (4 Credits)**

This required 4-week rotation in Women's Health will occur under the supervision of a clinical preceptor. The rotation will further the development of differential diagnoses, pathophysiology, clinical intervention and therapeutic intervention, and management of diseases and conditions that most commonly occur in female patients. Students will continue to develop competence in the history and physical examination of female patients with both gynecologic and obstetric surveillance and management as well as intervention for clinical pathology. Students will improve competence in counseling and patient education of patients and families; as well as management of chronic medical conditions, and acute exacerbations of gynecologic and obstetric conditions

*Prerequisite: None*

**PHAS 631. Behavioral Medicine Clinical Rotation. (4 Credits)**

This Behavioral Medicine clinical rotation is a 4 week required rotation. Instruction will occur with supervision by a clinical preceptor who will be either a PA, NP, DO or MD. You may have more than one preceptor during a rotation, but one person will be designated as primary by the site and the program. Goals: The rotation will provide application of knowledge and skills from the didactic year to evaluation and management of patients with mental health diseases and conditions that occur in the practice of psychiatric and behavioral medicine, to include acute, emergent, and chronic disorders, in patient populations across the life span including children, adolescents, adults, and the elderly. This rotation may be inpatient, outpatient, or a combination of both.

*Prerequisite: None*

**PHAS 632. Surgical Medicine Clinical Rotation. (4 Credits)**

This 4 week General Surgery clinical experience occurs with the supervision of a clinical preceptor who will either be a PA, NP, DO or MD. You may have more than one preceptor during a rotation, but one person will be designated as primary by the site and the program. Goals: This rotation is designed to allow the student exposure to a wide variety of surgical problems. Students will participate in pre-operative, intra-operative, and post-operative care of patients, from adolescent to adult and elderly, in an office, surgical, and/or hospital setting. This rotation will provide application of knowledge and skills from the didactic year to pre-operative, intra-operative, and post-operative evaluation and management of surgical patients with acute and chronic diseases.

*Prerequisite: None*

**PHAS 633. Emergency Medicine Clinical Rotation. (4 Credits)**

This required 4 week rotation in Emergency Medicine will occur with direct supervision by Board Certified Emergency Medicine physicians. Additionally, daily instruction will occur with supervision by a clinical preceptor who will be either a PA, NP, DO or MD. You may have more than one preceptor during a rotation, but one person will be designated as primary by the site and the program. Goals: The rotation will provide application of knowledge and skills from the didactic year to evaluation and management of patients with diseases and conditions who present to hospital-based emergency departments. You will evaluate, triage, develop differential diagnoses, and procedural and medical management for patients of all ages with urgent and emergent medical or surgical conditions.

*Prerequisite: None*

**PHAS 635. Pediatric Clinical Practicum. (4 Credits)**

This required 4-week rotation in Pediatric Medicine is under the supervision of a clinical preceptor. The rotation addresses the pathophysiology, evaluation differential diagnosis, and management of diseases and conditions that occur in the practice of pediatrics. Students will become more proficient at performing pediatric history and physical examinations, well child checks, counseling patients and their families, as well as screening for developmental milestones.

*Prerequisite: None*

**PHAS 640. Emerg Medicine Clin Practicum. (4 Credits)**

This required 4-week rotation in Emergency Medicine is under the supervision of a clinical preceptor. The rotation addresses the pathophysiology, evaluation differential diagnosis, and management of diseases and conditions that occur in the practice of hospital emergency medicine.

*Prerequisite: None*

**PHAS 641. Elective Clinical Rotation I. (4 Credits)**

This 4 week elective rotation allows students, in consultation with their academic advisors, to select either an area of medical practice interest, or an area of medical practice in which they seek reinforcement of clinical acumen. Elective rotations require a case presentation at completion. All logging requirements continue, and all experiences occur with instruction and supervision by a clinical preceptor.

*Prerequisite: None*

**PHAS 642. Elective Clinical Rotation II. (4 Credits)**

This 4 week elective rotation allows students, in consultation with their academic advisors, to select either an area of medical practice interest, or an area of medical practice in which they seek reinforcement of clinical acumen. Elective rotations require a case presentation at completion. All logging requirements continue, and all experiences occur with instruction and supervision by a clinical preceptor.

*Prerequisite: None*

**PHAS 645. Surgery Clinical Practicum. (4 Credits)**

This required 4-week rotation in Surgical Medicine is under the supervision of a clinical preceptor. The rotation addresses the pathophysiology, evaluation differential diagnosis, and management of diseases and conditions that occur in the practice of surgery. Students will participate in the care of pre-operative, peri-operative, and post-operative patients, learn about indications, contraindications and complications related to the surgical patient, and assist in surgery.

*Prerequisite: None*

**PHAS 650. Behavioral Medicine Clin Pract. (4 Credits)**

This required 4 week rotation in Behavioral Medicine is under the supervision of a clinical preceptor. The rotation addresses the pathophysiology, evaluation, differential diagnosis, and management of diseases and conditions in psychiatry and behavioral medicine. Students will develop competency in managing patients with behavioral health issues including diagnosis, treatment, and observing counseling. (Expected minimum of 32-40 hours a week)

*Prerequisite: None*

**PHAS 651. Summative Assessment. (2 Credits)**

The Summative Assessment is a culmination of all student assessments designed for the students to demonstrate entry-level competency as a Physician Assistant in all aspects of primary medical care. Assessment will include demonstration of competency in each of the Program Learning Outcomes required for successful completion of the PA program. The assessment will occur over two days, following a three day study and review opportunity for students.

*Prerequisite: None*

**PHAS 655. Clinical Practicum Elect I. (4 Credits)**

This 4-week rotation allows students, in consultation with their academic advisors, to select either an area of medical practice interest, or an area of medical practice in which they deem themselves weak, to allow additional clinical practice experience. Elective rotations require a case presentation at completion. All logging requirements continue. All experiences occur with supervision of a clinical preceptor.

*Prerequisite: None*

**PHAS 660. Clinical Practicum Elect II. (4 Credits)**

This 4-week rotation allows students, in consultation with their academic advisors, to select either an area of medical practice interest, or an area of medical practice in which they deem themselves weak, to allow additional clinical practice experience. Elective rotations require a case presentation at completion. All logging requirements continue. All experiences occur with supervision of a clinical preceptor.

*Prerequisite: None*

## Public Admin-Masters (MPA)

### MPA 535. Budget in Public Agenc. (3 Credits)

Budgeting in Public Agencies addresses one of the most important and demanding aspects of government—the annual budget. A variety of different aspects of public budgeting are examined in an effort to introduce future public administrators to one of the largest challenges they will face. The development of the budget is affected by a number of factors, each of which must be identified and dealt with in order to prepare a comprehensive and effective budget. The political aspect of budget decisions and the ramifications of those decisions are extremely important as well. This course is designed to provide students in public administration with an introduction to budgeting in public agencies.

*Prerequisite: None*

### MPA 540. Public Program Evaluation. (3 Credits)

Public Program Evaluation considers the scope and methods of program evaluation, including analytical techniques necessary in evaluation. Discussions of the roles of citizens, bureaucrats and elected officials in program design will take place, and implementation methods to carry out effective evaluations are presented.

*Prerequisite: None*

### MPA 560. Business Law and Government. (3 Credits)

#### MPA 568. Public Personnl Admin. (3 Credits)

Public Personnel Administration examines the issues surrounding the employment and the managing of human resources in the public sector. This course will introduce the student to the progression of public personnel management. The course will examine the continuous changes in public personnel practices and the impact on government operations and programs.

*Prerequisite: None*

### MPA 569. Intergovernmental Relations. (3 Credits)

This course covers interdependencies between various governmental jurisdictions in our federal system. The course examines the impact the federal system has on policy implementation and the allocation of government responsibilities.

*Prerequisite: None*

### MPA 801. RESEARCH METHODS. (3 Credits)

### MPA 810. POLS/SOC THEORY. (3 Credits)

### MPA 815. ORGANIZ THEORY. (3 Credits)

### MPA 820. ORGANIZ BEHAV PUB ADMIN. (3 Credits)

### MPA 825. PUBLIC ADMIN LAW. (3 Credits)

### MPA 826. ETHICS & PUBLIC ADMIN. (3 Credits)

### MPA 830. PUBLIC ADMIN ISSUES. (3 Credits)

### MPA 835. Budget in Public Agencies. (3 Credits)

addresses one of the most important and demanding aspects of government—the annual budget. A variety of different aspects of public budgeting are examined in an effort to introduce future public administrators to one of the largest challenges they will face. The development of the budget is affected by a number of factors, each of which must be identified and dealt with in order to prepare a comprehensive and effective budget. The political aspect of budget decisions and the ramifications of those decisions are extremely important as well. This course is designed to provide students in public administration with an introduction to budgeting in public agencies. 3 credits.

*Prerequisite: None*

### MPA 840. Public Program Evaluation. (3 Credits)

considers the scope and methods of program evaluation, including analytical techniques necessary in evaluation. Discusses the roles of citizens, bureaucrats and elected officials in program design and implementation methods to carry out effective evaluations are presented. 3 credits.

*Prerequisite: None*

### MPA 845. INT'L ISSUES. (3 Credits)

### MPA 860. Business Law and Government. (3 Credits)

### MPA 865. ISSUES GOVT DELIV SERVI. (3 Credits)

### MPA 868. Public Human Resource Admin. (3 Credits)

examines the issues surrounding the employment and the managing of human resources in the public sector. 3 credits.

*Prerequisite: None*

### MPA 869. Intergvrmntl Relations. (3 Credits)

covers the interdependencies between various governmental jurisdictions in our federal system. Examines the impact the federal system has on policy implementation and the allocation of government responsibilities. 3 credits.

*Prerequisite: None*

### MPA 870. ADMIN POLICE ORGANIZATN. (3 Credits)

## Religion (REL)

### REL 500. Profession Christian Worldview. (3 Credits)

This course introduces unique opportunities for students to examine their worldview based upon biblical precedents and historical Christian values and then apply it to their vocational goals.

*Prerequisite: None*



**REL 525. Christian Doctrine at Work. (4 Credits)**

Christian Doctrine at Work presents the central teachings of Christianity as they relate to twenty-first century vocations in health care settings. This course is team taught by faculty from the Department of Theology and from the School of Pharmacy. Students will explore the biblical and confessional foundations of Christian doctrine and apply them to current cultural and vocational contexts.

*Prerequisites: REL 100 and admission to the Pharmacy school, or prior approval by the instructor.*

**REL 540. THE PASSION OF OUR LORD. (3 Credits)****REL 542. THE MASTER AS TEACHER. (3 Credits)****REL 680. CHRISTIAN ETHICS. (3 Credits)**

## Science (SCI)

**SCI 555. Spec Top:God&Scientists Faith&. (3 Credits)****SCI 597. Inter/Pract Envir/Outdoor Ed. (1-4 Credits)**

offers students the opportunity to acquire hands-on experience in an environmental or outdoor education setting. 1 - 4 credits. STUDENT PERSONNEL ADMINISTRATION

*Prerequisite: None*

**SCI 897. Internship in Environmental Ed. (1-4 Credits)**

## Speech-Language Pathology (SLP)

**SLP 480. Counseling in Comm Disorders. (2 Credits)****SLP 500. Kinesiology & Motor Learning. (3 Credits)****SLP 505. Child Language Disorders I. (3 Credits)**

This course focuses on assessment and intervention for preschool language disorders. Topics addressed include etiology and characteristics of language/communication disorders in infants and preschool children with an eye toward cultural and linguistic diversity, theoretical frameworks for assessment and intervention, evidence-based methods of assessment and intervention, connections between oral language and emergent literacy, and exploration of current issues in the research literature.

*Prerequisite: None*

**SLP 510. Aural Rehabilitation. (3 Credits)****SLP 515. Research Methods. (3 Credits)**

This course focuses on developing foundational knowledge of the research process, becoming knowledgeable consumers of research, and increasing students' understanding of the role of research in enhancing clinical practice in Speech-Language Pathology. Students will be learn about collection evidence-based, literature review, research design, and data analysis.

*Prerequisite: None*

**SLP 520. Speech Sound Disorders. (3 Credits)**

This course focuses on information regarding normal and disordered aspects of speech sound production including articulation and phonology. There is an emphasis placed on theoretical and practical considerations for clinical assessment and treatment.

*Prerequisite: None*

**SLP 525. Aphasia & Related Disorders. (3 Credits)**

This course focuses on the neuroanatomy and neurophysiology of aphasia and related disorders. This course will emphasize etiology, prevention, assessment and treatment of the different types of aphasia and related disorders. This course uses a case-based approach and stresses evidenced based practice.

*Prerequisite: None*

**SLP 530. Augmentativ & Alternative Comm. (3 Credits)**

Course Description: This course focuses on a wide range of non-vocal communication systems. In this course, students will develop an understanding of the governmental and professional policies pertaining to augmentative communication, develop an understanding of the advantages and disadvantages of using non-vocal systems for communication; learn principles for assessing non-vocal clients and selecting appropriate non-vocal communication systems for those clients, explore the features of electronic and microcomputer based communication aids, review strategies for facilitating non-vocal communication in a variety of settings, and apply concepts and principles to a series of case examples.

*Prerequisite: None*

**SLP 535. Child Language Disorders II. (3 Credits)****SLP 540. Fluency Disorders. (3 Credits)****SLP 545. Motor Speech Disorders. (3 Credits)****SLP 555. Dysphagia. (3 Credits)****SLP 560. School Methods. (3 Credits)****SLP 570. Neurological Bases of Comm. (3 Credits)****SLP 610. Cognitive Communicat Disorders. (3 Credits)****SLP 615. Assess & Mgmt of Multicult Pop. (3 Credits)****SLP 620. Voice Disorders. (3 Credits)****SLP 630. Genetic Factors in SLP Practic. (3 Credits)****SLP 635. Professional Issues and Counseling. (3-4 Credits)****SLP 640. Research Practicum. (1-2 Credits)****SLP 645. Practicum: Audiology. (1 Credit)****SLP 650. Clinic Pract: On-Campus. (1 Credit)**

This course is designed to provide graduate students with supervised experience in assessment, diagnosis, treatment, and management of children and adults exhibiting a variety of speech, language, swallowing, and/or hearing disorders. Graduate students will be assigned client(s) as well as a clinical instructor. Clinical instructors for this course are CUW faculty, and clinical work may take place on-campus or at satellite locations. This course has a classroom portion that meets one hour per week. The purpose of these meetings is 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. Attendance is mandatory and meetings are announced in advance.

*Prerequisite: None*

**SLP 651. Clinic Pract: Level I. (1 Credit)****SLP 652. Clinical Externship: Level II. (4 Credits)****SLP 660. Research Practicum. (1-4 Credits)****SLP 665. Special Topics:. (2 Credits)****SLP 670. Thesis Research. (1-6 Credits)**

## Student Personnel-Graduate (SPA)

### SPA 501. Found Student Personnel Admin. (3 Credits)

This course introduces students to the field of student affairs administration as they examine the historical, philosophical, and theoretical roots of the profession. The current nature of the work that student affairs professionals perform, the skills and competencies required for the profession, and professional standards of the profession will be addressed.

*Prerequisite: None*

### SPA 506. Group Dynamic/Leader. (3 Credits)

This course applies concepts of small task-oriented group communication to the life and vocation experiences of participants, emphasizing servant-leadership skills.

*Prerequisite: None*

### SPA 510. Issues/American Higher Educati. (3 Credits)

This course places American higher education into a historical context examining the impact of society on the development of higher education. This course introduces the student to current issues in American higher education.

*Prerequisite: None*

### SPA 511. Curr Issues in Athlet Admin. (1,3 Credits)

This course examines current issues while providing strategies for leadership and management within athletics, recreation, and sport. Students will explore their own understanding, develop perspectives, and practice problem-solving skills relating to current issues in athletics, recreation, and sport.

*Prerequisite: None*

### SPA 515. Research Methods. (3 Credits)

The goal of this course is to equip professionals for understanding and conducting applied research in higher education. Students will demonstrate knowledge of research purpose and design, and they will be prepared to conduct an educational research study after the development of a literature review, methodology, and research proposal.

*Prerequisite: None*

### SPA 520. American College Student. (3 Credits)

Students from various generational, social, racial, ethnic, and religious backgrounds are entering college in ever increasing numbers. This course studies the impact these student have on the campus environment and the way in which the institution responds to its students.

*Prerequisite: None*

### SPA 525. Student Programs & Assessment. (3 Credits)

This course examines the various aspects of program planning and specifically focuses on the role and practical applications of assessment as an essential tool in an effective and comprehensive student affairs program.

*Prerequisite: None*

### SPA 526. Organiz & Mange of Athlet Prog. (3 Credits)

This course is a study of administration, philosophy, standards, policies, and procedures utilized in the implementation of intercollegiate and interscholastic sport programs. As such, it is a comprehensive investigation of leadership styles, organizational structure and operations, human resources management, budget preparation, facility and event management, governance structures, and risk management.

*Prerequisite: None*

### SPA 530. Higher Education Admin. (3 Credits)

This course examines colleges and universities as organizations and the leadership and administration of this type of organization. Current theories of organizational behavior and governance will be reviewed applying this theory to real and hypothetical situations.

*Prerequisite: None*

### SPA 531. Fiscal Iss in Athletic Admin. (3 Credits)

This course is a comprehensive examination of principles in sport finance and economics and the impact of financial management on sport and facility business in athletic programs. This course will focus on the concepts of resource acquisition and financial management and the application of strategies and procedures for budget development and management, fund raising, sport income and expenditures, and risk/return of investment.

*Prerequisite: None*

### SPA 535. Legal Issues in Ed Administrat. (3 Credits)

This course surveys legal issues arising from the relationship between public and private colleges and universities and their governing boards, administrators, faculty, student affairs staff, and governmental bodies. Students will explore higher education law, the role of law on campus, and the relationship between the law and the work in student affairs and athletics.

*Prerequisite: None*

### SPA 559. Event Manag in Athletics. (1 Credit)

this course provides students with an opportunity to apply practical knowledge, skills, and attitudes developed during their academic preparation. It is also aimed at helping students gain valuable experience in problem solving and management of athletic events. 1 credit.

*Prerequisite: None*

### SPA 560. Fund of Counseling. (3 Credits)

#### SPA 561. Current Topics in:. (1 Credit)

The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.

*Prerequisite: None*

#### SPA 562. Current Topics in:. (1 Credit)

The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.

*Prerequisite: None*

**SPA 563. Current Topics in: (1 Credit)**

The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.

*Prerequisite: None*

**SPA 564. Current Topics in: (1 Credit)**

The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.

*Prerequisite: None*

**SPA 565. Current Topics in: (1 Credit)**

The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.

*Prerequisite: None*

**SPA 566. Current Topics in: (1 Credit)**

The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.

*Prerequisite: None*

**SPA 567. Current Topics in: (1 Credit)**

The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.

*Prerequisite: None*

**SPA 568. Current Topics in: (1 Credit)**

The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.

*Prerequisite: None*

**SPA 569. Current Topics. (1 Credit)**

The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.

*Prerequisite: None*

**SPA 596. Internship I. (3 Credits)**

This course provides the opportunity to begin exploring the relating of student personnel administrative theory to the applied student service profession. The placement will be made in an appropriate student service setting under the direction of the program director. A minimum of 150 hours for the internship is required.

*Prerequisite: None*

**SPA 597. Internship II. (3 Credits)**

This course provides the opportunity for continued development toward proficiency in relating student personnel administrative theory to the applied student service profession. Each placement will be made in an appropriate student service setting under the direction of the program director. A minimum of 150 hours for the internship is required.

*Prerequisite: None*

**SPA 598. Internship III. (3 Credits)**

This course provides the opportunity for students to demonstrate their proficiency in relating student personnel administrative theory to the applied student service profession. Each placement will be made in an appropriate student service setting under the direction of the program director. A minimum of 150 hours per internship is required.

*Prerequisite: None*

**SPA 600. Thesis Completion Seminar. (3 Credits)**

This course gives the SPAHE student an opportunity to produce and defend a thesis under the supervision of a SPAHE faculty member. This is a process-oriented course that integrates reading, research, writing, and an oral presentation. The student will form a thesis committee of 3 members but primarily work with the thesis committee chair. The student will carry out a research project on a student affairs topic of the student's interest and defend the thesis before the student's thesis committee. The thesis is expected to conform to appropriate standards of scholarship and the final product will be organized under a five chapter model.

*Prerequisite: None*

**SPA 601. Capstone Colloquium. (3 Credits)**

This course provides an opportunity to examine a range of problems in student personnel administration. Work will be structured to meet individual needs and problems of participants.

*Prerequisite: None*

**SPA 602. Portfolio. (0 Credits)**

This course provides the SPAHE student the opportunity to present their portfolio to members of the SPAHE faculty. A portfolio is a purposeful collection of student work that exhibits and shows evidence of the student's efforts, progress, understanding, and achievement in the formal and informal coursework within the SPAHE Program as it relates to the Student Learning Program Outcomes.

*Prerequisite: None*

**SPA 801. Found Student Personnel Admin. (3 Credits)**

the course introduces students to the field of student affairs administration as they examine the historical, philosophical, and theoretical roots of the profession. The current nature of the work student affairs professionals perform, the skills and competencies required for the profession, and professional standards of the profession will be addressed. 3 credits.

*Prerequisite: None*

**SPA 802. Profess Writing & Research. (1 Credit)****SPA 806. Group Dynamic/Leader. (3 Credits)**

applies concepts of small task-oriented group communication to the life and vocation experiences of participants, emphasizing servant-leadership skills. 3 credits.

*Prerequisite: None*

**SPA 810. Issues/American Higher Educati. (3 Credits)**

this course places American higher education into a historical context examining the impact of society on the development of higher education. Introduces the student to current issues in American higher education. 3 credits.

*Prerequisite: None*

**SPA 811. Curr Issues in Athlet Admin. (3 Credits)**

this course is an in depth examination of contemporary issues and problems that exist in the sectors of interscholastic, intercollegiate, and professional sport programs. Topics such as legal liability, gender equity, fiscal management, sports marketing, facility management, personnel management, and event scheduling are covered. 3 credits.

*Prerequisite: None*

**SPA 815. Research Methods. (3 Credits)**

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

*Prerequisite: None*

**SPA 820. American College Student. (3 Credits)**

students from various generational, social, racial, ethnic, and religious backgrounds are entering college in ever increasing numbers. This course studies the impact these student have on the campus environment and the way in which the institution responds to its students. 3 credits.

*Prerequisite: None*

**SPA 825. Student Programs & Assessment. (3 Credits)**

this course examines the various aspects of program planning and specifically focuses on the role and practical application of assessment as an essential tool in an effective and comprehensive student affairs program. The Council for the Advancement of Standards (CAS) is discussed and utilized as a method of program evaluation. 3 credits.

*Prerequisite: None*

**SPA 826. Organiz & Mange of Athlet Prog. (3 Credits)**

a study of administration, philosophy, standards, policies, and procedures utilized in the implementation of intercollegiate and interscholastic sport programs. This course is a comprehensive investigation of leadership styles, organizational structure and operations, human resources management, budget preparation, facility and event management, governance structures, and risk management. 3 credits.

*Prerequisite: None*

**SPA 830. Higher Education Admin. (3 Credits)**

this course examines colleges and universities as organizations and the leadership and administration of this type of organization. Current theories of organizational behavior and governance will be reviewed applying this theory to real and hypothetical situations. 3 credits.

*Prerequisite: None*

**SPA 831. Fiscal Iss in Athletic Admin. (3 Credits)**

a comprehensive examination of principles in sport finance and economics and the impact of financial management on sport and facility business in athletic programs. This course will focus on the concepts of resource acquisition and financial management and the application of strategies and procedures for budget development and management, fund raising, sport income and expenditures, and risk/return of investment. 3 credits.

*Prerequisite: None*

**SPA 835. Legal Issues in Ed Administrat. (3 Credits)**

this course surveys legal issues arising from the relationship between public and private colleges and universities and their governing boards, administrators, faculty, student affairs staff, and governmental bodies. Students explore higher education law, the role of law on campus, and the relationship between the law and the work in student affairs and athletics. 3 credits.

*Prerequisite: None*

**SPA 859. Event Manag in Athletics. (1 Credit)**

this course provides students with an opportunity to apply practical knowledge, skills, and attitudes developed during their academic preparation. It is also aimed at helping students gain valuable experience in problem solving and management of athletic events. 1 credit.

*Prerequisite: None*

**SPA 861. Current Topics in:. (1 Credit)**

The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.

*Prerequisite: None*

**SPA 862. Current Topics in:. (1 Credit)**

The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.

*Prerequisite: None*

**SPA 863. Current Topics in:. (1 Credit)**

The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.

*Prerequisite: None*

**SPA 864. Current Topics in:. (1 Credit)**

The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.

*Prerequisite: None*

**SPA 865. Current Topics in:. (1 Credit)**

The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.

*Prerequisite: None*

**SPA 866. Current Topics in:. (1 Credit)**

The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.

*Prerequisite: None*

**SPA 867. Current Topics in:. (1 Credit)**

The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.

*Prerequisite: None*

**SPA 868. Current Topics in:. (1 Credit)**

The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.

*Prerequisite: None*

**SPA 869. Current Topics in:. (1 Credit)**

The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.

*Prerequisite: None*

**SPA 896. Internship I. (3 Credits)**

provides the opportunity to relate student personnel administrative theory to the applied student service profession. Placement will be made in an appropriate student service setting

*Prerequisite: None*

**SPA 897. Internship II. (3 Credits)**

provides the opportunity to relate student personnel administrative theory to the applied student service profession. Placement will be made in an appropriate student service setting

*Prerequisite: None*

**SPA 898. Internship III. (3 Credits)**

this course provides the opportunity to relate student personnel administrative theory to the applied student service profession. Placement will be made in an appropriate student service setting. A minimum of 150 hours per internship is required. 3 credits.

*Prerequisite: None*

**SPA 900. Thesis Completion Seminar. (3 Credits)**

the student works under the supervision of his/her advisor to complete the thesis begun during the Educational Research Methods course. Upon completion of the thesis, the Oral Defense of the study findings is scheduled with the Chair of the Thesis Committee. 3 credits.

*Prerequisite: None*

**SPA 901. Capstone Colloquium. (3 Credits)**

this course provides an opportunity to examine a range of problems in student personnel administration. Work will be structured to meet individual needs and problems of participants. 3 credits.

*Prerequisite: None*

**SPA 902. Portfolio. (0 Credits)**

A purposeful collection of student work that exhibits and shows evidence of the student's efforts, progress and achievements in the formal and informal coursework of the SPAHE program as it relates to the program's learning outcomes. Throughout the program, each students should accumulate artifacts that attest to the student's growth and development (outcome) during the time the student has been in the program.

*Prerequisite: None*

# Faculty

## A

### Adams-Qualls, Lisa

Assistant Professor of Social Work  
Ph D, Capella University; BS, Tennessee State University; Other, University of Kentucky

### Alfonsi, Elizabeth

Assistant Professor of Physical Therapy  
DPT, BS, Marquette University  
At Concordia since 2016

### Alles, Brad A

Assistant Professor of Education-Secondary/K-12  
MA, Concordia University Chicago; BS, Concordia University Nebraska  
At Concordia since 2016

### Altevogt, Brian

Professor of Music  
DMA, University of Michigan  
At Concordia since 2003

### Ames, Diane

Associate Professor of Nursing-Grad  
Department Chair  
DNP; ; MS, UW-Oshkosh; BS, UW-Eau Claire; BSN, Alverno College; Other, CUW  
At Concordia since 2012

### Arneson, Dean

Associate Professor of Pharmaceutical & Admin Sci  
Dean  
Ph D, MS, Other, University of Nebraska Medical Center  
At Concordia since 2008

### Arnholt, Philip J

Professor of Life and Earth Sciences  
Ph D, University of Nebraska; MS, Eastern Illinois university  
At Concordia since 1971

## B

### Barnett, Jon J

Assistant Professor of Physical Sciences  
Ph D, Auburn University; BS, University of Montevallo  
At Concordia since 2008

### Barnhart, Robert

Professor of Physical Therapy  
Program Director  
Sci D, University of Tennessee Health Science Center; MS, University of Tennessee; BA, West Virginia Wesleyan College; Other, Emory University School of Medicine  
At Concordia since 2010

### Bartelme, Kassandra M

Associate Professor of Pharmacy-Practice  
Pharm D, University of Minnesota - Twin Cities; BS, University of Wisconsin - Madison; Other, University of Minnesota - Twin Cities College of Pharmacy  
At Concordia since 2011

### Bath-Scheel, Carrie

Professor of Occupational Therapy  
Department Chair  
EDD, Cardinal Stritch University; MS, University of Wisconsin - Milwaukee; BS, Mount Mary College  
At Concordia since 1995

### Baum, Jon

Professor of Mathematics  
Department Chair  
Ph D, University of Wisconsin Milwaukee; MS, MBA, Marquette University; BS, Valparaiso University  
At Concordia since 1975

### Beck, Jordan P

Associate Professor of Physical Sciences  
Ph D, BS, University of Illinois at Urbana-Champaign  
At Concordia since 2011

### Becker, Jennifer

Assistant Professor of Education-Early Childhood  
Program Director  
MS, Concordia University Wisconsin  
At Concordia since 2014

### Bellone, Jessica M

Associate Professor of Pharmacy-Practice  
Other, Drake University  
At Concordia since 2014

### Belz, Angela

Assistant Professor of Qualitative Business  
Department Chair  
Ph D, Cardinal Stritch University; MS, Concordia University Wisconsin; BA, Ottawa University  
At Concordia since 2016

### Berger, Gisela

Ph D, University of Maryland-College Park

### Berrios Barillas, Reivian

Assistant Professor of Occupational Therapy  
Ph D, MPT, BA, Marquette University; DPT, University of St. Augustine  
At Concordia since 2016

### Bialkowski, Joey

Assistant Professor of SEB/HEM  
Department Chair  
EDD, Concordia University Chicago; MBA, Canisius College; BS, Brock University  
At Concordia since 2011

### Bichler, Katherine A

Professor of Physical Sciences  
Department Chair  
Ph D, Northwestern University; BS, Carroll College  
At Concordia since 2008

### Bloedow, Mark E

Assistant Professor of Music  
MM, Concordia University Wisconsin; BME, University of Wisconsin--Oshkosh  
At Concordia since 2016

### Boonenberg, John

Assistant Professor of Music

DMA, University of Michigan; MM, The Juilliard School; BM, The University of Michigan  
At Concordia since 2017

**Borst, Michael J**

Associate Professor of Occupational Therapy  
OTD, Rocky Mountain University of Health Professions; MS, Western Michigan University; BA, Calvin College  
At Concordia since 2007

**Borys, Douglas J**

Professor of Pharmaceutical & Admin Sci  
Pharm D, Shenandoah University; BS, University of Minnesota  
At Concordia since 2011

**Bowman, Christine**

Assistant Professor of Occupational Therapy  
MS, Duquesne University; BS, Syracuse University  
At Concordia since 2011

**Brock, William**

Associate Professor of Quantitative Business  
Ph D, Benedictine University; MBA, Emory University; BBA, Georgia College & State University  
At Concordia since 2016

**Brown, Michael C**

Professor of Pharmacy-Practice  
Associate Dean  
Pharm D, BS, University of Wisconsin-Madison; Other, VAMC - William S. Middleton Veterans Hospital and Clinics  
At Concordia since 2009

**Bryant, Emily E**

Pharm D, Concordia University Wisconsin; Other, Aurora Health Care, Metro Inc.  
At Concordia since 2017

**Buckley, Elizabeth**

Associate Professor of Pharmacy-Practice  
Pharm D, BS, University of Wisconsin Madison  
At Concordia since 2010

**Bunyan, Sheri L**

Assistant Professor of Physical Therapy  
BS, Northern Michigan University; Other, Marquette University; Other, St. Catherine University  
At Concordia since 2009

**Burlage, Robert S**

Professor of Pharmaceutical & Admin Sci  
Department Chair  
Ph D, University of Tennessee; MS, Columbia University; MS, Duquesne University; BA, Rutgers University  
At Concordia since 2011

## C

**Calhoun, Paul S**

MFA, City University of New York  
At Concordia since 2017

**Canapa, Sally**

Ph D, University of Wisconsin Milwaukee

At Concordia since 1990

**Cario, William**

Professor of History  
Provost  
Ph D, MA, New York University; BA, Concordia Teachers' College  
At Concordia since 1990

**Castillo, Uvidelio F**

Assistant Professor of Pharmaceutical & Admin Sci  
Ph D, Nagoya University; MS, Universidad de Los Andes Mérida; BS, Colorado State University; Other, Plant Sciences, Montana State University  
At Concordia since 2013

**Cero-Jaeger, Cathy**

Assistant Professor of Nursing-Undergrad  
MS, University of Wisconsin Milwaukee; BSN, University of Wisconsin Madison  
At Concordia since 2014

**Chappy, Sharon**

Professor of Nursing-Grad  
Dean  
Ph D, University of Wisconsin Milwaukee; MS, University of Wisconsin Oshkosh; BS, University of Wisconsin Madison  
At Concordia since 2014

**Chlebos, Daniel**

Assistant Professor of Justice & Public Policy  
MS, University of Wisconsin - Platteville; BA, Concordia College (now University); Other, Cornell University; Other, Monroe Community College; Other, University of Wisconsin - Milwaukee  
At Concordia since 2007

**Chuhran, Kyle B**

Assistant Professor of Education-Elementary  
MS, Concordia University - Wisconsin; BA, Concordia College  
At Concordia since 2014

**Clemm von Hohenberg, Sara**

Assistant Professor of Education-Secondary/K-12  
Academic Coordinator  
Ph D, Northcentral University; MA, Oakland University; BA, Western Michigan University  
At Concordia since 2014

**Clemons, Renee**

Assistant Professor of Nursing-Undergrad  
DNP, BA, University of Michigan - Ann Arbor; BSN, University of Michigan - Flint

**Cole, Susan**

Ph D, MS, Marquette University; RN, Northeast Wisconsin Technical Institute; BSN, Silver Lake College

**Collins, Sarah**

DSW, University of Thomas- St. Catherine's University; BA, Marquette University; Other, Dominican University  
At Concordia since 2017

**Condie, Bradley**

Professor of Qualitative Business  
Ph D, Northwestern University; MBA, Keller Graduate School of Management; BA, Wheaton College



At Concordia since 1991

**Cosgrove, Preston B**

Associate Professor of Education-Graduate  
Ph D, Cardinal Stritch University; MA, Marquette University; BA, Taylor University

**Cunningham, Christopher W**

Associate Professor of Pharmaceutical & Admin Sci  
Ph D, BS, University of Maryland; Other, University of Kansas Department of Medicinal Chemistry and Specialized Chemistry Center  
At Concordia since 2011

**Curry, Brian**

Associate Professor of Business  
At Concordia since 2018

**D**

**Daugherty, Ryan**

Assistant Professor of Social Science  
Ph D, MA, University of Kansas; BA, Anderson University

**Davis, Roxxi M**

Assistant Professor of Social Work  
DSW, Aurora University

**DeJongh, Beth**

Associate Professor of Pharmacy-Practice  
Pharm D, University of Minnesota; Other, West Palm Beach Veterans Affairs Medical Center; Other, University of Minnesota Medical Center, Fairview  
At Concordia since 2011

**Dellinger, John**

Professor of Pharmaceutical & Admin Sci  
Ph D, University of Illinois  
At Concordia since 2009

**Delwiche, Jennifer**

Assistant Professor of Nursing-Undergrad  
MS, Cardinal Stritch University; BS, Viterbo College; Other, CUW  
At Concordia since 2007

**Doebele, Alexa**

Associate Professor of Music  
DMA, MME, University of Colorado; BM, Washington University  
At Concordia since 2009

**Dougherty Klein, Meagan**

Assistant Professor of SEB/HEM  
MA, State University of New York at Buffalo; BA, University of North Carolina - Chapel Hill  
At Concordia since 2017

**Dvorak, Leah M**

Professor of Life and Earth Sciences  
Vice Provost  
Ph D, University of Wisconsin-Madison; BA, Oberlin College  
At Concordia since 2011

**Dyson, John L**

Assistant Professor of Nursing-Undergrad  
Ph D, Northcentral University

At Concordia since 2011

**E**

**Eernisse, Elizabeth R**

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  
EDD, MS, Northern Illinois University; BS, San Jose State University (California State University System)  
At Concordia since 2010

**Ehlke, Roland C**

Professor of Philosophy  
At Concordia since 1999

**Evans, Dennis N**

Associate Professor of Mathematics  
Ph D, MA, University of Illinois at Champaign-Urbana; BS, BA, University of Missouri - Columbia  
At Concordia since 2004

**Evans, Elizabeth L**

Associate Professor of Education-Graduate  
CELT Director  
Ph D, MS, University of Wisconsin - Milwaukee; BS, Carroll University  
At Concordia since 1998

**F**

**Fehrenbacher, Lynne**

Associate Professor of Pharmacy-Practice  
Pharm D, BS, University of Wisconsin Madison  
At Concordia since 2011

**Fenno Ladwig, Colleen**

Associate Professor of English  
Ph D, MA, Marquette University; BA, University of Wisconsin-Madison  
At Concordia since 2010

**Fenske, Cynthia**

Associate Professor of Nursing-Undergrad  
Campus Dean  
DNP, Oakland University; MS, University of Michigan; BSN, Valparaiso University  
At Concordia since 2015

**Ferguson, Randall L**

Associate Professor of Communication  
Ph D, University of Minnesota; MA, Bowling Green State University; M Div, Concordia Seminary, St. Louis; BA, Concordia College, Ann Arbor  
At Concordia since 1991

**Ferry, Patrick**

Professor of  
President  
At Concordia since 1991

**Ferry, Tamara**

**Fieten, Jennifer A**

Assistant Professor of Family Life  
MA, University of Texas at San Antonio; BS, Northern Illinois University  
At Concordia since 2017

**Fisher, Joseph B**

Assistant Professor of Life and Earth Sciences  
Ph D, Medical College of Wisconsin; BS, Saint Norbert College  
At Concordia since 2017

**Franz, Ann M**

Professor of Physical Therapy  
Ph D, Medical College of Wisconsin; Other, University of Wisconsin -  
Madison  
At Concordia since 1994

**Frazier, Tiffany M**

Assistant Professor of Physician Assistant  
Other, Marquette University  
At Concordia since 2016

**Frazier-Tucker, Arletta L**

DSW, Aurora University  
At Concordia since 2017

**Freese, James**

Professor of Music  
Other, Northwestern University  
At Concordia since 2007

## G

**Gerke, Dale**

Associate Professor of Physical Therapy  
MPT, Concordia University Wisconsin; BA, Wisconsin Lutheran College;  
Other, Texas Tech University Health Sciences Center  
At Concordia since 2009

**German, Brian T**

Assistant Professor of Theology  
Ph D, Wycliffe College (Toronto School of Theology); M Div, Concordia  
Theological Seminary; BA, Concordia University Wisconsin  
At Concordia since 2014

**Gerner, Steve W**

Associate Professor of Education-Elementary  
Dean of Students  
EDD, Nova Southeastern University; MS, Concordia University Wisconsin;  
BS, Martin Luther College  
At Concordia since 2007

**Giacomazzi, Amber**

Assistant Professor of Health & Human Performance  
MS, California State University, Fullerton; BS, California State University,  
Fresno  
At Concordia since 2016

**Goldbach, Wendy P**

Associate Professor of Occupational Therapy  
BS, University of Wisconsin-Milwaukee; Other, Temple University; Other,  
Colorado State University; Other, Milwaukee Area Technical College  
At Concordia since 2008

**Gonzalez, Jorge E**

Assistant Professor of Quantitative Business  
MBA, Harvard Business School; BS, Other, Universidad de los Andes

At Concordia since 2001

**Gotzler, April**

Assistant Professor of Health & Human Performance  
MA, California State University-Chico; BS, University of Wisconsin-  
Madison  
At Concordia since 2015

**Graff LaDisa, Anne**

Associate Professor of Pharmacy-Practice  
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MS, Walden University; BS, Edgewood College  
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## H

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Ph D, MA, BA, University of Kansas  
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Campus Dean  
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Ph D, St. John's University; MA, BA, Marquette University  
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Associate Dean  
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**Juliane, Chreston**

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Ph D, University of Missouri; MA, University of Wisconsin Milwaukee; BA, Concordia College  
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Ph D, Other, University of Wisconsin - Milwaukee; Other, Milwaukee Public Television; Other, Milwaukee Institute of Art & Design  
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Pharm D, BA, University of Minnesota; Other, Froedtert Hospital  
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ThD, University of Tuebingen; BA, Concordia University Chicago; Other,  
Concordia Seminary  
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Concordia University Wisconsin  
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## N

**Neal, Timothy**

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## O

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Ph D, MA, Cardinal Stritch University; BA, St. Norbert College

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Pharm D, BS, University of Wisconsin; MBA, Concordia University Wisconsin (Anticipated); Other, Providence Health Care, Sacred Heart Medical Center; Other, Aurora Health Care, St. Luke's Medical Center  
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### **Parrish, Stephen E**

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### **Parve, Julie**

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### **Pease, Betsy**

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### **Peckham, Elizabeth M**

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Ph D, University of Michigan; BS, Ashland University  
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### **Penhallegon, Philip W**

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### **Peppard, Sarah R**

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Pharm D, University of Wisconsin  
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### **Perrine, William M**

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### **Pickart, Michael A**

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Dean  
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## R

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**Reid, Terry-Elinor**

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## S

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## T

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## Legal Notices

### The Family Educational 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
- photo
- class standing and class schedules
- 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, class, photos and class schedules.

#### 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) (<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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