2023-2024

GRADUATE & PROFESSIONAL STUDIES ACADEMIC CATALOG

CONCORDIA UNIVERSITY
WISCONSIN & ANN ARBOR

TABLE OF CONTENTS

Graduate Catalog 3
The University 3
Academic Definitions 6
Academic Policies 6
Admissions Procedures 15
Financial Aid 17
Pathways 19
Student Services 20
Technology Requirements 21
Tuition and Fees 22
Programs 24
Arts and Sciences Programs 25
Bioethics Certificate 25
Master of Arts in Digital Humanities 25
Master of Church Music 26
Master of Science in Athletic Training (CUAA) 28
Master of Science in Athletic Training (CUW) 31
Master of Science in Computer Science 32
Computer Science Scholars Program 33
Business Programs 34
Doctor of Business Administration 34
Master of Business Administration 35
Business Scholars MBA Program 38
MBA Fast Track 39
PharmD/MBA 40
Master of Science in Accountancy 41
Master of Science in Business Analytics 42
Master of Science in Leadership 43
Education Programs - CUAA 44
Master of Science in Curriculum & Instruction - Elementary Teacher Certification 44
Master of Science in Curriculum & Instruction - Secondary Teacher Certification 45
Master of Science In Curriculum & Instruction With ESL Endorsement 46
Master of Science In Educational Leadership 46
Master of Science In Special Education Learning Disabilities 48
Master of Science in Student Personnel Administration in Higher Education (CUAA) 48
Required Reading Courses For Professional Certification 49
School Administrator Certificate Program - SACP 50
Education Programs - CUW 50
Doctor of Education in Leadership in Innovation and Continuous Improvement 50
Master of Science in Education - Counseling 52
Master of Science in Education - Educational Administration 54
Master of Science in Education - Educational Design and Technology 56
Master of Science in Education - Family Life 57
Master of Science in Education - Instructional Leadership 58
Master of Science in Education - Literacy 60
Master of Science in Education - Special Education 61
Master of Science in Education - Teaching & Learning with Teacher Licensure 63
Master of Science in Student Personnel Administration in Higher Education (CUW) 65
Superintendent License Program 66
Alternative Education License Program 67
Christian Counseling Certificate 67
Christian Education Certificate 67
Compassion Care Certificate 68
Digital Age Teaching & Learning Certificate 68
Health Profession Programs 68
Doctor of Occupational Therapy Entry-Level (CUAA) 68
Doctor of Occupational Therapy Entry-Level (CUW) 71
Doctor of Physical Therapy (CUAA) 72
Doctor of Physical Therapy (CUW) 74
Master of Occupational Therapy 76
Master of Science in Child Life and Interprofessional Practice 78
Master of Science in Physician Assistant Studies (CUAA) 78
Master of Science in Physician Assistant Studies (CUW) 81
Master of Science in Rehabilitation Science 86
Master of Science in Speech-Language Pathology 87
Master of Social Work 89
Nursing Programs 91
Doctor of Nursing Practice (DNP) Program 91
Post BSN to DNP 93
Master of Science in Nursing - Healthcare Informatics 95
Master of Science in Nursing - Nurse Educator 96

Master of Science in Nursing - Primary Care Nurse Practitioner 97
Certificate After Graduate Education in Nursing 99
Certificate After Graduate Education in Nursing - Psychiatric Mental Health NP 100
Pharmacy Programs 102
Doctor of Pharmacy 102
Master of Science in Natural Products Science 105
Interprofessional Education Graduate Certificate 106
Natural Products Sciences Graduate Certificate 107
Student Conduct 108
Important Student Information 108
Article 1 - Overview 109
Article 2 - Policies General 110
Article 3 - Policies Student Welfare 119
Article 4 - Procedures & Hearings 121
Flowcharts 130
Resource Lists 130
Course Descriptions 131
Accounting (ACCT) 132
Athletic Training (MSAT) 133
Biology (BIO) 136
Business Analytics (BUAN) 137
Business-MBA Grad (MBA) 137
Chemistry (CHEM) 141
Child Life Specialist (CLS) 142
Computer Science (CSC) 143
Concordia Center for Bioethics (CCB) 144
Counseling-Graduate (COUN) 145
Digital Humanities (DH) 148
Doctor of Business Admin (DBA) 149
Education - CUAA (EDU) 151
Education Family Life (EFL) 156
Education-Cert Elem Ed (EDC) 156
Education-Graduate (EDG) 161
Educational Technology (EDT) 174
Interprofessional Education (IPE) 175
Master of Product Development (MPD) 176
Master of Science in Leadership (MSL) 177
Master of Social Work (MSW) 178
Master Sci Rehabilitation Sci (MSRS) 180
Music (MUS) 181
Natural Products Science (NPS) 182
Nursing - Grad (NURS) 183
Occupational Therapy-Grad (OT) 188
Pharmacy (PHAR) 195
Physical Therapy-Doctorate (DPT) 201
Physician Assistant (PHAS) 210
Speech-Language Pathology (SLP) 217
Student Personnel-Graduate (SPA) 219
Faculty 220
Legal Notices 233
Index 235

GRADUATE CATALOG

The University

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

Mission Statement

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

Vision Statement

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

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

We are a Faith and Learning Centered Higher Education Community.

Concordia students learn in innovative Christ-centered environments that are guided by comprehensive assessment. Our faculty, staff and University administrators are role models and servant leaders. Our Christian faculty excel in teaching and mentoring, and successfully connect to faith to learning. Our academic programs are rigorous and diverse, consistent with the needs of the Church and our communities.

We Plan for Purposeful Growth.

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

We Make an Impact Through Service and Leadership.

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

We Champion Access and Opportunity for All Learners.

We provide access to the highest value higher education experience. As a result, Concordia students discover and develop their vocations. Rigorous assessment of our academic offerings, university services, delivery systems, and market and organizational performance 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

Campus Information

Concordia University Wisconsin

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

Concordia University Ann Arbor

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

Administrative Officers

Position	Name
President	Erik Ankerberg
Executive Vice President and Chief Operating Officer	Allen Prochnow
Chief of Staff, Interim	William Cario
Senior Vice President, Finance & CFO	Roy Peterson
Provost and Chief Academic Officer, Interim	Leah Dvorak
Vice President of Advancement	Dean Rennicke
Vice President of Student Life	Steven Taylor
Vice President of Marketing and Communications	Lisa Liljegren
Vice President, CUAA Operations	Ryan Peterson
Vice Provost of Faculty Affairs	Leah Dvorak
Vice Provost of Enrollment and Student Engagement	Michael Uden
Vice Provost of Academic Operations	Brooke Johnson

Vice Provost of Research & Innovation	Daniel Sem
Chair, Faculty Senate	Jordan Beck

Deans

Department	Name
School of Arts and Sciences	Steven Montreal
Batterman School of Business	Matthew Hurtienne
School of Education	James Pingel
School of Health Professions	Linda Samuel
School of Nursing	Diane Ames
School of Pharmacy	Erik Jorvig
Student Life CUAA	John Rathje
Student Life CUW, Interim	Joseph Niswonger

2023-2024 Academic Calendar

Fall Semester

Date	Day	Event
August 27	Sunday	Opening Service - Mequon
August 28	Monday	First day of classes (16-week & 8-week A); Opening service - Ann Arbor
September 3	Sunday	Last day to add 8-week course
September 4	Monday	LABOR DAY- No classes
September 10	Sunday	Last day to add a 16-week semester course
September 22	Friday	Fourth Friday break-No Classes
October 1	Sunday	Last day to withdraw from 8-week A course
October 22	Sunday	Final day of classes (8-week A)
October 23	Monday	First day of classes (8-week B)
October 29	Sunday	Last day to add 8-week B course
November 5	Sunday	Last day to withdraw from a 16-week semester course
November 22	Wednesday	Thanksgiving vacation begins - no classes meet after 4:00pm local time
November 23	Thursday	Thanksgiving Day - no classes
November 24	Friday	University closed- no classes
November 26	Sunday	Last day to withdraw from 8-week B course
November 27	Monday	Classes resume
December 11-15	Monday - Friday	Final Examinations (16-week), Christmas recess begins after last exam
December 16	Saturday	Commencement Ceremony 1:30 pm - Mequon
December 17	Sunday	Commencement Ceremony 2:00 pm - Ann Arbor; Final day of classes (8-week B)
December 19	Tuesday	Final grades due (11:59pm)
December 18-January 5	Monday-Friday	Christmas Break - No Classes
December 25	Monday	Christmas Day

Spring Semester

Date	Day	Event
January 8	Monday	First day of classes (16-week & 8-week A)
January 14	Sunday	Last day to add a 8-week A course
January 15	Monday	Martin Luther King Day - No Classes
January 21	Sunday	Last day to add a 16-week course
February 2	Friday	Fourth Friday break - No Classes
February 11	Sunday	Last day to withdraw from a 8-week A course
March 3	Sunday	Final day of classes (8-week A)
March 4-8	Monday-Friday	Spring Recess
March 11	Monday	First day of classes (8-week B)
March 17	Monday	Last day to add 8-week B course
March 24	Sunday	Last day to withdraw from a 16-week course
March 28	Thursday	Easter Break begins - No Classes meet after 4:00pm local time
March 31	Sunday	Easter Sunday
April 1	Monday	Classes resume at 4:00pm local time
April 14	Sunday	Last day to withdraw from a 8-week B course
April 29-May 3	Monday-Friday	Final Examinations (16-week)
May 3	Friday	Graduate student Commencement Ceremony 4:00pm - Mequon

May 4	Saturday	Undergraduate student Commencement Ceremony 1:30pm - Mequon
May 5	Sunday	Commencement Ceremony 2:00pm - Ann Arbor; Final day of classes (8-week B)
May 6-10	Monday-Friday	May Break - No Classes
May 7	Tuesday	Final grades due (11:59PM)

Summer Semester

Date	Day	Event
May 13	Monday	First day of classes (14-week & 8-week A/6-week A)
May 19	Sunday	Last day to add a 8-week A/6-week A course
May 26	Sunday	Last day to add a 14-week course
May 27	Monday	Memorial Day-No Classes
June 9	Sunday	Last day to withdraw from a 6-week A course
June 16	Sunday	Last day to withdraw from a 8-week A course
June 23	Sunday	Final day of classes (6-week A)
June 24	Monday	First day of classes (8-week B)
June 30	Sunday	Last day to add a 8-week B course
July 4	Thursday	Independence Day - No Classes
July 7	Sunday	Final day of classes (8-week A); Final day to withdraw from 14-week course
July 8	Monday	First day of classes (6-week B)
July 14	Sunday	Last day to add a 6-week B course
July 28	Sunday	Last day to withdraw from a 8-week B course
August 4	Sunday	Last day to withdraw from a 6-week B course
August 12-16	Monday-Friday	Final Examinations (14-week)
August 18	Sunday	Final day of classes (14-week, 8-week B, & 6-week B)
August 19-23	Monday-Friday	August break - No Classes
August 20	Tuesday	Final grades due (11:59PM)

Accreditation

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

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

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

The following agencies have accredited various programs of Concordia University:

- Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (Graduate Occupational Therapy)
- Accreditation Council for Pharmacy Education (ACPE) (Graduate Pharmacy)
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) (Graduate Physician Assistant)
- American Chemical Society (ACS) (Undergraduate Chemistry Major)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP) (Undergraduate Medical Assisting)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP) (Diagnostic Medical Sonography)
- Commission on Accreditation of Athletic Training Education (CAATE) (Graduate Athletic Training)
- Commission on Accreditation of Physical Therapy Education (Graduate Physical Therapy)
- Commission on Collegiate Nursing Education (CCNE) (Undergraduate & Graduate Nursing)
- Council for the Accreditation of Educator Preparation (CAEP) (CUAA Undergraduate and Graduate Teacher Education)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology (Graduate Speech-Language Pathology)
- Council on Social Work Education (CSWE) (Undergraduate Social Work & Graduate Social Work)
- International Assembly for Collegiate Business Education (IACBE) (Undergraduate and Graduate Business)
- Joint Review Committee on Education in Radiological Technology (Undergraduate Radiologic Technology)
- Michigan Board of Nursing (Undergraduate Nursing)
- Michigan Department of Education (Undergraduate & Graduation Teacher Education)
- The National Council on Family Relations (NCRF) (Undergraduate Family Life)
- Wisconsin Department of Public Instruction (Undergraduate & Graduate Teacher Education)
- Wisconsin State Board of Nursing (Undergraduate Nursing)

Academic Definitions

Academic Program Definitions

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

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

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

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

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

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

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

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. GPD credits do not lead to an academic credential from Concordia University.

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

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

Graduate program concentrations must be at least 9 credits; at least 6 credits must be unique to that concentration, and cannot overlap with another concentration. None of the credits in a concentration may overlap with any graduate core curriculum that may apply.

Pathway: A Pathway is defined as a University-wide emphasis consisting of select sections of existing courses. Students must complete a minimum of 15 credits in course sections assigned to a specific Pathway. Fulfillment of Pathway requirements culminates in a transcript designation. In some cases, completion of a pathway may result in a digital or paper credential upon degree completion.

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	6+ 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)

Progress Report Grades

Instructors must keep the LMS (Blackboard) gradebook updated by the Progress Report deadlines so that students and academic advisors and others may access progress report grades for 16-week, 8-week and 6-week courses. The instructor should also directly notify the students whose mid-semester and mid-session grades are below a C, or whose performance does not meet the expectations of the academic program in which the student is enrolled.

Incomplete Grades

An incomplete grade given in any term (i.e., Fall, Spring or Summer) may become a failing grade if the work is not completed within three weeks after the end of the final day of the term, 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

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

Audit Policy

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

A student who audits a course has access to the in-class (and/or online) didactic portions of the course. The student is expected to attend class, but the student is not required to participate in any of the course's assessment activities, and the instructor is not required to assess the student's progress in the course (that includes the formulation of a comprehensive assessment such as a course grade). The university does not require, expect, or allow the auditing student with a documented disability – other than a physical disability – to participate in its disability services process, as the students will not take part in the university's course assessment. Skills courses, such as foreign language, applied music, and some art courses are not available for audit. Students who audit a course will be charged a $125 per credit fee.

Waitlist Policy

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

Very Low Enrollment Policy

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

Low Enrollment Policy

Course sections with 5-9 students will run as scheduled provided that there are no other sections of that course offered in the same semester.

Course Cancellation Policy

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

Change of Name or Address

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

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

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

A student's name of record includes the first name, middle initial or full middle name, and the family name. Currently-enrolled students may request a name of record change on the official academic record through a written request along with legal documentation of the name change. Request forms are available on the CUW/CUAA Registrar website or in the Registrar office. Any previous names will be archived; however, the official record will reflect the new name.

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

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

Prerequisite Requirement

A prerequisite is a requirement a student must successfully fulfill prior to being allowed to attend a subsequent higher-level course. Many courses have prerequisites which students are expected to satisfy prior to attending the higher-level course. Typical examples include a certain year-in-school (e.g., "Jr. standing"), other specific courses (e.g., "Physics 210"), a particular placement test score, admission to a particular major, or consent of the instructor.

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

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 presence 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 behavioral are serious breaches of the academic contract.

Academic Honesty

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

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

Disciplinary Actions

- First instance: The faculty member determines the penalty. This may include any of the following: an opportunity to redo the assignment or test, a reduced grade on the assignment or test, a failing grade on the assignment or test, a lower grade in the course, a failing grade in the course, or removal of the student from the course.
- Second instance: The faculty member determines the penalty, and the campus-specific Chief Academic Officer (CAO) or designee connects with the student at which time additional sanctions may be imposed.
- Third instance: The faculty member determines the penalty, and the Academic Conduct Board meets with the student at which time additional sanctions may be imposed, including suspension or expulsion. The Academic Conduct Board (ACB) consists of the CAO, 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[1] 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 ordered by students or alumni and can be sent electronically through the National Student Clearinghouse e-transcripts system to institutions or persons considering the applicant for admission or for employment. 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 Application deadline dates are the following:

Fall - October 1

Spring - March 1

Summer - July 1

Commencement Participation

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

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

If students will complete their courses in the summer or fall terms, they will walk in the December commencement. If students will complete their courses in the spring term, they will walk in the May commencement.

Diploma Covers

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

Change of Enrollment

Adding a Course

Courses Greater than 8 Weeks in Length

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

Courses 6-8 Weeks in Length

For classes that are between six (6) and eight (8) weeks in length, students may add a course up to the end of the first week. Instructor approval is not required.

Courses Less than 6 Weeks in Length

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

Withdrawing from a Course

After starting to participate in a class, a student may request to withdraw up to the withdraw deadline for the term. The student's transcript will reflect a withdraw ('W') for the course. The 'W' is not a grade and will not affect the student's overall GPA. A student participating in a course past the withdrawal deadline is not eligible for a withdrawal and will be assessed a final grade.

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

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

Administrative Withdraw from a Course

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

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

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

Leave of Absence

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

Definition

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

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

A leave should be sought prior to the semester in which the leave is taken, if possible; however, the student may request a leave of absence at any point during active course enrollment. A leave of absence granted within the withdrawal period will result in the student being withdrawn from all active coursework and W's assigned for all enrolled coursework, resulting in no change to cumulative GPA. A leave of absence granted after the withdrawal period will result in grades earned in all enrolled coursework, affecting a student's cumulative GPA; any incomplete coursework will receive no credit. A leave of absence is not retroactive and cannot be sought for a previous semester.

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

Duration of Leave

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

Implications of a Leave of Absence

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

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

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

Procedure

Planning for a Leave of Absence

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

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

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

Returning from a Leave of Absence

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

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

Withdrawal from the University

Students who wish to cease coursework and withdraw completely from the University must notify their academic advisor and financial aid counselor prior to making changes as withdrawing will have implications

on student status, financial aid, future athletic eligibility, and program progression. Students must withdraw from the University during the withdrawal period or at the end of a term. Withdrawals outside of the withdrawal period result in the grade based on what is earned through the student's time in the course; any incomplete coursework will receive no credit.

Implications of a Withdrawal

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

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

Procedure

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

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

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

Medical Leave of Absence

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

This policy has been designed to ensure that students are given the individualized attention, consideration, and support needed to address medical issues that arise or escalate during their time at the University. This policy outlines an individualized process that students must follow to request a medical leave of absence to address their medical difficulties so that they can successfully return to the University.

Definition

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

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

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

Duration of Medical Leave

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

Implications of a Medical Leave

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

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

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

Procedure

Planning for a Medical Leave of Absence

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

- The student should discuss a leave of absence with his or her academic advisor to discuss program progression.
- The student should arrange a payment plan for any outstanding balance.
- The student's medical provider must submit the Medical Leave of Absence form directly to the Health & Wellness Committee that indicates the student's inability to continue enrollment as well as the expected duration for treatment. The Health & Wellness Committee is a three-person committee including the Assistant Vice President of Academics for Student Success, the Director of Financial Aid or Business Operations Manager, and the student's program director.
- Once the review is completed, the Health & Wellness Committee will then notify the student of the decision to grant or deny a Medical Leave of Absence.
- If the medical leave is granted, the student status will be coded within the University system to reflect the medical leave standing. If the

medical is denied, the student is welcome to continue enrollment or pursue a non-medical Leave of Absence.

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

Returning from a Medical Leave of Absence

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

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

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

Medical Leave of Absence Beyond 12 Months

Specific approval by the Health & Wellness Committee is required a medical leave in excess of 12 months. Students who do not return to the University within 12 months will be withdrawn and must reapply to the University. Students required to reapply to the University may be subject to the program requirements and policies under the current academic catalog.

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

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 (virtual courses).

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. Students will receive a 100% tuition refund on courses dropped for never attending.

- Students will be dropped when they have failed to begin or never attended a course within the first two (2) weeks for courses greater than eight (8) weeks in length.
- Students will be dropped when they have failed to begin or never attended a course within the first (1) week for courses that are equal to or less than eight (8) weeks in length.

Unexcused/Excused Absences

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

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

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

Excessive Student Absence

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

If administratively withdrawn for excessive absence, the Registrar's office will indicate a "W" on the student's transcript if the student's last class participation was prior to the withdrawal deadline for the term. A student who participated in a course past the withdrawal deadline, but who reaches an excessive absence threshold, is not eligible for a withdrawal and will be assessed a final grade.

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

Consequences of Excessive Absences

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

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 for information on admission requirements and the process; or additionally information may be found online at the Concordia websites, www.cuw.edu or www.cuaa.edu.

Admission Requirements - Professional Programs

Admission requirements are specific to professional programs including:

- Athletic Training
- 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 or www.cuaa.edu/apply.
   - 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 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 correspondence.
   - 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 Credit Policy

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

- College level courses taken at CUWAA, no matter the format, are considered 'residency' courses. Some pre-identified continuing education unit (CEU) credits taken through CUWAA Continuing Education Studies may be used for transfer credit. CEU credits cannot be used to fulfill residency requirements.
- Students must earn a minimum of 15 credits at CUWAA to be awarded a master's degree and a minimum of 30 credits at CUWAA for a doctoral degree.
- If there is no specified program policy, the university allows for transfer of up to 50% of the overall credit requirements for a degree program and up to 25% of the overall credits for a certificate program, provided credits are from another regionally accredited university.

Before awarding transfer credits:

- The student must provide official transcripts documenting completion of graduate-level coursework and the grade(s) obtained for this work.
- Courses older than seven years will not be transferred unless an exception is granted by the program director and/or Dean.
- The number of graduate credits for a course taken at another institution must be equal to or greater than the number of credits for a comparable course at CUWAA (i.e. a two-credit course will not transfer in for a three-credit course).
- If there is no specified program policy, each course grade must meet the CUWAA graduate admission standard of a 3.0 (B) or better. Courses in which the student received lower than a 3.0 (B) will not be considered for transfer.

Additional Information:

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

In case of special extenuating circumstances, the Provost's Office may approve exceptions to this policy.

Credit Sharing Between Concordia Programs

A student completing multiple programs at CUWAA may be permitted to have shared credits count for both programs.

- An Undergraduate and Graduate Program: If graduate-level courses were approved to be taken as part of a student's undergraduate degree, up to 15 credits may be used toward the completion of a master's degree.
- Two Masters Programs: If there is no specified program policy, a student may share up to 15 credits between two master's programs. A minimum of 15 unique, non-overlapping credits is required in each program to award a degree.
- A Masters and Doctoral Program: If there is no specified program policy, a student may have up to 15 credits of doctoral work count

toward a master's program. A minimum of 15 unique, non-overlapping credits at the master's level, and 30 unique, non-overlapping credits at the doctoral level, is required to award each degree.

- If there is no specified program policy, grades for graduate-level shared credits must meet the CUWAA admission standard of a 3.0 (B) or better to count for both programs.

Internal Transfer to Another Graduate Program

If a student wishes to move from one program to another (e.g. from Education to Church Music), he or she must submit a new online application and at minimum a new essay explaining the reasons for the change. Program directors may request additional documents as well. 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.

Conditional Admission

Conditional admission at the graduate level is defined as admission to the university for students who do not meet the graduate admission standards (refer to the program of interest). Upon review of a student's academic record, the Assistant Vice President of Admission, with the approval of the Admissions Committee, may grant applicants conditional admission to Concordia University.

Conditional admission requires the student to achieve good academic standing (GPA of a 3.0 or higher) within the first semester of enrollment. Students who are conditionally admitted may be required to fulfill stipulations specific to their program (students without demonstrated experience in an English medium academic or professional setting must present specific test scores to meet full admission criteria). Students who earn a semester GPA of 3.0 or higher within their first semester of enrollment are removed from conditional admissions status. Failure to fulfill stipulations of the program and/or failure to maintain good academic standing during enrollment as a graduate student (GPA of 3.0 or higher) in the first semester will result in probationary status (see the Probation and Dismissal Policy).

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. 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).

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.

Graduate Scholarships

We're excited to offer new scholarships exclusively for adult and post-traditional learners. Ranging from $150-$500 per three-credit course, these scholarships can be applied to a variety of programs and are available to employees of our corporate and academic partners, Concordia alumni, current students of Concordia University Portland, transfer students from Holy Family College, veterans and their dependents, and employees of qualifying Christian schools and churches.

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

Veteran's Benefits

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

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

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

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

Federal Benefits:

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

- Chapter 30 Montgomery G.I. Bill®
- Chapter 31 Veteran Readiness and Employment

- Chapter 33 Post 9/11 G.I. Bill®
- Chapter 35 Survivors and Dependents Educational Assistance
- Transfer of Post 9/11 to Dependents (TEB)
- Chapter 1606 Selected Reserve
- Military Spouse Career Advancement Accounts (MyCAA)
- Concordia University is a Yellow Ribbon Program School

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at http://www.benefits.va.gov/gibill (https://gcc02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.benefits.va.gov%2Fgibill&data=04%7C01%7CDunklinS%40michigan.gov%7Ce0ace0d050644c6a351e08d8d2ca1703%7Cd5fb7087377742ad966a892ef47225d1%7C0%7C0%7C637491112706977177%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=Gq0PGFYiPw%2FeefCdSzvuFsajZw3jJZ0F5AjOv8OtR3A%3D&reserved=0)

State of Wisconsin Benefits:

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

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

Processing of Military Benefits:

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

Active Duty Personnel

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

Reserve Duty Personnel

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

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

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

Allowing Veterans to attend or participate in courses pending VA payment

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

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

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

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

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

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

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at http://www.benefits.va.gov/gibill (https://gcc02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.benefits.va.gov%2Fgibill&data=04%7C01%7CDunklinS%40michigan.gov%7Ce0ace0d050644c6a351e08d8d2ca1703%7Cd5fb7087377742ad966a892ef4722
%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLC
%7C1000&sdata=Gq0PGFYiPw%2FeefCdSzvuFsajZw3jJZ0F5AjOv8OtR3A%3D&reserved=0)

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

Financial Aid Good Standing and Satisfactory Progress Policy

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

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 students program), thereby making it possible for a student to make good progress toward a degree or certificate objective. "Successfully completing course requirements" is interpreted to mean that a grade of at least D- or P is received by a student. Incompletes, withdrawals/no credits, and audits, are considered unsatisfactory. Students repeating a course will be 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 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 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

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.

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 you 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 website. Visit this for a complete list of information that will be helpful in prepar-ing 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/). 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 or Ann Arbor campus at arc-as@cuaa.edu.

Tutoring - Tutoring is available for frequently requested traditional courses offered at CUW and CUAA. 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 CUAA 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 CUAA 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 CUAA campus: www.cuw.edu or 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 CUAA campus: www.cuw.edu or www.cuaa.edu.

Accessibility Support Services

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

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

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

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

Bookstore

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

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

Health Services

The Health Center is operated at set hours for evaluation and treatment of minor illness, first aid, and consultation regarding health manners. 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 for graduate students. Rules and regulations pertaining to parking can be obtained in the Campus Safety Office.

Technology Requirements

Technology Requirements

Student laptop requirements needed for taking classes at Concordia University:

Windows

Operating System: Windows 10 Home, Pro, Ent

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

Memory: 8 GB or higher, recommended 16 GB

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

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

Wireless: 802.11

Camera with Microphone: Required

Battery: Minimum life of 2 plus hours

Warranty: Highly recommended 3 year

Apple
Operating System: Apple OS X 10.13x or higher

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

Memory: 8 GB or higher, recommended 16 GB

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

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

Wireless: AirPort

Camera with Microphone: Required

Battery: Minimum life of 2 plus hours

Warranty: Highly recommended 3 year

Optional, but recommended:

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

Software required and supplied by Concordia University:

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

Please Note:

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

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

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) 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 2.75% 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 $300.00 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.

Consolidated Fees

Cuw PT - $169.00

Cuaa PT - $161.00

Cuw OT Bridge -$114.00

Cuw OT post bac -$215.00

Speech Language Pathology-$175.00

Pharmacy -$400.00

Cuw PA -$744.00

Cuaa PA -$595.00

Independent Study and Individual Instruction Fees

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

Parking Fee

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

Cuw-$ 200.00 per year

Cuaa-$ 150.00 per year

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 $10.00 fee is charged for each transcript provided.

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). All credit/debit card transactions are subject to a 2.75% transaction fee.
4. Pay by check via the portal at www.my.cuw.edu (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). 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 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)

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:

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.

Weeks in Course	Week #	Week #	Week #	Week #	Week #	Week #	Week #
16	**Week 1** 80%[1]	**Week 2** 75%[1]	**Week 3** 60%[2]	**Week 4** 40%[2]	**Week 5** 25%[2]	**Weeks 6-10** 0%[2]	**Weeks 11-16** 0%[3]
14	**Week 1** 80%[1]	**Week 2** 75%[1]	**Week 3** 60%[2]	**Week 4** 40%[2]	**Week 5** 25%[2]	**Weeks 6-9** 0%[2]	**Weeks 10-14** 0%[3]
12	**Week 1** 80%[2]	**Week 2** 75%[2]	**Week 3** 50%[2]	**Week 4** 25%[2]	**Weeks 5-8** 0%[2]	**Weeks 9-12** 0%[3]	
10	**Week 1** 75%[2]	**Week 2** 50%[2]	**Week 3** 25%[2]	**Weeks 4-7** 0%[2]	**Weeks 8-10** 0%[3]		
8	**Week 1** 75%[1]	**Week 2** 50%[2]	**Week 3** 25%[2]	**Weeks 4-5** 0%[2]	**Weeks 6-8** 0%[3]		
6	**Week 1** 60%[1]	**Week 2** 40%[2]	**Weeks 3-4** 0%[2]	**Weeks 5-6** 0%[3]			
4	**Week 1** 50%[2]	**Week 2** 25%[2]	**Week 3** 0%[2]	**Week 4** 0%[3]			
3	**Week 1** 50%[2]	**Week 2** 0%[2]	**Week 3** 0%[3]				
1	**Day 1** 50%[2]	**Day 2** 25%[2]	**Day 3** 0%[2]	**Days 4-5** 0%[3]			

Grades reflected on transcript due to dropping of a class:

1 Course not reflected on transcript.

2 Grade of W will be issued for the course

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

Room Charges

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

Board Charges

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

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

Programs

The graduate programs have been developed by the graduate faculty, approved by the graduate council, the faculty and the Board of Regents of Concordia University. The Directors of the Graduate Programs, under the direction of the Provost, are responsible for the administration of the graduate programs.

Graduate programs must have at least 30 unique credits, not shared/overlapping with any other degree or concentration

- Alternative Education License Program (p. 67)
- Bioethics Certificate (p. 25)
- Business Scholars MBA Program (p. 38)
- Certificate After Graduate Education in Nursing (p. 99)
- Certificate After Graduate Education in Nursing - Psychiatric Mental Health NP (p. 100)
- Christian Counseling Certificate (p. 67)
- Christian Education Certificate (p. 67)
- Computer Science Scholars Program (p. 33)
- Digital Age Teaching & Learning Certificate (p. 68)
- Doctor of Business Administration (p. 34)
- Doctor of Education in Leadership in Innovation and Continuous Improvement (p. 50)
- Doctor of Nursing Practice (DNP) Program (p. 91)
- Doctor of Occupational Therapy Entry-Level (CUAA) (p. 68)
- Doctor of Occupational Therapy Entry-Level (CUW) (p. 71)
- Doctor of Pharmacy (p. 102)
- Doctor of Physical Therapy (CUAA) (p. 72)
- Doctor of Physical Therapy (CUW) (p. 74)
- Interprofessional Education Graduate Certificate (p. 106)
- Master of Arts in Digital Humanities (p. 25)
- Master of Business Administration (p. 35)
- Master of Church Music (p. 26)
- Master of Occupational Therapy (p. 76)
- Master of Science in Accountancy (p. 41)
- Master of Science in Athletic Training (CUAA) (p. 28)
- Master of Science in Athletic Training (CUW) (p. 31)
- Master of Science in Business Analytics (p. 42)
- Master of Science in Child Life and Interprofessional Practice (p. 78)
- Master of Science in Computer Science (p. 32)
- Master of Science in Curriculum & Instruction - Elementary Teacher Certification (p. 44)
- Master of Science in Curriculum & Instruction - Secondary Teacher Certification (p. 45)
- Master of Science In Curriculum & Instruction With ESL Endorsement (p. 46)
- Master of Science in Education - Counseling (p. 52)
- Master of Science in Education - Educational Administration (p. 54)
- Master of Science in Education - Educational Design and Technology (p. 56)
- Master of Science in Education - Family Life (p. 57)
- Master of Science in Education - Instructional Leadership (p. 58)
- Master of Science in Education - Literacy (p. 60)
- Master of Science in Education - Special Education (p. 61)
- Master of Science in Education - Teaching & Learning with Teacher Licensure (p. 63)
- Master of Science In Educational Leadership (p. 46)
- Master of Science in Leadership (p. 43)
- Master of Science in Natural Products Science (p. 105)
- Master of Science in Nursing - Healthcare Informatics (p. 95)
- Master of Science in Nursing - Nurse Educator (p. 96)
- Master of Science in Nursing - Primary Care Nurse Practitioner (p. 97)
- Master of Science in Physician Assistant Studies (CUAA) (p. 78)
- Master of Science in Physician Assistant Studies (CUW) (p. 81)
- Master of Science in Rehabilitation Science (p. 86)
- Master of Science In Special Education Learning Disabilities (p. 48)
- Master of Science in Speech-Language Pathology (p. 87)
- Master of Science in Student Personnel Administration in Higher Education (CUAA) (p. 48)
- Master of Science in Student Personnel Administration in Higher Education (CUW) (p. 65)
- Master of Social Work (p. 89)
- MBA Fast Track (p. 39)
- Natural Products Sciences Graduate Certificate (p. 107)
- PharmD/MBA (p. 40)
- Post BSN to DNP (p. 93)
- Psychiatric Mental Health Nurse Practitioner CAGE Certificate (p. 100)

- Required Reading Courses For Professional Certification (p. 49)
- School Administrator Certificate Program - SACP (p. 50)
- Superintendent License Program (p. 66)

Arts and Sciences Programs

- Bioethics Certificate (p. 25)
- Master of Arts in Digital Humanities (p. 25)
- Master of Church Music (p. 26)
- Master of Science in Athletic Training (CUAA) (p. 28)
- Master of Science in Athletic Training (CUW) (p. 31)
- Master of Science in Computer Science (p. 32)
  - Computer Science Scholars Program (p. 33)

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
Required Courses		
CCB 500	Moral Reasoning & Bioethics	3
CCB 520	Clinical Issues in Bioethics	3
CCB 540	Bioethics & Biotechnology	3
CCB 560	Bioethics and the Law	3
Total Hours		**12**

Master of Arts in Digital Humanities

The mission of the Digital Humanities program at Concordia University is to foster inter-disciplinary knowledge through the analysis and creation of digital texts, promote life-long learning, and equip students with the technological skills required for the global job market.

Students from a variety of academic backgrounds such as history, English, computer science, philosophy, theology, and music will create digital research projects (multimodal compositions) to explore ethical, social, and religious issues relevant to local and global communities. Upon graduation, students will be prepared to enter the job market, working in private and public sector in positions such as web design, digital pedagogical design, digital art curation, archival research, and grant writing. Students, who wish to pursue further education, will be well prepared for doctoral studies in a variety of academic areas, including the digital humanities, English, history, and more.

In the Masters of Arts in the Digital Humanities coursework, students will do the following.

1. Use Python to code and create web-based texts
2. Use Adobe Creative Suite to create graphic images appropriate for social media and other marketing venues
3. Create, use, and analyze data visualizations in order to make well informed decisions
4. Create, use, and analyze geographical information systems in order to make informed decisions
5. Use rhetorical strategies for collaborating and communicating with specific audiences (colleagues, potential clients, customers, parishioners, etc.)
6. Create and use digital archives

After completing all their coursework, students have the opportunity to apply their skills and knowledge by either completing a practicum or a thesis. Practicums may be completed at a student's place of employment in which s/he completes a special project that focuses on a topic introduced in coursework. The project will be grounded in current research but is a more practical and hands-on project.

The thesis requires in-depth research on a topic of choice and involves writing an academic paper or a multimodal compositions. Students, who choose to write a thesis, will work closely with faculty in the department to ensure they produce quality graduate-level work.

Program Learning Outcomes

- Read, evaluate, and create digital & print texts through a Christ-centered lens
- Create texts to engage in deliberate dialogue, even when there might be divergent views
- Apply interdisciplinary methodologies in professional contexts
- Use effective independent conceptual thinking and research skills relevant to the field
- Evaluate & design digital projects and tools for communication, product development & long-term preservation of digital texts
- Produce and analyze humanities-based data from multimodal sources (qualitative and/or quantitative)

Curriculum

This program is 100% online. There are two program track options, a thesis track and a practicum track. Depending on which track you take, your credit load will vary. If you are on the thesis track you will take two special topics courses. If you choose the practicum track, you will take three special topics courses. Regardless of the track you choose to pursue, you are required to earn 30 credits in order to graduate.

CORE Courses

Code	Title	Hours
DH 500	Digital Humanities by Design	3
DH 510	Textual Criticism and Rhetoric	3
DH 520	Creating and Using Digital Tools	3
DH 530	Geospatial Humanities	3
DH 540	Research in Digital Humanities	3
DH 550	Archival Research	3
DH 590	Special Topics in Digital Humanities	3

Practicum Track

Code	Title	Hours
DH 590	Special Topics in Digital Humanities	3
DH 590	Special Topics in Digital Humanities	3
DH 600	Digital Humanities Practicum	3

Thesis Track

Code	Title	Hours
DH 590	Special Topics in Digital Humanities	3
DH 610	Thesis I	3
DH 620	Thesis II	3

Program Admission

All students applying for admission to the program must have:

- Overall gpa of 3.0

And must submit the following:

- Online application
- All undergraduate transcripts
- Two letters of recommendation
- One-page statement of purpose

Note: The program may allow up to 15 transfer credits, with approval by the Program Director.

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 handbell 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

Organ Emphasis

Code	Title	Hours
Required Courses		
MUS 521	Applied Organ (minimum of 6 credits)	6
MUS 522	Organ Literature	3
MUS 541	Graduate Theory Review	3
or MUS 642	Form and Analysis	
MUS 545	Composing & Arranging	3
MUS 551	Choral Conducting	3
MUS 565	Survey of Christian Hymnody	3
MUS 569	Issues in Church Music	3
MUS 571	Music Heritage of the Church	3
MUS 585	Handbell Methods	3
Elective		3

MUS 599	Recital, Service, Concert (Recital Paper)	3
Comprehensive Exams (Written and Oral)		
Total Hours		**36**

Choral Emphasis

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

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;
   b. MUS 541 Graduate Theory Review course or MUS 642 Form and Analysis course.
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 and Theory examination. All students must have achieved candidacy status before registering for MUS 599 Recital, 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.

Recitals must be given at Concordia. 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 that 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 director 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 wherein 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 so that 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 Athletic Training (CUAA)

The CAATE accredited Concordia University Ann Arbor (CUAA) 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 CUAA MSAT program will accomplish its mission through a holistic approach to the development of the mind, body, and spirit.

Concordia's MSAT program consists of 74 graduate credits for the 5-year plan (over 6 semesters), 66 graduate credits for the 2-year plan (over 4 semesters and one summer). The program enhances this classroom education with extensive hands-on clinical experiences in a variety of settings, under the supervision of athletic training professionals.

Dual Degree Program: Students can pursue a dual degree program, earning a Bachelor of Science in Sports Medicine degree and a Master of Science in Athletic Training degree. Students in the dual degree program typically complete two years of prerequisite and core coursework prior to transitioning into the professional phase of the MSAT program. Two options are listed below:

2+3 (Standard) Track: Two years of prerequisite and core coursework + three years of graduate-level MSAT coursework. The typical total time to completion is five years. Students will receive a Bachelor's Degree in Sports Medicine and a Master's Degree in Athletic Training.

2 Year Track: Two years of graduate-level MSAT coursework. The typical total time to completion is two years. Students will receive only a Master's Degree in Athletic Training.

Program Learning Outcomes

- Students will understand the anatomical and pathological concepts in athletic injuries.
- Students will be able to evaluate the scientific literature in the discipline, understand and synthesize relevant information from it, and be able to convey this information both orally and in writing.
- Students will be able to apply knowledge of athletic training in a real world setting.
- Students will demonstrate a responsible sense of citizenship, professional attitude, ethical behavior, and embrace their obligations as an athletic trainer in the world.
- Students will acquire knowledge and demonstrate the skills/abilities to qualitatively and quantitatively analyze athletic injuries and medical conditions of an entry level athletic trainer.
- Students will use effective communication (oral and written) and pedagogical skills and strategies to enhance student engagement and learning
- Students will demonstrate knowledge of scientific and theoretical basis of athletic injuries so that they can apply appropriate problem solving techniques plan, implement, and evaluate health care clinical strategies.
- Students will demonstrate and articulate the core social science foundations for collaboration, reflection, and technology.
- Students will demonstrate and articulate the legal implications of professional practice.
- Students will demonstrate and articulate the primacy of their patients and team approach to professional practice.

Curriculum

Code	Title	Hours
Core Requirements (https://catalog.cuw.edu/undergraduate/university/acad-prog/trad/core/)		**45**
Major Requirements		**107**
Total Hours		**152**

Code	Title	Hours
Required Core Courses		
BIO 191	Human Anatomy and Physiology I	
ENG 104	Introduction to Writing	
HHP 100	Stewardship of the Body	
HHP 120	Weight Training	
MATH 205	Statistics I	
PSY 101	General Psychology	
Required Major Courses		
BIO 192	Human Anatomy and Physiology II	4
SCI 100	Introduction to Natural Science	4
EXS 495	Ethical Principles in Health and Human Performance	3
HHP 116	Health Profession Medical Terminology	1
HHP 192	Basic Taping & Wrapping Techniques	1
HHP 202	Introduction to Kinesiology	3
HHP 210	Health Care Delivery	2
HHP 212	First Aid and Emergency Procedures w/Lab	3
HHP 265	Healthy Lifestyles	3
HHP 274	Care and Prevention of Athletic Injuries	3
HHP 342	Nutrition for Wellness and Performance	3
HHP 371	Exercise Physiology	3
HHP 375	Biomechanics	3
MSAT 512	General Medical Conditions Assessment & Diagnosis	3
MSAT 532	Psychosocial Principles of Athletic Training	3
MSAT 541	Athletic Training Seminar (Students take the course 4 different semesters.)	4
MSAT 542	Clinical Education I	2
MSAT 543	Clinical Eduction II	2
MSAT 544	Clinical Education III	3

MSAT 545	Clinical Education IV	3
MSAT 551	Orthopedic Assessment and Management of Lower Extremity Injuries	3
MSAT 552	Orthopedic Assessment and Management of Upper Extremity/Head/Spine Injuries	3
MSAT 553	Therapeutic Modalities for Athletic Injuries	3
MSAT 554	Palpatory & Functional Anatomy for Athletic Trainers	3
MSAT 555	Therapeutic Exercise	3
MSAT 556	Acute Emergency Care of Athletic Injuries	3
MSAT 557	Advanced Injury Managment	3
MSAT 559	Administration & Organization of Athletic Training	3
MSAT 568	Research Methods in Sports Medicine	3
MSAT 578	Pharmacology for Athletic Trainers	3
MSAT 590	Immersion Experience in Athletic Training (Students will take twice, 6 credits each time.)	12
MSAT 599	Thesis in Athletic Training (Students will take twice, 3 credits each time.)	6
or MSAT 573	Athletic Training Capstone	
NURS 520	Basic Statistics for the Health Care Professions	3
Total Hours		**107**

Curriculum

Code	Title	Hours
Required Courses		
EXS 495	Ethical Principles in Health and Human Performance	3
NURS 520	Basic Statistics for the Health Care Professions	3
MSAT 512	General Medical Conditions Assessment & Diagnosis	3
MSAT 532	Psychosocial Principles of Athletic Training	3
MSAT 541	Athletic Training Seminar (Students take the course 2 different semesters.)	2
MSAT 542	Clinical Education I	2
MSAT 543	Clinical Eduction II	2
MSAT 544	Clinical Education III	3
MSAT 545	Clinical Education IV	3
MSAT 551	Orthopedic Assessment and Management of Lower Extremity Injuries	3
MSAT 552	Orthopedic Assessment and Management of Upper Extremity/Head/Spine Injuries	3
MSAT 553	Therapeutic Modalities for Athletic Injuries	3
MSAT 554	Palpatory & Functional Anatomy for Athletic Trainers	3
MSAT 555	Therapeutic Exercise	3
MSAT 556	Acute Emergency Care of Athletic Injuries	3
MSAT 557	Advanced Injury Managment	3
MSAT 559	Administration & Organization of Athletic Training	3
MSAT 568	Research Methods in Sports Medicine	3
MSAT 578	Pharmacology for Athletic Trainers	3
MSAT 590	Immersion Experience in Athletic Training	6
MSAT 599	Thesis in Athletic Training (Students will take twice, 3 credits each time.)	6
Total Hours		**66**

Athletic Training Program Application Process

The ATP is a selective program. Students applying for the ATP must meet the following requirements to be considered for admission into the ATP.

1. Earn a Cumulative Grade Point Average (CGPA) of 3.00 in all major course work.
2. Earn a Cumulative Grade Point Average (CGPA) of 3.00 in all course work.
3. Complete the Athletic Training Application by the specified date.
4. Interview with the Athletic Training Program Admissions Committee.
5. Submit two CUAA AT Program student evaluation forms from two personal references.
6. Submit an essay answering each of the following questions in no more than 100 words per question.
   a. Describe your understanding of the role of an athletic trainer in healthcare.
   b. Why do you want to become a certified athletic trainer?
   c. Describe your personal attributes that you feel are directly related to being successful in the profession of athletic training.
   d. How would you evaluate your time management, organizational skills, and work ethic?
   e. What are your primary career goals upon graduation from Concordia University Ann Arbor?
   f. Any other information that you feel will enhance your application and is pertinent to athletic training or your academic studies.
7. Complete and pass the following courses:
   a. MSAT 116 with a grade of a B (3.0) or higher
   b. MSAT 167 with a grade of a B (3.0) or higher
   c. MSAT 205 with a grade of a B (3.0) or higher
   d. MSAT 210 with a grade of a B (3.0) or higher
   e. MSAT 274 with a grade of a B (3.0) or higher
   f. BIO 191 & 192 Human Anatomy I & II with a grade of a C (2.0) or higher
8. Submit a copy of a recent physical examination (see Program Director for details).
9. Submit a copy of health insurance information.

Any possible transfer credits must be discussed and approved by the Program Director.

Technical Standards for Admission

Students in the Athletic Training Program at Concordia University Ann Arbor should have the stamina and strength to endure the rigors of athletic training. The technical standards in the ATP are part of the admittance into the program and meet the expectations of the program's accreditation agency (Commission on Accreditation of Athletic Training Education [CAATE]). The following abilities and expectations must be met by all students admitted to the ATP, with reasonable accommodation. In the event a student is unable to fulfill these technical standards, with reasonable accommodation, the student will not be admitted into the program.

Applicants for selection to the ATP must demonstrate:

1. Maintain BLS CPR/AED certification.
2. Show proof of a negative test for tuberculosis annually while enrolled in the program.
3. Receive a physical prior to acceptance into the program; should include in the health history immunizations received i.e. hepatitis B, measles, mumps, rubella, tetanus, and diphtheria.
4. Possess the physical capability to handle the day-to-day rigors of athletic training; e.g. physical examinations, evaluations, therapeutic exercise, weather extremes, and clinical rotations.
5. The ability to critically think and problem solve as it relates to the assessment of the injured and ill.
6. The ability to communicate effectively in both the verbal and in written form; i.e. awareness of and sensitivity to various cultures and social backgrounds, and documentation in medical records and forms.
7. Maintain professional behavior while representing the ATP; e.g. dress code, attitude, communication, and collegiality.
8. The ability to act and react appropriately to various stressful and changing situations in athletic training.
9. A commitment to progress as sequenced and completion of the ATP.
10. A genuine concern for others associated with the ATP and the patients served.
11. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
12. Sufficient postural and neuromuscular control, sensory function and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
13. The ability to record the physical examination results and treatment plan clearly and accurately.
14. The ability to adjust to changing situations and uncertainty in clinical situations.
15. Effective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.
16. A respect for the LCMS doctrine and other religious beliefs.
17. Athletic training can be an inherently dangerous when around athletic practices and events. Therefore, each athletic training student must carry health insurance in the case of any injuries that may occur.

Applicants to the ATP will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

Appeals Policy

Students who are denied admission into the ATP may appeal.

1. Each student has the opportunity to appeal once denied admission into the Athletic Training Program.
2. If the student would like to appeal, they first contact the ATP Director and state the desired intention to appeal.
3. The student and the ATP Director will then set up a meeting to discuss the student's concerns about admission denial.
4. The student and the ATP Director will discuss the reasons for admission denial into the ATP.
5. If the student is not satisfied with the initial meeting and discussion, the student may set a meeting with the ATP Director and Dean of Arts and Science. This meeting will address the reasons for admission denial into the ATP.
6. A final decision will be made regarding admission denial into the ATP after meeting with the Athletic Training Program Director and Dean of Arts and Science.

Reapplication Policy

Any student who was not accepted into the ATP during the first attempt may reapply the following year. All students will be given equal opportunity to be admitted into the ATP. Each denied student will have to formally apply the following year and compete for any available openings in the ATP, with all of the students who are applying that academic year. Each student will have to resubmit all application materials for consideration into the ATP. If a student is denied admission, he/she will be notified of the reasons why they were denied into the ATP.

Retention Standards

Once admitted to the MSAT program, all athletic training students must meet the following Retention Standards:

1. Maintain a Cumulative Grade Point Average (CGPA) of 3.00 in major course work.
2. Must pass all Clinical Education courses (MSAT 542, MSAT 543, MSAT 544, MSAT 545, MSAT 546, MSAT 547) with a grade of B (3.0) or higher.
3. Must pass all required athletic training courses, in sequence, in order to progress in the Athletic Training Program. If a student does not pass a course during a particular semester, that student cannot progress in the program until the course has been re-taken and the student has passed the course. Students who do not pass an athletic training course during the first attempt may re-take that course one additional time in an effort to pass the class. Students will not be allowed to take any athletic training course more than two times.
4. Student's skills sheets list passing of a competency. If a student does not pass, they will be remediated prior to performing these skills on patients at their clinical rotation.
5. Maintain required and scheduled clinical experience hours.
6. Must follow all Athletic Training Program Policies and Procedures in the Athletic Training Program Handbook.

Probation Policy

1. Any current student who fails to meet the retention standards will be put on a probationary status.
2. If a current student is on probationary status and fails to improve towards the deficient retention standard(s) within the following semester or does not pass a course during a particular semester, that student will then be terminated from the ATP.
3. If a student on probation fails to meet the retention standard within two consecutive semesters, he/she will be terminated from the ATP without the opportunity to reapply.
4. If a student has been on probation and then meets the retention requirements, he/she will be removed from probation. If that same student then fails to maintain the retention requirements a second time, such student will then be terminated from the ATP without the opportunity to reapply.
5. If a student is terminated from the ATP, the student will have one year to acquire the required retention policy level(s) while terminated. If

the student meets the required retention policy during their year of termination, the student will have the opportunity to join the class level he/she was terminated from.

Degree Completion Requirements

All ATS must meet the following requirements in order to be eligible for graduation:

NOTE: Students will be considered Undergraduate students for the first four semesters and Graduate students for the final six semesters.

1. Maintain a Cumulative Grade Point Average (CGPA) of 3.00 in major course work.
2. Maintain a Cumulative Grade Point Average (CGPA) of 3.00 in all course work.
3. Meet all Retention Standards.
4. Must pass all required athletic training courses, in sequence, in order to progress in the Athletic Training Program. If a student does not pass a course during a particular semester, that student cannot progress in the program until the course has been re-taken and the student has passed the course. Students who do not pass an athletic training course during the first attempt may re-take that course one additional time in an effort to pass the class. Students will not be allowed to take any athletic training course more than two times.
5. Must pass all required core curriculum courses during the first four semesters.
6. Meet all CUAA undergraduate and graduate graduation requirements.

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.

Graduate Program: Students who already possess a bachelor's degree can complete a Master of Science in Athletic Training degree at CUW. Concordia's MSAT program consists of 69 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 Graduate MSAT program complete five (5) semesters of clinical education rotations, including an immersion experience.

Program Learning Outcomes

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

Curriculum

Code	Title	Hours
Required Courses		
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	1
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 585	Seminar in Athletic Training III	3
MSAT 590	Immersion Experience in Athletic Training	6
Total Hours		**69**

MSAT Admission Requirements

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

- Application, with a personal statement
- Two letters of recommendation
- Transcripts
- Verification of 20 hours of athletic training observation

Following a positive initial application review, students will be required to submit the following:

- Proof of CPR certification
- Background check
- Handbook agreement signatures
  - Extracurricular Activity Policy, if applicable
- Immunization records

Graduate MSAT Program Admission Requirements

- Bachelor's Degree
- 3.00 GPA
- Anatomy & Physiology: C minimum
- Postsecondary coursework in:
  - Anatomy
  - Biology
  - Biomechanics
  - Chemistry
  - Exercise Physiology
  - Nutrition & Public Health
  - Physics
  - Physiology
  - Psychology

PLEASE SEE THE CONCORDIA UNIVERSITY WISCONSIN MASTER OF SCIENCE IN ATHLETIC TRAINING (https://www.cuw.edu/academics/programs/athletic-training-masters/) WEBSITE FOR MORE INFORMATION REGARDING PROGRAM SPECIFIC INFORMATION, OUTCOME DATA, REQUIREMENTS, AND POLICIES AND PROCEDURES.

Students may be allowed to transfer up to 12 credits into this program with Director approval.

Master of Science in Computer Science

Combining sound Computer Science concepts with real-world skills, CUW's MS CS program will help your 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.

Note: The program may allow up to 6 transfer credits, with approval by the Program Director.

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
Required Technical Courses		
CSC 510	Vocation and Ethical Computing	3
CSC 515	Applied Artificial Intelligence	3
CSC 520	User Experience	3
CSC 525	Data Security and Information Assurance	3
CSC 540	Applied Computer Networking	3

CSC 548	Mobile Computer Architecture	3
Total Hours		**18**

Select from one of the following Concentrations

Code	Title	Hours
Software Engineering Concentration		
CSC 530	Database Administration	3
CSC 543	Advanced Algorithms	3
CSC 549	Language Theory	3
CSC 560	Applied Restful APIs and Integrations	3
Total Hours		**12**

Code	Title	Hours
Information Systems Concentration		
CSC 530	Database Administration	3
CSC 545	System Analysis and Design	3
CSC 550	System Administration and Maintenance	3
CSC 552	Advanced Networking	3
Total Hours		**12**

Code	Title	Hours
Business Data Applications Concentration		
CSC 530	Database Administration	3
MBA 534	Mastering Analytics and Decision Making	3
MBA 562	Financial Analyses to Drive Business Growth	3
MBA 569	Management Science and Analytics	3
Total Hours		**12**

Computer Science Scholars Program

Concordia University offers a unique and affordable accelerated path to a master's degree in Computer Science. The Computer Science Scholars program would allow incoming qualified students with a CS declared major to earn both a Bachelor of Science degree in Computer Science and a Master of Science degree in Computer Science within four years. Approval would mean tuition costs for the graduate degree courses would remain the same as the traditional four-year undergraduate degree. The course load would require 18 credits per semester, with the ability to utilize enrollment in summer and online sessions.

Program Structure

Computer Science Scholars would complete the undergraduate courses required for the Bachelor of Science in Computer Science degree, CS Professional Core, Common Core, along with elective courses totaling 120 undergraduate credits, and the required graduate courses for the Master of Science in Computer Science coursework totaling 30 credits. The minimum required credits for graduation as a CS Scholar would be 150 credits. It should be noted that the scholars program requires the student to meet all traditional requirements of an undergraduate and graduate degree in Computer Science. There are zero courses omitted or counted in multiple degree programs. The scholars program is designed to provided a time compressed path to a B.S. and M.S. in Computer Science for the distinguished student.

Program Learning Outcomes

- Professional responsibility. Students will recognize and be guided by the professional, legal and worldview issues involved in the use of computer technology.
- Problem solving. Students will demonstrate how to solve problems in various user domains using the tools of computer science and information technology.
- Elements of computational thinking. Students will recognize the broad relevance of computational thinking in everyday life as well as its applicability within other domains, and apply it in appropriate circumstances.
- Modeling. Students will use such knowledge and understanding in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoff involved in design choices.
- Methods and tools. Students will deploy appropriate theory, practices, and tools for the specification, design, implementation, and maintenance as well as the evaluation of computer-based systems.
- Critical evaluation and testing. Students will analyze the extent to which a computer-based system meets the criteria defined for its current use and future development.
- Requirements and Specifications. Students will identify and analyze criteria and specifications appropriate to specific problems, and plan strategies for their solution.
- Knowledge and understanding. Students will exhibit knowledge and understanding of essential facts, concepts, principles, and theories relating to computer science and information technology (especially the nine grand ideas).
- 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
Core Requirements (https://catalog.cuw.edu/undergraduate/university/acad-prog/trad/core/)		**45**
Bachelor of Science in Computer Science Major		**54**
Master of Science in Computer Science		**30**
Electives		**21**
Total Hours		**150**

Code	Title	Hours
Bachelor of Science in Computer Science Major		
Required Courses		
CSC 175	Theory and Fundamentals of Computer Science	3
CSC 200	Coding I- Fundamentals	3
CSC 250	Coding II - Algorithms	3
CSC 325	Computer Architecture	3
CSC 350	Operating Systems	3
CSC 370	Software Engineering	3
CSC 410	Computational Dilemmas	3
CSC 420	User Experience and Interactive Systems	3

CSC 430	Database Fundamentals	3
CSC 460	Advanced Database and Web Development	3
CSC 491	Capstone Project	3
MATH 205	Statistics I	3
Concentration (Please see program director for details.)		*18*
Total Hours		**54**

Code	Title	Hours
Master of Science in Computer Science		
Required Courses		
CSC 510	Vocation and Ethical Computing	3
CSC 515	Applied Artificial Intelligence	3
CSC 520	User Experience	3
CSC 525	Data Security and Information Assurance	3
CSC 540	Applied Computer Networking	3
CSC 548	Mobile Computer Architecture	3
Total Hours		**18**

Please select one of the following concentrations:

Code	Title	Hours
Software Engineering Concentration		
CSC 530	Database Administration	3
CSC 543	Advanced Algorithms	3
CSC 549	Language Theory	3
CSC 560	Applied Restful APIs and Integrations	3
Total Hours		**12**

Code	Title	Hours
Information Systems Concentration		
CSC 530	Database Administration	3
CSC 545	System Analysis and Design	3
CSC 550	System Administration and Maintenance	3
CSC 552	Advanced Networking	3
Total Hours		**12**

Code	Title	Hours
Business Data Applications Concentration		
CSC 530	Database Administration	3
MBA 534	Mastering Analytics and Decision Making	3
MBA 562	Financial Analyses to Drive Business Growth	3
MBA 569	Management Science and Analytics	3
Total Hours		**12**

Admission Requirements

This program is open to incoming Computer Science 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

Once accepted, Computer Science Scholar students must maintain a 3.5 cumulative average while in the program, and take an average of 39 credits per year, utilizing fall, spring, summer and/or online sessions to complete the program within the 4 years.

Business Programs

- Doctor of Business Administration (p. 34)
- Master of Business Administration (p. 35)
  - Business Scholars MBA Program (p. 38)
  - MBA Fast Track (p. 39)
  - PharmD/MBA (p. 40)
- Master of Science in Accountancy (p. 41)
- Master of Science in Business Analytics (p. 42)
- Master of Science in Leadership (p. 43)

Doctor of Business Administration

The Doctor of Business Administration (DBA) is the highest accredited academic business degree at Concordia University and 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. DBA concentrations include:

- Financial and Economic Management,
- Organizational Performance and Change
- Healthcare Administration
- Business Sustainability

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
DBA Core Requirement		**18**
DBA Concentration Requirement		**12**
Dissertation and Advising		**6**
Dissertation Course Requirement		**12**
Research Course Requirement		**12**
Total Hours		**60**

Code	Title	Hours
DBA 9010	Introduction to Scholarship	3
EDG 9180	Organizational Learning, Performance, and Change	3
DBA 9370	Dissertation Seminar and Advising (take this 1 credit course six times for a total of 6 credits)	6
DBA 9115	Statistics for Research	3
DBA 9210	Quantitative Research Design	3

EDG 9020	Innovative and Entrepreneurial Leadership	3
DBA 9120	Scholarship Inquiry	3
DBA 9215	Qualitative Research Design	3
DBA 9100	Doctoral Research and Writing (Chapter 2)	3
DBA 9200	Doctoral Research and Writing (Chapter 1)	3
DBA 9220	Doctoral Research and Writing (Chapter 3)	3
EDG 9030	Servant and Ethical Leadership	3
DBA 9110	Business Intelligence and Predictive Analytics	3
DBA 9380	Dissertation DBA Capstone	3
DBA 9015	Quantitative Business, Quality Management and Productivity	3
Select 4 courses from one of the following conentrations:		*12*
DBA CONCENTRATION: ORGANIZATIONAL PERFORMANCE AND CHANGE		
DBA 9320	Leading Transformation and Change	
DBA 9321	Scenario Planning	
DBA 9323	Contemporary Topics in Organizational Performance and Change	
DBA 9325	Talent Management and Development	
DBA CONCENTRATION: HEALTH CARE ADMINISTRATION		
DBA 9310	Managing Human Capital in Healthcare	
DBA 9311	Legal and Ethical Issues for Healthcare Professionals	
DBA 9313	Healthcare Financial Management and Economics	
DBA 9317	The United States Healthcare Delivery System	
DBA CONCENTRATION: FINANCIAL AND ECONOMIC MANAGEMENT		
DBA 9330	Economic Theory and Business Effectiveness	
DBA 9331	Financial Theory and Decision Making	
DBA 9333	Applied Economics	
DBA 9337	Investment Portfolio Analysis	
DBA CONCENTRATION: BUSINESS SUSTAINABILITY		
DBA 9340	Environmental Risks and Sustainable Solutions	
DBA 9341	Ecological Economics and Sustainable Development	
DBA 9343	Engaging Science to Promote Innovation	
DBA 9345	Environmental Stewardship Plan Development	
Total Hours		**60**

Note: Course schedule subject to change

Program Admission

To be admitted into the DBA program, applicants must:

- New Admission Requirement
  - Submit an application at cuw.edu/apply.
  - Submit official transcripts from all undergraduate and graduate coursework.
  - Submit a resume or CV,
  - Submit an academic paper or other relevant professional writing samples (can be from a master's program)
  - Participate in a video-conference or phone interview
  - No GMAT or GRE required
  - Have earned a minimum GPA of 3.0 on a 4.0 scale in all master's coursework.
  - Applicants for whom English is a second language must provide evidence of English proficiency

Master of Business Administration

Batterman School of Business and Haab School of Business 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.

The Master of Business Administration (MBA) program will prepare future leaders to make informed decisions and adapt innovative strategies appropriate for today's dynamic business environment. The curriculum incorporates an ethical and global lens to support managers and executives to meet the needs of a diverse group of stakeholders.
The MBA core provides a strong foundation in ethics, people-focused management, and data driven decision making, while the students' selected concentration area provides a deep dive into a targeted area of expertise.

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 seven years of matriculation.

Classes are offered in three modalities: online (asynchronous), virtual (synchronous), and in person on our Mequon, WI and Ann Arbor, MI campuses.

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.

Program Learning Outcomes (PLOs)

Students will…

- Evaluate business decisions and ethical dilemmas from a Christian perspective;
- Assess critical business issues using evidence from multiple sources and viewpoints, incorporating a global perspective;

- Integrate knowledge from various business disciplines to make informed decisions;
- Analyze complex questions within challenging business problems and compare and contrast multiple alternatives;
- Utilize quantitative and qualitative data to drive the decision-making process and formulate innovative solutions;
- Demonstrate professional oral and written communication of pertinent business information;
- Interpret quantitative data to inform strategic decision making;
- Demonstrate proficiency within their selected area of business expertise through the creation of professional business materials, relevant to their selected discipline.

Curriculum

The MBA program is designed to encourage curiosity and open-mindedness while providing fundamental 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.

Code	Title	Hours
MBA Core Courses		**15**
Concentration Courses		**12**
Experiential Learning Courses		**6**
Capstone Course		**3**
Total Hours		**36**

MBA Required Courses

Code	Title	Hours
Core Courses		**15**
MBA 519	Ethical Leadership for Dynamic Organizations	
MBA 534	Mastering Analytics and Decision Making	
MBA 544	People-Focused Management	
MBA 562	Financial Analyses to Drive Business Growth	
MBA 500	Managerial Economics & Econometrics	
Experiential Learning Courses (pick 2)		**6**
MBA 527	Project Management	
MBA 542	Introduction to Six Sigma	
MBA 545	MBA Internship / Intraship	
MBA 581	Business Coaching	
MBA 568	Study Abroad	
MBA 587	Industry Leaders Seminar Series	
MBA 589	Service Learning	
MBA 546	Special Topics: Business & Industry	
DH 550	Archival Research	
DH 600	Digital Humanities Practicum	
DBA 9345	Environmental Stewardship Plan Development	
Capstone		**3**
MBA 590	Strategic Management	
Total Hours		**24**

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
Pick 4 courses from the following list:		*12*
MBA 576	Fraud Management	
ACCT 520	Advanced Taxation	
ACCT 530	Excel Based Decisions in Managerial Accounting	
ACCT 540	Financial Accounting Theory I	
ACCT 541	Financial Accounting Theory II	
ACCT 550	Accounting Data Analytics	
Total Hours		**12**

Communications & 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
Pick 4 courses from the following list:		*12*
MBA 502	Publicity and Public Relations	
MBA 511	Digital & Social Media Marketing Strategies	
MBA 537	Managerial Communication	
MBA 538	Public Speaking: Professional Reports & Presentations	
Total Hours		**12**

Finance

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

Code	Title	Hours
Pick 4 courses from the following list:		*12*
MBA 530	Corporate Finance	
MBA 629	International Finance	
MBA 621	Financial Institutions Management	
MBA 625	Securities Analysis	
ACCT 550	Accounting Data Analytics	
Total Hours		**12**

Health Care Administration

Prepare for greater responsibility and advance your career as you gain knowledge in topics such as leadership, strategy and public policy.

Code	Title	Hours
Pick 4 courses from the following list:		*12*
MBA 620	Economics and Public Policy of Health Care	
MBA 635	Healthcare Transformation & Leadership	
MBA 636	Healthcare Quality and Legal Regulation	
MBA 637	Innovation in Global Health	
MBA 638	Healthcare Strategy & Operations Management	
MBA 685	Special Topics in Health Care	
Total Hours		**12**

Human Resource Management

Focus on advanced business strategies in relation to human resources administration, training & development, risk management, and human capital analytics.

Code	Title	Hours
Pick 4 courses from the following list:		*12*
MBA 576	Fraud Management	
MBA 613	Human Resource Management and Administration	
MBA 582	Training and Development	
MBA 583	Risk Management	
MBA 603	Human Capital Analytics	
Total Hours		**12**

Information Science & Digital Technologies (STEM Program)

Prepare for the technological skills required in today's data-driven workplaces.

Code	Title	Hours
Pick 4 courses from the following list:		*12*
DH 500	Digital Humanities by Design	
DH 510	Textual Criticism and Rhetoric	
DH 520	Creating and Using Digital Tools	
DH 530	Geospatial Humanities	
DH 590	Special Topics in Digital Humanities	
Total Hours		**12**

Innovation & Entrepreneurship

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

Code	Title	Hours
Pick 4 courses from the following list:		*12*
MBA 511	Digital & Social Media Marketing Strategies	
MBA 578	Marketing Research and Intelligence	
MBA 579	Strategic Innovation (required)	
MBA 686	Sustainability and Social Entrepreneurship	
MBA 687	Intellectual Property and Regulatory Issues	
MBA 688	New Venture Formation and Business Development	
Total Hours		**12**

Leadership

Learn how to effectively lead teams to drive business strategy.

Code	Title	Hours
Pick 4 courses from the following list:		12
MSL 505	Theories, Strategy, and Visioning for Leaders	
MSL 510	Self-Leadership	
MSL 520	The Relational Leader	
MSL 550	Leadership Competencies	
Total Hours		**12**

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
Any four courses offered by the MBA Program can be taken to fulfill the Management concentration.		*12*
Total Hours		**12**

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:		*12*
MBA 518	Artificial Intelligence in Business	
MBA 520	Management Information Systems	
MBA 522	Data Communications and Networking	
MBA 524	Systems Analysis and Design	
MBA 533	IT Governance and Cybersecurity	
BUAN 500	Introduction to Coding, Programming, and Databases for Analytics	
Total Hours		**12**

Nonprofit Management & Public Administration

Address the unique character of nonprofit and public organizations by expanding your insight in public relations, fundraising, administration, sustainability, and business development to specialize as an effective business leader.

Code	Title	Hours
Pick 4 courses from the following list:		*12*
MBA 502	Publicity and Public Relations	
MBA 512	Nonprofit Fundraising and Grant Writing	
MBA 576	Fraud Management	
MBA 613	Human Resource Management and Administration	
MBA 686	Sustainability and Social Entrepreneurship	
Total Hours		**12**

Operations Management & Analytics (STEM Program)

Expand your understanding of operations management and improve operational performance by leveraging concepts of lean systems, management science, and innovation strategies.

Code	Title	Hours
Pick 4 courses from the following list:		*12*
MBA 535	Global Production and Operations	

MBA 543	Introduction to Lean	
MBA 569	Management Science and Analytics	
MBA 579	Strategic Innovation	
Total Hours		**12**

Research for Business Applications (STEM Program)

Gain insight into how to effectively perform research to drive strategic decision making.

Code	Title	Hours
Pick 4 courses from the following list:		*12*
DBA 9010	Introduction to Scholarship	
DBA 9115	Statistics for Research	
DBA 9210	Quantitative Research Design	
DBA 9215	Qualitative Research Design	
Total Hours		**12**

Strategic Marketing

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

Code	Title	Hours
Pick 4 courses from the following list:		*12*
MBA 502	Publicity and Public Relations	
MBA 511	Digital & Social Media Marketing Strategies	
MBA 550	Strategic Marketing	
MBA 554	Advertising & Integrated Marketing Communication	
MBA 578	Marketing Research and Intelligence	
MBA 648	Consumer Behavior	
Total Hours		**12**

Sustainability (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
Pick 4 courses from the following list:		*12*
MBA 686	Sustainability and Social Entrepreneurship	
DBA 9340	Environmental Risks and Sustainable Solutions	
DBA 9341	Ecological Economics and Sustainable Development	
DBA 9343	Engaging Science to Promote Innovation	
Total Hours		**12**

MBA Graduate Certificates

Post-Baccalaureate students can earn a graduate certificate by selecting four (4) courses within one of the MBA concentration areas or within the MBA core 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 conditionally admitted by the MBA Program Director and have to meet special academic conditions.

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 (3 Cr).

International Student Prerequisite Requirement. International students are required to complete MBA 505 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 eighteen (18) 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.
- Transfer grades will not be used to compute CUWAA GPA.
- Residency requirement: The final 18 credits of the MBA program must be completed at CUWAA. No transfer credits will be accepted during the last 18 credits of the program.
- Transfer credit will not be granted for any courses taken as part of a completed MBA program at another institution.

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 offers a unique and affordable accelerated path 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. Students must complete the 120 credits for their undergraduate degree and 36 credits for their MBA in four years. Students take an average of 18 credits per regular semester, and typically bring in transfer or AP credits. Upon completion of 60 undergraduate credits, students may begin enrolling in MBA courses along with completing their remaining undergraduate requirements. 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. Note if a student takes over 18 credits in one semester the students will be charged an overload at the current fee. Students will be charged additional tuition and fees for courses taken during the summer. As business leaders, it is expected that Business Scholar students participate in networking opportunities, School of Business events, and other enrichment programs.

MBA Fast-Track Program

Students who do not meet the acceptance criteria for Business Scholars may be eligible to apply for the MBA Fast-Track program. See MBA Fast-Track Program for details.

Program Learning Outcomes (PLOs)

Students will…

- Evaluate business decisions and ethical dilemmas from a Christian perspective;
- Assess critical business issues using evidence from multiple sources and viewpoints, incorporating a global perspective;
- Integrate knowledge from various business disciplines to make informed decisions;
- Analyze complex questions within challenging business problems and compare and contrast multiple alternatives;
- Utilize quantitative and qualitative data to drive the decision-making process and formulate innovative solutions;
- Demonstrate professional oral and written communication of pertinent business information;
- Interpret quantitative data to inform strategic decision making;
- Demonstrate proficiency within their selected area of business expertise through the creation of professional business materials, relevant to their selected discipline.

Curriculum

Code	Title	Hours
Core courses		**15**
Concentration courses		**12**
Experiential Learning courses		**6**
Capstone		**3**
Total Hours		**36**

Code	Title	Hours
Core		
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 Analyses to Drive Business Growth	3
MBA 500	Managerial Economics & Econometrics	3
Concentration courses (see MBA page for choices)		**12**
Experiential Learning Courses (pick 2)		**6**
MBA 527	Project Management	
MBA 542	Introduction to Six Sigma	
MBA 545	MBA Internship / Intraship	
MBA 581	Business Coaching	
MBA 568	Study Abroad	
MBA 587	Industry Leaders Seminar Series	
MBA 589	Service Learning	
MBA 546	Special Topics: Business & Industry	
DH 550	Archival Research	
DH 600	Digital Humanities Practicum	
DBA 9345	Environmental Stewardship Plan Development	
Capstone		
MBA 590	Strategic Management	3
Total Hours		**36**

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 3.8 out of 4.0
- 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. Students whose GPA falls below a cumulative GPA of 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 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-six (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.

MBA Fast Track

Concordia University offers a unique and affordable fast track to a master's degree in Business Administration. The MBA Fast-Track program allows qualified students to earn both a bachelor's degree in any field and an MBA in 5 years*. Students are able to share up to 12 credits between the undergraduate and MBA degrees, and utilize applicable alumni scholarships on the remaining MBA credits, resulting in a significant cost savings.

Program Structure

Students complete a bachelors degree in any field and the MBA in an accelerated format. Students complete their undergraduate curriculum while taking four MBA courses. Up to 12 credits may be counted towards both the undergraduate degree and the MBA degree. Upon successful

conference of the undergraduate degree, students officially apply to the MBA program and complete the remaining 24 to 27 credits of the MBA requirements.

* The program may be completed faster than 5 years or may be completed slower than 5 years, depending on student preference and scheduling.

Program Learning Outcomes (PLOs)

Students will…

- Evaluate business decisions and ethical dilemmas from a Christian perspective;
- Assess critical business issues using evidence from multiple sources and viewpoints, incorporating a global perspective;
- Integrate knowledge from various business disciplines to make informed decisions;
- Analyze complex questions within challenging business problems and compare and contrast multiple alternatives;
- Utilize quantitative and qualitative data to drive the decision-making process and formulate innovative solutions;
- Demonstrate professional oral and written communication of pertinent business information;
- Interpret quantitative data to inform strategic decision making;
- Demonstrate proficiency within their selected area of business expertise through the creation of professional business materials, relevant to their selected discipline.

Code	Title	Hours
Students in Undergraduate Business Majors:		
Complete the undergraduate curriculum for their program, as outlined in the catalog, noting the following changes:		
MBA 519	Ethical Leadership for Dynamic Organizations (Taken as an undergraduate elective.)	3
MBA 544	People-Focused Management (Taken as part of the "Core Business Requirements" or as an undergraduate elective.)	3
MBA 562	Financial Analyses to Drive Business Growth (Taken as an undergraduate elective.)	3
MBA 545	MBA Internship / Intraship (Taken in place of BUS 399 or as an undergraduate elective.)	3
All 12 credits will be applied towards both the undergraduate degree and the MBA degree.		
Total Hours		**12**

Code	Title	Hours
Students in Undergraduate Non-Business Majors:		
Complete the undergraduate curriculum for their program, as outlined in the catalog, noting the following changes:		
MBA 513	Business Foundations for Administrative Professions (Taken as an undergraduate elective. This course does not count towards the MBA degree requirements but fulfills the required prerequisite.)	3
MBA 519	Ethical Leadership for Dynamic Organizations (Taken as an undergraduate elective.)	3
MBA 544	People-Focused Management (Taken as an undergraduate elective.)	3
MBA 562	Financial Analyses to Drive Business Growth (Taken as an undergraduate elective.)	3
All 12 credits count towards the undergraduate degree. The MBA prerequisite content for non-business majors will be fulfilled and 9 credits will be applied towards both the undergraduate degree and the MBA degree.		
Total Hours		**12**

Admission Requirements

This program is open to all undergraduate students, of any program, who have met the following academic requirements:

- Completed 60+ credits at the undergraduate level
- Cumulative GPA of 3.25 or higher
- Currently enrolled in an undergraduate program at Concordia University Wisconsin | Ann Arbor

GPA

MBA Fast-Track students must maintain a 3.25 cumulative average while still an undergraduate student. Students whose GPA falls below a cumulative GPA of 3.25 will not be allowed to register for any MBA courses until their GPA is at a 3.25 or above. Upon official acceptance into the MBA program, students follow MBA policies.

Graduation Requirements

Students complete the requirements of their undergraduate degree, using MBA courses as electives, or where applicable in their undergraduate program. Students apply to graduate with their undergraduate degree following standard university policies and procedures. Upon successful completion of the undergraduate degree requirements, students formally apply to the MBA program. (All supplemental documentation for the MBA application will be waived.) At this point, students are eligible for any applicable alumni scholarships.

To be awarded an MBA degree, a student must complete the remaining 24-27 credits of MBA courses, totaling 36 credit hours with a minimum cumulative GPA of 3.0 and at least a C- in all MBA courses. Students then follow standard policies and procedures for MBA graduation. Please refer to the Graduation Information page on the Concordia website for important graduation deadlines.

PharmD/MBA

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.

Program Learning Outcomes (PLOs)

Students will…

- Evaluate business decisions and ethical dilemmas from a Christian perspective;
- Assess critical business issues using evidence from multiple sources and viewpoints, incorporating a global perspective;
- Integrate knowledge from various business disciplines to make informed decisions;
- Analyze complex questions within challenging business problems and compare and contrast multiple alternatives;
- Utilize quantitative and qualitative data to drive the decision-making process and formulate innovative solutions;
- Demonstrate professional oral and written communication of pertinent business information;
- Interpret quantitative data to inform strategic decision making;
- Demonstrate proficiency within their selected area of business expertise through the creation of professional business materials, relevant to their selected discipline.

Curriculum

Code	Title	Hours
Core Courses		**9**
Concentration Courses		**12**
Experiential Learning Courses		**6**
Capstone		**3**
Total Hours		**30**

Code	Title	Hours
Core courses		
MBA 519	Ethical Leadership for Dynamic Organizations (met with PHAR 544,549,474)	
MBA 534	Mastering Analytics and Decision Making	3
MBA 544	People-Focused Management	3
MBA 562	Financial Analyses to Drive Business Growth	3
MBA 500	Managerial Economics & Econometrics (met with PHAR 540,548)	
Concentration courses- (see MBA page for choices)		**12**
Experiential Learning courses- choose two		**6**
MBA 527	Project Management	
MBA 542	Introduction to Six Sigma	
MBA 545	MBA Internship / Intraship	
MBA 581	Business Coaching	
MBA 568	Study Abroad	
MBA 587	Industry Leaders Seminar Series	
MBA 589	Service Learning	
MBA 546	Special Topics: Business & Industry	
DBA 9345	Environmental Stewardship Plan Development	
DH 550	Archival Research	
DH 600	Digital Humanities Practicum	
Capstone		
MBA 590	Strategic Management	3
Total Hours		**30**

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.

Master of Science in Accountancy

Batterman School of Business and Haab School of Business Mission

The Batterman and Haab Schools of Business embolden 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.

Program Mission Statement

The Master of Science in Accountancy program will prepare students for the rigors of a career in public accounting. Graduates of this program will have expertise in financial accounting, taxation, auditing, and analytics and will evaluate difficult ethical decisions with a Christian perspective. The curriculum is aligned to the CPA evolution model curriculum and will prepare students to sit for the four parts of the CPA exam.

Program Overview

This program focuses on students that seek to become Certified Public Accountants. CPA exam review content is embedded in the courses in order to prepare students for the skills needed to be successful on the exam and in the profession. Students will select an elective area that will align with their chosen discipline portion of the CPA exam, where they will deepen their expertise in the area that best aligns with their professional interests. Courses are scheduled in 6 or 8 week terms and students are encouraged to sit for the CPA exam section immediately following the relevant coursework in each term.

Program Prerequisites

Prior to full acceptance into the program, students must have completed a bachelors degree in a business-related field. Note: As CPA exam eligibility requirements vary by state, it is recommended that applicants who wish to sit for the CPA exam have completed undergraduate coursework in the following areas: financial accounting, managerial accounting, intermediate accounting, accounting information systems, cost accounting, income tax, auditing, advanced/governmental

accounting or equivalent. Students should also have a minimum of 24 additional credits in other business topics.

Program Learning Outcomes

Students will:

- Analyze the legal and ethical responsibilities of accountants, businesses and businesspersons from a Christian perspective;
- Apply a global perspective to understanding financial information and decision making;
- Integrate accounting knowledge from various core and specialty areas to be prepared to pass three core sections of the CPA exam and one exam in their selected discipline;
- Critically assess complex transactions, and determine the appropriate accounting treatment;
- Analyze financial information and make recommendations to support business decision making;
- Communicate financial and non-financial information in a professional and clear manner;
- Utilize data analytics tools to analyze and report financial information.

Master of Science in Accountancy Curriculum

Students will complete the MSA Core (24 credits) plus electives from one topical area (6 credits), for a total of 30 credits.

Code	Title	Hours
MSA Core		**24**
MBA 519	Ethical Leadership for Dynamic Organizations	
MBA 576	Fraud Management	
ACCT 510	Advanced Auditing	
ACCT 520	Advanced Taxation	
ACCT 530	Excel Based Decisions in Managerial Accounting	
ACCT 540	Financial Accounting Theory I	
ACCT 541	Financial Accounting Theory II	
ACCT 550	Accounting Data Analytics	
MSA Electives: Choose 6 credits in one area		
Business Analysis and Reporting		*6*
ACCT 640	Advanced Financial Accounting	
ACCT 650	Advanced Data Analytics	
Information Systems & Controls		*6*
ACCT 610	Information Systems Assurance & Advisory I	
ACCT 611	Information Systems Assurance & Advisory II	
Tax Compliance & Planning		*6*
ACCT 620	Individual Tax Compliance & Planning	
ACCT 621	Entity Tax Compliance & Planning	
Total Hours		**30**

Master of Science in Business Analytics

Batterman School of Business and Haab School of Business Mission

The Batterman and Haab Schools of Business embolden 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.

Program Mission Statement

The Master of Science in Business Analytics program will prepare business professionals to effectively analyze business data and successfully present information to inform strategic decision-making. The curriculum requires students to evaluate the value of business analytics and the ethical use of data through a Christian lens and consider bias/fairness issues when analyzing data for real-world applications.

Program Overview

This program focuses on applied business analytics, rather than a purely data analytics focus. The addition of concentrations allows students to apply analytics concepts to their chosen area of expertise. This will culminate in the final capstone course where students will work on a large analytics project in their area of expertise. This program is different than our undergraduate program, in that there is less of a focus on programming, coding, and database applications (those are covered in one overview course in the graduate program instead of several in depth courses in the undergraduate program) and more of a focus on applying the analytics skills to business decisions. This program is geared towards the 'front end' users of data, rather than the 'back end' collectors of the data.

Program Prerequisites

Students may enter the program with any bachelors degree. However, applicants who have a bachelors degree in an area outside of business-related fields will be required to take MBA 513 - Business Foundations (3 credits) as a program prerequisite. International students are also required to take MBA 505 - Graduate School Success as a program prerequisite.

Program Learning Outcomes

Students will:

- Evaluate the value of business analytics and the ethical use of data through a Christian lens;
- Consider bias/fairness issues when analyzing data for real-world applications in the digital economy;
- Integrate information from their selected concentration into data analysis projects;
- Use statistical inference concepts and the visualization of data to defend interpretations and conclusions;
- Apply the Business Analytics framework (OSEMIn) for Obtaining, Scrubbing, Exploring, Modeling and Interpreting data to answer business questions;
- Create presentations that articulate assumptions, analyses, and interpretations of data in a written and oral presentation;
- Analyze data using relevant software and techniques.

Master of Science in Business Analytics Curriculum

Students take all courses in the MSBA core (21 credits) and select one concentration area (9 credits), for a total of 30 credits.

Code	Title	Hours
MSBA Core:		**21**
MBA 520	Management Information Systems	

MBA 534	Mastering Analytics and Decision Making	
BUAN 500	Introduction to Coding, Programming, and Databases for Analytics	
BUAN 405	Business Data Analytics Programming with Visualization (prerequisite: BUAN 500)	
BUAN 410	Analytics and the Digital Economy (prerequisites: MBA 520 & MBA 534)	
DBA 9110	Business Intelligence and Predictive Analytics (Prerequisite: MBA 534 or other statistics course)	
BUAN 415	Data Analytics: Integrative Project (Course must be taken last)	
Concentrations (Choose one)		
Finance & Accounting (Select 9 credits. Must include ACCT 550.)		*9*
ACCT 530	Excel Based Decisions in Managerial Accounting	
ACCT 550	Accounting Data Analytics (required)	
MBA 530	Corporate Finance	
MBA 562	Financial Analyses to Drive Business Growth	
MBA 625	Securities Analysis	
Information Systems (Select 9 credits. Must include MBA 518.)		*9*
MBA 518	Artificial Intelligence in Business (required)	
MBA 522	Data Communications and Networking	
MBA 524	Systems Analysis and Design	
MBA 533	IT Governance and Cybersecurity	
Management (Select 9 credits. Must include MBA 569.)		*9*
MBA 527	Project Management	
MBA 535	Global Production and Operations	
MBA 542	Introduction to Six Sigma	
MBA 543	Introduction to Lean	
MBA 569	Management Science and Analytics (required)	
Human Resources (Select 9 credits. Must include MBA 603.)		*9*
MBA 544	People-Focused Management	
MBA 613	Human Resource Management and Administration	
MBA 582	Training and Development	
MBA 583	Risk Management	
MBA 603	Human Capital Analytics (required)	
Marketing (Select 9 credits. Must include MBA 578.)		*9*
MBA 502	Publicity and Public Relations	
MBA 511	Digital & Social Media Marketing Strategies	
MBA 550	Strategic Marketing	
MBA 554	Advertising & Integrated Marketing Communication	
MBA 578	Marketing Research and Intelligence (required)	
MBA 648	Consumer Behavior	
Total Credits		**30**

Master of Science in Leadership

Batterman School of Business and Haab School of Business Mission

The Batterman and Haab Schools of Business embolden 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.

Program Mission Statement

The Master of Science in Leadership (MSL) program is naturally interdisciplinary, preparing students for leadership roles in all areas of administration by blending Christian leadership and ethics with organizational theory and practice. The program mission is to develop transformative leaders who positively impact the world as creative, generous, and capable professionals, while enhancing and empowering others and organizations in our communities. Courses focus on sought-after power skills, which are strategic, self-developmental, interpersonal, and inquiry-oriented. You will gain an understanding of yourself as a leader and have the opportunity to develop industry aligned competencies to effectively lead teams and organizations. MSL prepares a wide variety of professionals with skills needed to guide organizational projects with methods based on proven scientific study. MSL graduates leave the program displaying Christian leadership values that empower today's minds to transform tomorrow's world.

Program Overview

CUWAA's MSL degree is an online program that requires 30 semester hours of credit comprising 10 courses. This program is designed to enhance leadership and management potential by providing students opportunity to develop the necessary tools to understand themselves as leaders, integrate data skills with interpersonal power, and learn how to successfully unleash the expertise of team members to drive organizational growth and success. Students are able to select one elective to round out their program of study and to develop an innovative inquiry project for their capstone. Qualified students have the opportunity to share select courses in the MSL for a dual MSL-MBA degree or for transfer of select courses to a future Doctor of Business Administration degree at Concordia University Wisconsin and Ann Arbor.

The MSL program is designed to help a wide array of students achieve their career goals in many different settings, including business, government, religion, military, non-profit, and education. This interdisciplinary nature broadens the learning community with applications of leadership principles to a variety of practice settings. It also supports organizational change processes to make the most of digital transformation and a new era of work. The courses focus on leadership at different levels, including business strategy, leadership and management, leading change, analytics, managing human capital, and organizational performance. As a student, you will have the opportunity to grow professionally in the program with a new understanding of how leading, inspiring change, and building commitment creates positive momentum in organizations and sustains quality of life in local and global communities.

Program Learning Outcomes

- Apply ethics to leadership through a Christian perspective.
- Lead collaborative and innovative communities in virtual, global, and culturally diverse environments.
- Apply leadership theory and practical techniques to personal and professional arenas.
- Improve leader capacity for developing people and organizations during digital transformation using creative and critical thinking skills.
- Demonstrate evidence-based decision-making and conflict resolution.
- Use effective oral and written communication in professional and research contexts.
- Interpret qualitative and quantitative leadership studies through the academic research process.

Master of Science in Leadership Curriculum

Code	Title	Hours
MSL 505	Theories, Strategy, and Visioning for Leaders	3
MSL 510	Self-Leadership	3
MSL 520	The Relational Leader	3
MSL 550	Leadership Competencies	3
MBA 544	People-Focused Management	3
EDG 9180	Organizational Learning, Performance, and Change	3
DBA 9110	Business Intelligence and Predictive Analytics	3
EDG 9030	Servant and Ethical Leadership	3
MSL Electives: Choose 3 credits		*3*
MBA 527	Project Management	
MBA 545	MBA Internship / Intraship	
MBA 589	Service Learning	
MBA 635	Healthcare Transformation & Leadership	
MBA 638	Healthcare Strategy & Operations Management	
EDG 9290	Diversity, Belonging, and Culturally Responsive Leadership	
DBA 9321	Scenario Planning	
Capstone		
MSL 599	MSL Graduate Research Project	3
Total Hours		**30**

Education Programs - CUAA

- Master of Science in Curriculum & Instruction - Elementary Teacher Certification (p. 44)
- Master of Science in Curriculum & Instruction - Secondary Teacher Certification (p. 45)
- Master of Science In Curriculum & Instruction With ESL Endorsement (p. 46)
- Master of Science In Educational Leadership (p. 46)
- Master of Science In Special Education Learning Disabilities (p. 48)
- Master of Science in Student Personnel Administration in Higher Education (CUAA) (p. 48)
- Required Reading Courses For Professional Certification (p. 49)
- School Administrator Certificate Program - SACP (p. 50)

Master of Science in Curriculum & Instruction - Elementary Teacher Certification

Teaching is one of the most rewarding careers available. As a certified instructor, you not only have the chance to share your passion for your content specialty by serving others, but you also get to impact the lives of students every day. With a master's in curriculum and instruction, you have the opportunity to become an inspirational leader in your field.

In this program, you will learn innovative ways to design and implement engaging lessons and motivate your students to achieve success. You will also understand how to bring faith and learning together to create a meaningful impact in your classroom and your community. You will focus on building mutually beneficial relationships as well as use technology and best practices to engage in effective teaching methods. Most importantly, you will become an educator dedicated to service to the Church and to the world.

Program Structure

Candidates complete a 30 credit education sequence which allows them to teach at the elementary level in their chosen grade band (PreK-3 or 3-6).Courses are offered entirely online in 8 week formats and credit can be given for previously completed education courses at the graduate level.

Candidates in this program can serve as full time teachers from the moment they enroll in their first course and can use this experience for their clinical experience requirements and student teaching hours. Courses have been structured for the working adult and all professors serve or have served as teachers themselves.

In order to graduate and earn certification, candidates must:

- Obtain passing scores for all sections on the Michigan Test for Teacher Certification (MTTC) for their approved certification grade band/content area
- Successfully complete all coursework including student teaching
- Document 600 hours of classroom observation/assistance/teaching.

Outcomes

Servant Leader

- **SL1. Faith Integration:** Candidates display the Christian principles that are central to the university's mission.
- **SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.

Reflective Practitioner

- **RP3. Disciplinary Knowledge**: Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.
- **RP4. Instruction and Pedagogy**: Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.
- **RP5. Communication**: Candidates demonstrate effective communication skills to enhance teaching and learning.
- **RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.
- **RP7. Classroom Environment**: Candidates assess and respond appropriately to the cultures of diverse classrooms, schools and the community

Life Long Learner

- **LL 8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

Curriculum

Code	Title	Hours
MSCI with Teacher Certification Elementary Lower Level (Grades Pk-3)		
EDU 510	Adolescent Development	3
EDU 522	Designing Instruction	3

EDU 524	Differentiated Instruction	3
EDU 526	Assessment for Educators	3
EDU 528	Technology Instruction for Educators	3
EDU 532	Special Education Instruction	3
EDU 632	Literacy Instruction for Lower Elementary (PreK-3)	3
EDU 634	Instructional Methods for Lower Elementary (PreK-3)	3
EDU 736	Lower Elementary (PreK-3) Student Teaching	6
Total Hours		**30**

Code	Title	Hours
MSCI with Teacher Certification Elementary Upper Level (Grades 3 - 6)		
EDU 510	Adolescent Development	3
EDU 522	Designing Instruction	3
EDU 524	Differentiated Instruction	3
EDU 526	Assessment for Educators	3
EDU 528	Technology Instruction for Educators	3
EDU 532	Special Education Instruction	3
EDU 642	Literacy Instruction for Upper Elementary (3-6)	3
EDU 644	Instructional Methods for Upper Elementary (3-6)	3
EDU 746	Upper Elementary (3-6) Student Teaching	6
Total Hours		**30**

Master of Science in Curriculum & Instruction - Secondary Teacher Certification

Teaching is one of the most rewarding careers available. As a certified instructor, you not only have the chance to share your passion for your content specialty by serving others, but you also get to impact the lives of students every day. With a master's in curriculum and instruction, you have the opportunity to become an inspirational leader in your field.

In this program, you will learn innovative ways to design and implement engaging lessons and motivate your students to achieve success. You will also understand how to bring faith and learning together to create a meaningful impact in your classroom and your community. You will focus on building mutually beneficial relationships as well as use technology and best practices to engage in effective teaching methods. Most importantly, you will become an educator dedicated to service to the Church and to the world.

Program Structure

Candidates complete a 30 credit education sequence which allows them to teach at the secondary level in their chosen grade band (5-9 or 7-12).Courses are offered entirely online in 8 week formats and credit can be given for previously completed education courses at the graduate level.

Candidates chose a grade band (5-9 or 7-12) in which to become a content expert. Candidates at the Secondary level (grade bands 5-9 or 7-12) also choose a content area certification from these certification options: • English • English as a Second Language • Mathematics • Music Education • Physical Education/Health • Science • Social Studies • Spanish • Special Education Learning Disabilities

Candidates in this program can serve as full time teachers from the moment they enroll in their first course and can use this experience for their clinical experience requirements and student teaching hours. Courses have been structured for the working adult and all professors serve or have served as teachers themselves.

In order to graduate and earn certification, candidates must:

- Obtain passing scores for all sections on the Michigan Test for Teacher Certification (MTTC) for their approved certification grade band/content area
- Successfully complete all coursework including student teaching
- Document 600 hours of classroom observation/assistance/teaching.

Program Learning Outcomes

Servant Leader

- **SL1. Faith Integration:** Candidates display the Christian principles that are central to the university's mission.
- **SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.

Reflective Practitioner

- **RP3. Disciplinary Knowledge**: Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.
- **RP4. Instruction and Pedagogy**: Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.
- **RP5. Communication**: Candidates demonstrate effective communication skills to enhance teaching and learning.
- **RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.
- **RP7. Classroom Environment**: Candidates assess and respond appropriately to the cultures of diverse classrooms, schools and the community

Life Long Learner

- **LL 8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

Curriculum

Code	Title	Hours
EDU 510	Adolescent Development	3
EDU 522	Designing Instruction	3
EDU 524	Differentiated Instruction	3
EDU 526	Assessment for Educators	3
EDU 528	Technology Instruction for Educators	3
EDU 532	Special Education Instruction	3
EDU 512	Secondary Literacy Instruction	3
EDU 514	Secondary Instructional Methods	3
EDU 516	Student Teaching in the Secondary Classroom	6
Total Hours		**30**

Code	Title	Hours
EDU 510	Adolescent Development	3
EDU 522	Designing Instruction	3
EDU 524	Differentiated Instruction	3
EDU 526	Assessment for Educators	3
EDU 528	Technology Instruction for Educators	3
EDU 532	Special Education Instruction	3
EDU 512	Secondary Literacy Instruction	3
EDU 514	Secondary Instructional Methods	3
EDU 516	Student Teaching in the Secondary Classroom	6

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 (086) 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
MSCI Courses		**9**
ESL Endorsement Courses		**21**
Total Hours		**30**

Code	Title	Hours
MSCI Courses		
EDU 531	Instructional Design	3
EDU 550	Research Methods in Education	3
EDU 795	Seminar on Guided Research and Practice	3
ESL Endorsement Courses		
EDU 551	Cross Cultural Communications	3
EDU 552	Linguistics for ESL Teachers	3
EDU 553	ESL Literacy: Reading, Writing, and Grammar	3
EDU 554	Integration of Language and Content	3
EDU 555	Assessment in ESL	3
EDU 556	Methods of Teaching ESL	3
EDU 557	Observation, Analysis and 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 online.

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.

Program Learning Outcomes

Concordia University Ann Arbor follows the National Educational Leadership Preparation (NELP) standards. The outcomes for those standards are as follows:

Component 1.1: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component 1.2: Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Component 2.1: Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

Component 2.2: Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

Component 2.3: Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Component 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and wellbeing of each student and adult in the school.

Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

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 Principal: Current Issues & Trends	3
EDU 640	Personnel Management and Professional Development	3
EDU 650	Funding and Financing Schools	3
EDU 570	Professional Learning Communities in a Pluralistic Society	3
EDU 798	Internship for Educational Leadership	2
EDU 550	Research Methods in Education	3
EDU 795	Seminar on Guided Research and Practice	3
Total Hours		**32**

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 learning disabilities obtain the assistance they need. This program is also offered for an Endorsement only in Special Education Learning Disabilities (SM).

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 (SM) degree, the candidate can apply for the State of Michigan MTTC Special Education Learning Disabilities (114) 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
MSCI Courses		**6**
Special Education LD Endorsement Courses		**30**
Total Hours		**36**

Code	Title	Hours
MSCI Courses		
EDU 550	Research Methods in Education	3
EDU 795	Seminar on Guided Research and Practice	3
Special Education LD Courses		
EDU 591	Introduction to Learning Disabilities	3
EDU 592	Special Education Legislation and Legal Guidelines	3
EDU 593	Meeting the Social, Emotional, and Behavioral Needs of the Learner	3
EDU 594	Collaboration with Parents, Students, and Other Professionals	3
EDU 595	Determining Eligibility and Designing Educational Programs	3
EDU 596	Language and Literacy	3
EDU 597	Math Strategies for Special Learning Needs	3
EDU 598	Instruction Across the Content Areas for Students with Learning Disabilities	3
EDU 599	Directed Student Teaching in Special Education with Seminar	6
Total Hours		36

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

The Master of Science in Student Personnel Administration in Higher Education (SPAHE) program is grounded in student affairs theory and practice, and applied from a Christian perspective. Program learning outcomes are centered around student development theory, legal and ethical issues, leadership, navigation of interpersonal and collaborative dynamics in a collegiate setting, assessment, evaluation and research. The program prepares those pursuing a career of service in higher education to bring a faith–based approach to their positions within administration and athletics. Courses are designed for working professionals, with classes held year-round in an online collaborative format. Our outstanding faculty members are practicing student

affairs practitioners from both private and public institutions of higher education. A total of 33 credits are required for the degree.

SPAHE graduates will be student affairs practitioners and/or athletic professionals who are:

- grounded in faith and integrity
- well-rounded through a mix of theory and practice
- able to demonstrate culturally-inclusive advising, supporting, coaching and counseling strategies
- visionary, forward-thinking and rooted in historical context
- responsive and adaptive to change
- devoted to sustainability of financial, educational and environmental resources
- able to use data to inform their practice and aid in ethical decision making
- life-long learners
- proactive and reflective employers and leaders
- problem solvers (interpersonal communication, management of staff, managing budget)
- skilled in conflict resolution

Program Learning Outcomes

1) Professional and Ethical Standards: SPAHE students will evaluate from a Christian perspective the ethical codes and professional standards established by ACPA and NASPA and those established by the specific area(s) of interest of current employment in the field. Further, SPAHE students will adhere to these codes and standards and develop integrity within their personal and professional lives as they pursue the vocation of the Student Affairs Practitioner.

2) Student Development: SPAHE students will recognize the theories and models that facilitate the diverse college student's holistic development, and will identify best practices established for advising and supporting them. Further, SPAHE students will employ globally-minded practices and culturally-inclusive strategies to create environments that foster equitable participation of all groups.

3) Theoretical Foundations: SPAHE students will review the significant philosophical, psychological, cultural, and sociological theories that support student learning and underpin the work in the field and apply them to practical work within the field. Further, SPAHE students will translate historical lessons to their future or current practice in the field.

4) Leadership, Administration, and the Law: SPAHE students will identify leadership theories, higher education governance structures and practices, and legal issues associated with student affairs practice and employ critical thinking and problem-solving skills to make professional decisions.

5) Communicative Fluency and Technological Competence: SPAHE students will develop written, oral and interpersonal communication skills through the use of digital tools, resources and technologies for the advancement of student learning, development and success.

6) Assessment, Evaluation, and Research: SPAHE students will demonstrate proficiency in assessing student affairs programs and in applying the literature of the field to practice. Additionally, SPAHE students will discover various assessment, evaluation and research methodologies and use their results to inform their practice.

Curriculum

Code	Title	Hours
SPA 5000	Foundations in Student Affairs Administration	3
SPA 5005	The Diverse College Student	3
SPA 5010	Organizational Leadership & Governance in Higher Education	3
SPA 5015	Program Planning and Assessment	3
SPA 5020	Group Dynamics and Culturally Responsible Leadership	3
SPA 5025	Current Topics Seminar	3
SPA 5030	Law & Policy in Higher Education	3
SPA 5035	Educational Research Methods	3
SPA 7000	Experiential Learning for the Aspiring Student Affairs Professional [1]	3
SPA 7002	Experiential Learning for the Current Student Affairs Professional	
SPA 7010	Thesis for Student Personnel Administration in Higher Education [2]	3
SPA 7015	Capstone for Student Personnel Administration in Higher Education	
Elective [3]		3
Total Hours		**33**

1. A total of 150 experiential learning hours must be completed, either through SPA 7000 or 7002. SPA 7000 is required for students **not** currently working in higher education. SPA 7002 is required for students who **are** currently working in higher education.
2. Students choose between a thesis and a capstone
3. Students take 30 required credits plus a 3-credit elective course (course is subject to approval of the program director), for a total of 33 credits.
   Optional EdD pathway: students may take an elective course from within the EdD in Leadership in Innovation & Continuous Improvement program to fulfill their 3-credit SPAHE elective requirement. This creates a pathway to an interdisciplinary doctorate and accelerates eligibility for senior level leadership.

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. Specifically, we offer: EDU 540 (Strategies for Struggling Readers and Writers in the Elementary Classroom) and EDU 545 (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@cuw.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.

Preferred Educational Partnership (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 Sarah Mayer at sarah.mayer@cuw.edu or (262)243-4557.

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 are required to register for these courses early in the academic term. Students in these courses are required to complete coursework within the six-month term in which they are registered, and a final grade will be submitted upon completion of that 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 of 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 LICI Mission

Inspired by a Christian worldview, stewardship, and service, the mission of the LICI 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 LICI Program

The LICI program has an intellectually stimulating cross-disciplinary approach (e.g. business, nursing, occupational therapy, health services, nonprofit, 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, LICI instructors and curriculum will also present issues, topics, and best practices from a Christian worldview perspective.

Program Policies

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

Program Learning Outcomes

When you complete this doctoral program, our promise is that you will know and be able to do the following (University Global Learning Outcomes will be marked GLO#):

Leadership Program Outcomes

- **L1: Overall Leadership**: Graduates will demonstrate the knowledge, skills, attitudes, competencies, and habits of mind in innovative, entrepreneurial, vocational, servant, and exemplary leadership theory and practice. (GLO3, GLO4, GLO5, GLO6)
- **L2: Christian Servant Leadership**: Graduates will demonstrate and apply Christian servant leadership to professional and vocational settings. (GLO1, GLO2)
- **L3: Application of Leadership Best Practices**: Graduates will embody and apply leadership best practices within their chosen field(s). (GLO4, GLO6)
- **L4: Leading Transformational Change**: Graduates will demonstrate leadership skills with diverse constituencies in transformational change. (GLO4)

Research Program Outcomes

- **R1: Methodology**: Graduates will apply qualitative, quantitative, action, and other research methodology and strategies in professional experiences and vocational contexts. (GLO4, GLO5, GLO6)
- **R2: Service:** Graduates will apply their God-given gifts and abilities for impactful service to Christ in the Church and in the world. (GLO1, GLO2, GLO4, GLO5)

Innovation and Improvement Science Program Outcomes

- **I1. Application of Improvement Science and Innovation**: Graduates will apply data-driven research, improvement science, and innovation to a broad spectrum of cross-disciplinary issues, challenges, or opportunities in communities and causes of interest. (GLO2, GLO3, GLO4, GLO5, GLO6)
- **I2: Leading Change with Improvement Science and Innovation**: Graduates will manage change forces and lead the change process. (GLO3, GLO4)
- **I3: Biblical View of Innovation and Improvement Science**: Graduates will defend a vision for innovation and improvement science that that is rooted in the biblical understanding of the love for truth, love for neighbor, and an eternal perspective of life. (GLO1, GLO4, GLO5)

Elective Emphasis Program Outcomes

- Graduates will choose, solve, produce, or construct sustainable or breakthrough solutions, innovations, projects, or ventures that will directly affect and benefit communities of interest or causes of concern. (GLO1, GLO2, GLO3, GLO4, GLO5, GLO6)
- Graduates will lead or facilitate positive, sustainable change to an identified community, profession, or organizational need. (GLO1, GLO2, GLO3, GLO4, GLO5, GLO6)
- Graduates will formulate and integrate innovative theory and practice to produce rapid, sustainable, breakthrough change. (GLO1, GLO2, GLO3, GLO4, GLO5, GLO6).

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		12
Business		
Education		
Total Hours		**60**

Code	Title	Hours
Required Leadership Core Courses		**12**
EDG 9000	Advanced Leadership Theory and Practice	
EDG 9010	Exemplary Leadership Case Studies	
EDG 9020	Innovative and Entrepreneurial Leadership	
EDG 9030	Servant and Ethical Leadership	
Required Research Core Courses		**12**
EDG 9040	Intro to Doctoral Program and Research Methods	
EDG 9050	Quantitative Research Seminar	
EDG 9060	Qualitative Research Seminar	
EDG 9070	Advanced Research and Statistics	
Required Improvement Science and Innovation Core Courses		**12**
EDG 9180	Organizational Learning, Performance, and Change	
EDG 9190	Innovation and Design Thinking	
EDG 9200	Six Sigma Applications	
EDG 9210	Lean Systems Analysis	
Required Dissertation Research & Dissertation Core Courses		**12**
EDG 9080	Research Seminar 1	
EDG 9345	Dissertation Research Seminars (Research Seminars 2 - 9)	
EDG 9350	Dissertation	
Elective Courses (custom choice of business and/or education courses)		**12**
Business Electives		
EDG 9220	Operations and Supply Chain Management	
EDG 9225	"Other Duties as Assigned" – Innovative and Essential Business Practices in School Leadership	
EDG 9230	Applications of Management Science and Analytics	
EDG 9240	Special Topics: Business and Industry	
EDG 9250	Leading Non-Profit Organizations	

EDG 9260	Special Topics in Healthcare: The Business of Healthcare
EDG 9280	The Business and Sustainability of Social Entrepreneurship
Education Electives	
EDG 9170	Branding Strategy in Education
EDG 9185	Futures Thinking and Change in Education
EDG 9225	"Other Duties as Assigned" – Innovative and Essential Business Practices in School Leadership
EDG 9290	Diversity, Belonging, and Culturally Responsive Leadership
EDG 9300	Educating the Adult Learner
EDG 9310	Developing Meaningful Assessments for Effective Learning
EDG 9320	Professional Practice to Higher Education
EDG 9330	Instructional Design for Higher Education
EDG 6150	The Superintendency
EDG 6155	Professional Ethics in Leadership
EDG 6160	Organizational and Policy Development
EDG 6165	School Improvement and Data Analysis
EDG 6170	Public Relations
EDG 6175	Facility Planning
Total Hours	**60**

Ed.D. Admission Process

- Online application; see the Concordia University application web page for more information.
- Official transcripts from a regionally accredited institution or institutions that awarded the your master's degree and any post-master's credits
- Letter of Intent (no more than two pages) providing evidence for consideration to be admitted to the LICI program. The Letter of Intent should focus on leadership, innovation and continuous improvement as well as reasons for choosing CU and one's commitment to degree completion.
- Example of scholarly writing from graduate-level courses or other work
- Resume or curriculum vitae
- Two letters of recommendation from professional sources.
- Students may be asked to schedule an interview with the LICI admissions sub-committee.

Master of Science in Education - Counseling

Concordia offers multiple Counseling Education tracks:

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. The 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
- Analyze needs of clients and students based on data and assessments

Students from outside of Wisconsin

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 licensure 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.

International Students

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 licensure 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).

Program Learning Outcomes

- 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
- Analyze needs of clients and students based on data and assessments

Curriculum for School Counseling

A total of 45 credits are required for students seeking endorsement for licensure as a School Counselor. Students without a teaching license must complete an additional 3 credit course in classroom management.

Code	Title	Hours
Required courses		**36-39**
Practicum and portfolio		**9**
Total Hours		**45-48**

Code	Title	Hours
Counseling Theory		
COUN 5000	Counseling Theories and Issues	3
Human Growth and Development		
COUN 5020	Human Development	3
Social and Cultural Foundations		
COUN 5040	Social Cultural Foundations in Counseling	3
Helping Relationships		
COUN 5100	Consultation Strategies	3
COUN 5130	Trauma Counseling	3
COUN 5200	Individual Counseling	3
Group Work		
COUN 5210	Group Counseling	3
Career and Lifestyle Development		
COUN 5120	Career Counseling Foundations	3
Appraisal		
COUN 5110	Tests and Measurements	3
Research and Program Evaluation		
COUN 5300	Design, Implementation, and Evaluation of Counseling Programs	3
Family, Partnership and Couples Counseling		
COUN 5030	Models and Methods of Family Counseling	3
Professional Orientation		
COUN 5010	Professional Ethics	3
Supervised Practicum and Portfolio		
COUN 6400	Portfolio - Introduction	0
COUN 6410	Portfolio - Pre-Practicum	0
COUN 7400	Elementary School Practicum/Portfolio	3
COUN 7410	Middle School Practicum/Portfolio	3
COUN 7420	High School Practicum/Portfolio	3
Lesson Planning/Classroom Management (Required for Non-Teachers in School Counseling)		
COUN 6420	Management for Counselors	
Electives		
COUN 6040	Psychopharmacology (3 cr)	
COUN 6220	Addictions Counseling (3 cr)	
COUN 6010	Scripture and the Christian Counselor (3 cr)	
COUN 5015	Ethics of the Christian Counselor (3 cr)	
COUN 6000	Christian Care Giving (3 cr)	
COUN 6020	Christian Reconciliation (3 cr)	
COUN 5045	Social/Cultural Theological Foundations (3 cr)	
COUN 6050	Theories of Personality (3 cr)	
COUN 6030	Current Support Issues for Christian Pastors and Church Workers (3 cr)	
COUN 5105	Consultation Strategies within the Church (3 cr)	
COUN 5035	Models and Methods of Christian Family Counseling (3 cr)	
COUN 6200	Psychopathology (3 cr)	
COUN 6210	Foundations of Clinical Mental Health Counseling (3 cr)	
Total Hours		**45**

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

Portfolio Requirements

The student seeking a Wisconsin DPI counseling license 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 5000 Counseling Theories and 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 must 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 before graduation.

Curriculum for Professional Counseling

A total of 60 credits are required for students seeking the Licensed Professional Counselor-In Training (LPC-IT) endorsement from Concordia.

Code	Title	Hours
Required courses		**48**
Practicum and portfolio		**9**
Electives		**3**
Total Hours		**60**

Code	Title	Hours
Counseling Theory		
COUN 5000	Counseling Theories and Issues	3
Human Growth and Development		
COUN 5020	Human Development	3
Social and Cultural Foundations		

COUN 5040	Social Cultural Foundations in Counseling	3
Helping Relationships		
COUN 5100	Consultation Strategies	3
COUN 5200	Individual Counseling	3
Group Dynamics Processing and Counseling		
COUN 5210	Group Counseling	3
Lifestyle and Career Development		
COUN 5120	Career Counseling Foundations	3
Appraisal		
COUN 5110	Tests and Measurements	3
Research and Program Evaluation		
COUN 5300	Design, Implementation, and Evaluation of Counseling Programs	3
Professional Orientation		
COUN 5010	Professional Ethics	3
Supervised Practicum and Portfolio		
COUN 7200	Practicum for Professional Counselors	3
COUN 7210	Internship I - Professional Counselor	3
COUN 7220	Internship II - Professional Counselor	3
Foundations of Clinical Mental Health Counseling		
COUN 6210	Foundations of Clinical Mental Health Counseling	3
Clinical Mental Health Counseling Diagnosis and Treatment Planning		
COUN 6230	Advanced Theory and Skills in Professional Counseling	3
Crisis and Trauma Counseling		
COUN 5130	Trauma Counseling	3
Abnormal Behavior and Psychopathology		
COUN 6200	Psychopathology	3
Addicions Counseling		
COUN 6220	Addictions Counseling	3
Family, Partnership and Couples Counseling		
COUN 5030	Models and Methods of Family Counseling	3
Electives		**3**
COUN 6040	Psychopharmacology (3 cr)	
COUN 5015	Ethics of the Christian Counselor (3 cr)	
COUN 6010	Scripture and the Christian Counselor (3 cr)	
COUN 6020	Christian Reconciliation (3 cr)	
COUN 5045	Social/Cultural Theological Foundations (3 cr)	
COUN 6050	Theories of Personality (3 cr)	
COUN 6030	Current Support Issues for Christian Pastors and Church Workers (3 cr)	
COUN 5105	Consultation Strategies within the Church (3 cr)	
COUN 5035	Models and Methods of Christian Family Counseling (3 cr)	
Total Hours		**60**

Practicum for Professional Counselor

The student seeking licensure as a Professional Counselor in Wisconsin will be required to complete 700 hours of practicum/internship experiences. Each applicant must be supervised at each practicum site according to Wisconsin Department of Safety and Professional Services (DSPS) criteria and will be assigned a CUW site supervisor. A practicum agreement between the student, Concordia University, and each receiving site/agency/hospital are required for each practicum placement. The practicum allows the student 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. Applications for practicum can be made after prerequisite coursework is completed.

After graduation from the CUW Master of Science in Education-Counseling program, students will be eligible to apply for the LPC-IT license through DSPS. DSPS establishes the specific post-graduation requirements to receive the LPC-IT.

Master of Science in Education - Educational Administration

The Master of Science in Education - Educational Administration program is a WI DPI licensure program with multiple licensures available. The Master's degree requires a minimum of 30 unique credits to be earned within the program. The program meets the National Educational Leadership Preparation (NELP) - District Standards, the Wisconsin State Administrative Standards for Principal (5051); Director of Curriculum and Instruction (5010); Director of Special Education and Pupil Service (5080); and School Business Administrator (5008). Additionally, these programs include professional educational requirements for licensure in Wisconsin. Applicants desiring licensure for another state should consult with their state's licensing requirements.

Applicants interested in pursuing a position as an Athletic Director may consider the Athletic Administrator Concentration to accompany his/her administrator license. This 15-credit concentration is in partnership with the National Interscholastic Athletics Administrators Association (NIAAA). This fully online area of emphasis includes curriculum from NIAAA Leadership Training Courses (LTC 502, 503, 504, 506, 511) necessary for the RAA and CAA certifications. Topics within this curriculum will include: Leadership in Interscholastic Athletic Administration, Interscholastic Sport Organization and Administration, Fundraising and Development and Facility Management. Courses are practitioner orientated and taught by professionals with backgrounds in sport management and interscholastic athletic administration. Credits earned in this concentration can be applied to the Master's degree.

Students who currently hold a Master's degree may seek the "licensure only" option by completing 18 -24 credits in the licensure track of interest. The administrative leadership focus is designed to equip professional educators 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 innovative instructional change.

The Director of Instruction license aligns with many positions within PK-12 environments such as: Principal; Director of Professional Development; teacher coach positions like Educator Effectiveness Coaches or Instructional Coach or PBIS (*Positive Behavioral Intervention and Supports)* Coaches; Learning Coordinators; Dean of Students; and Assistant or Associate principals. Individuals with the Principal and Director of Instruction licenses are also uniquely qualified for positions within CESA (Cooperative Educational Service Agency) programs in WI, positions within state departments of education, and university College/School of Education positions.

The Director of Special Education and Pupil Service license is designed to prepare the dynamic district leaders to provide innovative educational

services to support every child and promote successful school experiences for each child. Candidates for this licensure must hold or be eligible to hold a professional educator license to teach or to provide pupil services (school counselor, school psychologist or school social worker) in addition to having three years for successful full-time teaching experience at any grade level (EC – Adolescent) or successful experience as a school counselor, school psychologist, or school social worker which includes evidence of at least 540 hours of successful classroom teaching experience.

The educational administrative concentration in the Master of Science in Education provides the opportunity for the applicant to receive Wisconsin State Administrative license(s) through the Department of Public Instruction.

Available license options:

- #5051 Administrator
- #5010 Director of Instruction
- #5080 Director of Special Education and Pupil Service (NEW: Available in Fall 2023 pending DPI approval)
- #5008 School Business Administrator

Available concentration options:

- Athletic Administration

Degree and Experience Requirements

1. A minimum of master's degree or the equivalent.
2. A valid or eligibility to hold a provisional educator license in teaching or pupil services. School Business Administrator is waived from this requirement.
3. Six semesters of successful full-time classroom teaching experience, or six semesters of successful experience as a pupil services professional including 540 hours of classroom teaching experience. School Business Administrator is waived from this requirement.

Program Learning Outcomes

The Program Learning Outcomes for this program align with the Wisconsin Administrator Standards (https://dpi.wi.gov/licensing/programs/educator-standards/) and the National Educational Leadership Preparation (NELP) Standards (https://www.npbea.org/nelp/) The standards include:

The eleven state of WI administrator standards for administrator development and licensure are:

1. **Mission, Vision, and Core Values**. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, academic success, and well-being of each pupil.
2. **Ethics and Professional Norms**. Effective educational leaders act ethically and according to professional norms to promote each pupil's academic success and well-being.
3. **Equity and Cultural Responsiveness**. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each pupil's academic success and well-being.
4. **Curriculum, Instruction, and Assessment**. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each pupil's academic success and well-being.
5. **Care and Support**. Effective educational leaders cultivate an inclusive, caring, and supportive school community to promote each pupil's academic success and well-being.
6. **Professional Capacity of School Personnel**. Effective educational leaders develop the professional capacity and practice of school personnel to promote each pupil's academic success and well-being.
7. **Professional Community**. Effective educational leaders foster a professional community of teachers and other professional staff to promote each pupil's academic success and well-being.
8. **Meaningful Engagement**. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each pupil's academic success and well-being.
9. **Operations and Management**. Effective educational leaders effectively manage school operations and resources to promote each pupil's academic success and well-being.
10. **School Improvement.** Effective educational leaders act as agents of continuous school improvement to promote each pupil's academic success and well-being.
11. **Teacher Standards.** Effective educational leaders understand and demonstrate competence in the teacher standards under s. PI 34.002.
12. The administrator 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. **(Concordia University Standard)**

Curriculum

Code	Title	Hours
#5051 Licensure - Principal		
EDG 6100	Leadership in Administration and Cultures of Change	3
EDG 6105	Legal and Ethical Leadership in Schools **	3
EDG 6110	Financial and Human Resource Management for School Leaders **	3
EDG 6115	Teacher Development, Supervision, and Continuous Improvement	3
EDG 6120	Teacher and Leader Assessment Designed for Continuous Learning	3
EDG 7100	Ed Admin Practicum	3
EDG 7120	Ed Admin Portfolio I	0
EDG 7121	Ed Admin Portfolio II	0
EDG 7122	Ed Admin Portfolio III	0
EDG 5100	Educational Research Methods	3
EDG 7140	Ed Admin Capstone	3
OR		
EDG 7600	Graduate Education Thesis Seminar	3
**Master's Degree (30 credits): 6 additional credits also required		
#5010 Licensure - Director of Instruction		
EDG 6100	Leadership in Administration and Cultures of Change	3
EDG 6115	Teacher Development, Supervision, and Continuous Improvement	3
EDG 6120	Teacher and Leader Assessment Designed for Continuous Learning	3
EDG 5130	Leadership for Curriculum and Instruction **	3

EDG 5135	Curriculum Development **	3
EDG 7100	Ed Admin Practicum	3
EDG 7120	Ed Admin Portfolio I	0
EDG 7121	Ed Admin Portfolio II	0
EDG 7122	Ed Admin Portfolio III	0
EDG 5100	Educational Research Methods	3
EDG 7140	Ed Admin Capstone	3
OR		
EDG 7600	Graduate Education Thesis Seminar	3
**Master's Degree (30 credits): 6 additional credits required		
#5080 Director of Special Education & Pupil Services		
EDG 6100	Leadership in Administration and Cultures of Change	3
EDG 6115	Teacher Development, Supervision, and Continuous Improvement	3
EDG 6120	Teacher and Leader Assessment Designed for Continuous Learning	3
EDG 6180	Leadership for Inclusive Instruction, Classrooms and Schools **	3
EDG 6185	Legal and Financial Foundations for Special Education and Pupil Services **	3
EDG 7100	Ed Admin Practicum	3
EDG 7120	Ed Admin Portfolio I	0
EDG 7121	Ed Admin Portfolio II	0
EDG 7122	Ed Admin Portfolio III	0
EDG 5100	Educational Research Methods	3
EDG 7140	Ed Admin Capstone	3
OR		
EDG 7600	Graduate Education Thesis Seminar	3
**Master's Degree (30 credits) - Requires 6 additional credits for additional licensure OR the following courses:		
EDG 6190	Advanced Research in Special Education	3
EDG 6195	Analysis, Evaluation and Application of SPED Research Analysis, Evaluation and Application of SPED	3
#5008 Licensure - School Business Administrator [1]		
EDG 6100	Leadership in Administration and Cultures of Change	3
EDG 6105	Legal and Ethical Leadership in Schools	3
EDG 6110	Financial and Human Resource Management for School Leaders	3
EDG 6125	Compensation and Benefits	3
EDG 6130	School Business Management Auxiliary Services	3
EDG 6135	School Bus Mgmt Strategy	3
EDG 6140	School Business Management Strategy II	3
EDG 7100	Ed Admin Practicum	3
EDG 7120	Ed Admin Portfolio I	0
EDG 7121	Ed Admin Portfolio II	0
EDG 7122	Ed Admin Portfolio III	0
**Master's Degree (30 credits): EDG 5100 & EDG 7140 also required		
Athletic Administrator Concentration		
EDG 6100	Leadership in Administration and Cultures of Change	3
EDG 6105	Legal and Ethical Leadership in Schools	3
EDG 6145	Foundations of Budgeting, Finance and Planning in Athletic Administration	3
EDG 6147	Strategies for Organizational Management in Athletic Administration	3
EDG 6149	Legal Issues in Athletic Administration	3

1
- School business administrator are **waived** from the requirement to hold a valid or eligibility to hold a provisional educator license in teaching or pupil services.
- School business administrator licenses are **waived** from the requirement to have six semesters of successful full-time classroom teaching experience, or six semesters of successful experience as a pupil services professional including 540 hours of classroom teaching experience.

** Course can be used for addition credit and licensure area

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.

Program Outcomes

(ISTE Standards for Teachers)

1. Learner: Educators continually improve their practice by learning from and with others
and exploring proven and promising practices that leverage technology to improve
student learning.
2. Leader: Educators seek out opportunities for leadership to support student
empowerment and success and to improve teaching and learning.
3. Citizen: Educators inspire students to positively contribute to and responsibly participate
in the digital world.
4. Collaborator: Educators dedicate time to collaborate with both colleagues and students
to improve practice, discover and share resources and ideas, and solve problems.
5. Designer: Educators design authentic, learner-driven activities and environments that
recognize and accommodate learner variability.
6. Facilitator: Educators facilitate learning with technology to support student achievement.
7. Analyst: Educators understand and use data to drive their instruction and support
students in achieving their learning goals.
8. Christian Ethical Leader: Educators model Christian servant leadership through
consistent, moral, and ethical behaviors and, by example, inspire others to do likewise in

their personal, professional, and community life.

Curriculum

Code	Title	Hours
Required Courses		
EDT 5000	Digital Citizenship and Ethics	3
EDT 5005	Leadership, Collaboration, and Coaching	3
EDT 5010	Assessment and Data Analysis	3
EDT 5015	Theories of Learning and Design	3
EDT 5020	Instructional Design	3
EDT 5025	Research in Educational Technology	3
EDT 7040	Ed Tech Capstone Project	3
EDT 7001	Educational Design and Technology Portfolio I	0
EDT 7002	Educational Design and Technology Portfolio II	0
EDT 7003	Educational Design and Technology Portfolio III	0
Electives		
Select 12 credits of the following:		12
EDT 6000	Modalities of Digital Learning	
EDT 6005	Digital Literacy	
EDT 6020	Ed Ministry in Digital World	
EDT 6025	Support and Troubleshooting	
EDT 6030	Applying Technology in Content Areas	
EDT 6040	Multimedia for the Classroom	
EDT 6050	Building Online Learning Communities	
EDT 6060	Educators as Game Designers	
EDT 6070	Special Topics in Ed Tech	
EDT 6075	LMS Administration	
Other electives as approved by the program director		
Total Hours		**33**

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 33 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 part of the capstone course at the end.

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.

Program Learning Outcomes

Family Life Content Areas

- **Families and Individuals in Societal Contexts** - An understanding of families and their relationships to other institutions, such as the educational, governmental, religious, healthcare, and occupational institutions in society.

e.g., Structures and Functions; Cultural Variations (family heritage, social class, geography, ethnicity, race & religion); Dating, Courtship, Marital Choice; Kinship; Cross-Cultural and Minority (understanding of lifestyles of minority families and the lifestyles of families in various societies around the world); Changing Gender Roles (role expectations & behaviors of courtship partners, marital partners, parents & children, siblings, and extended kin); Demographic Trends; Historical Issues; Work/Leisure & Family Relationships; Societal Relations (reciprocal influence of the major social institutions and families, i.e., governmental, religious, educational, healthcare & economic).

- **Internal Dynamics of Families** - An understanding of family strengths and weaknesses and how family members relate to each other.

e.g., Internal Social Processes (including cooperation & conflict); Communication (patterns & problems in husband-wife relationships and in parent-child relationships, including stress & conflict management); Conflict Management; Decision-making and Goal-setting; Normal Family Stresses (transition periods in the family life cycle, three-generation households, caring for the elderly, & dual careers); Family Stress & Crises (divorce, remarriage, death, economic uncertainty and hardship, violence, substance abuse); Special Needs in Families (including adoptive, foster, migrant, low income, military, and blended families as well as those members with chronic illness and/or disabilities).

- **Human Growth and Development across the Lifespan** - An understanding of the developmental changes (both typical and atypical) of individuals in families throughout the lifespan. Based on knowledge of physical, emotional, cognitive, social, moral, and personality aspects.

e.g., Prenatal; Infancy; Early and Middle Childhood; Adolescence; Adulthood; Aging.

- **Human Sexuality** - An understanding of the physiological, psychological, & social aspects of sexual development throughout the lifespan, so as to achieve healthy sexual adjustment.

e.g., Reproductive Physiology; Biological Determinants; Emotional and Psychological Aspects of Sexual Involvement; Sexual Behaviors; Sexual Values and Decision-Making; Family Planning; Physiological and Psychological Aspects of Sexual Response; Influence of Sexual Involvement on Interpersonal Relationships.

- **Interpersonal Relationships** - An understanding of the development and maintenance of interpersonal relationships.

e.g., Self and Others; Communication Skills (listening, empathy, self-disclosure, decision-making, problem-solving, & conflict resolution); Intimacy, Love, Romance; Relating to others with Respect, Sincerity, & Responsibility

- **Family Resource Management** - An understanding of the decisions individuals and families make about developing and allocating resources including time, money, material assets, energy, friends, neighbors, and space, to meet their goals.

e.g., Goal Setting and Decision-Making; Development and Allocation of Resources; Social Environment Influences; Life Cycle and Family Structure Influences; Consumer Issues and Decisions.

- **#7. Parent Education and Guidance** - An understanding of how parents teach, guide and influence children and adolescents as well as the changing nature, dynamics and needs of the parent/child relationship across the lifespan.

e.g., Parenting Rights and Responsibilities; Parenting Practices/ Processes; Parent/Child Relationships; Variation in Parenting Solutions; Changing Parenting Roles across the Lifespan.

- **#8. Family Law and Public Policy** - An understanding of legal issues, policies, and laws influencing the well-being of families.

e.g., Family and the Law (relating to marriage, divorce, family support, child custody, child protection & rights, & family planning); Family and Social Services; Family and Education; Family and the Economy; Family and Religion; Policy and the Family (public policy as it affects the family, including tax, civil rights, social security, economic support laws, & regulations.)

- **#9. Professional Ethics and Practice** - An understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues as they relate to professional practice

e.g., Formation of Social Attitudes and Values; Recognizing and Respecting the Diversity of Values and the Complexity of Value Choice in a Pluralistic Society; Examining Value Systems and Ideologies systematically and objectively; Social Consequences of Value Choices; Recognizing the Ethical Implications of Social and Technological Changes, Ethics of Professional Practice.

- **#10. Family Life Education Methodology** - An understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs.

e.g., Planning and Implementing; Evaluation (materials, student progress, & program effectiveness); Education Techniques; Sensitivity to Others (to enhance educational effectiveness); Sensitivity to Community Concerns and Values (understanding of the public relations process).

-taken from the NCFR CFLE content area requirements

Curriculum

Completion of 33 credits is required in order to receive a Master of Science in Education-Family Life.

Code	Title	Hours
Required Courses		
EFL 5100	The Family Today	3
EFL 5120	Marriage and Family Relations	3
EFL 5140	Contemporary Issues of Family and Parenting	3
EFL 5150	Family Law and Public Policy	3
EFL 5160	Curriculum and Methods in Family Life	3
EFL 5110	Family Resource Management	3
EFL 5130	Human Sexuality	3
EFL 7100	Family Life Capstone	3
COUN 5010	Professional Ethics	3
COUN 5020	Human Development	3
Electives: Choose one		3
COUN 5030	Models and Methods of Family Counseling	
COUN 5035	Models and Methods of Christian Family Counseling	
COUN 5040	Social Cultural Foundations in Counseling	
COUN 5045	Social/Cultural Theological Foundations	
COUN 5105	Consultation Strategies within the Church	
COUN 5130	Trauma Counseling	
COUN 6010	Scripture and the Christian Counselor	
COUN 6020	Christian Reconciliation	
COUN 6030	Current Support Issues for Christian Pastors and Church Workers	
COUN 6220	Addictions Counseling	
Total Hours		**33**

Note that 120 hours of practicum hours are included in EFL 7100.

Master of Science in Education - Instructional Leadership

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. (Students may be accepted to this program without holding a valid teaching license in special circumstances at the discretion of the program director.) 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's interest areas. The total master's degree requires thirty-three (33) semester hours plus 3 zero credit portfolios to assess the progress of learning throughout the program. Students may use one or more of the add-on license tracks toward the electives in this degree.

Optional add-on WI DPI licensure tracks:

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

Program Learning Outcomes

1. Knowledge of Students - Accomplished educators draw on their knowledge of how students learn and develop in order to understand their students and guide curricular and instructional decisions.
2. Knowledge of Content and Curriculum - Accomplished educators draw on their knowledge of subject matter to establish goals and to facilitate student learning within and across the curriculum.
3. Learning Environment - Accomplished educators establish a caring, inclusive, stimulating, and safe school community where students can take intellectual risks, practice democracy, and work collaboratively and independently.
4. Technology and Instructional Resources - Accomplished educators are knowledgeable about and, where available, use current

technologies and select, adapt and create engaging resources to promote student learning.

5. Knowledge of Teaching Practice - Accomplished educators create elegant and powerful approaches to instructional challenges and rely on their extensive pedagogical knowledge to make curricular decisions, select instructional strategies, develop instructional plans and formulate assessment plans.
6. Meaningful Learning - Accomplished educators require students to confront, explore, and understand important and challenging concepts, topics, and issues to improve skills in purposeful ways.
7. Assessment - Accomplished educators understand the strengths and weaknesses of different assessment methods, employ multiple methods of assessment, base their instruction on ongoing assessment, and encourage students to monitor and reflect on their own learning.
8. Reflective Practice - Accomplished educators regularly analyze, evaluate, reflect on, and strengthen the effectiveness and quality of their practice.
9. Family Partnerships - Accomplished educators work to involve families in their children's education, help the community understand the role of the curriculum in today's world, and, to the extent possible, involve the community in support of instruction.
10. Contributions to the Profession - Accomplished educators work with colleagues to improve schools and to advance knowledge and practice in their field.
11. Christian Ethical Leadership - Accomplished educators model Christian servant leadership through consistent, moral, and ethical behaviors and, by example, inspire others to do likewise in their personal, professional, and community life.

Curriculum

Code	Title	Hours
Required Courses (18 credits)		
EDG 5310	Human Learning and Motivation	3
EDG 5320	Assessment for Learning	3
EDG 5315	Instructional Strategies for Effective Teaching	3
EDG 5225	Curriculum Leadership	3
EDG 5100	Educational Research Methods	3
EDG 7345	Instructional Leadership Capstone	3
or EDG 7600	Graduate Education Thesis Seminar	
EDG 7326	Instructional Leadership Portfolio I	0
EDG 7327	Instructional Leadership Portfolio II	0
EDG 7328	Instructional Leadership Portfolio III	0
Electives (Choose 15 credits)		**15**
EDG 5200	Disciplinary Literacy	
EDG 5230	Improvement in Literacy Instruction	
EDG 5210	Literature for Children K-12	
EDG 5330	The Adult Learner	
EDG 6505	Language Development and Language Arts in Early Childhood Education	
EDT 6000	Modalities of Digital Learning	
EDT 6030	Applying Technology in Content Areas	
EDT 6040	Multimedia for the Classroom	
EDG 5335	Strategies for Teaching and Learning with Adults	
EDG 5505	Developmentally Appropriate Assessment Practices in Early Childhood Education	
EDG 5600	Educating Students at Risk	
EDG 5605	Alternative Education	
EDG 6500	Books & Pictures	
EDT 5000	Digital Citizenship and Ethics	
EDT 5005	Leadership, Collaboration, and Coaching	
EDT 5015	Theories of Learning and Design	
EDT 5020	Instructional Design	
Other electives as approved by program director		
Total Hours		**33**

Curriculum - ESL and Bilingual

Participants in the ESL and Bilingual programs are required to complete 18 additional CORE credits in the traditional Instructional Leadership master track in order to earn a Master of Science in Education - Instructional Leadership.

ESL Courses

Code	Title	Hours
EDG 6300	Cross Cultural Communication for Teachers of Language Learners	3
EDG 6302	Basic English Linguistics for Teachers of Language Learners	3
EDG 6304	ELL Literacy: Reading, Writing, and Grammar Strategies	3
EDG 6306	Accommodating Differences in Literacy Learners	3
EDG 6308	Curriculum and Methods of Teaching English as a Second Language	3
EDG 6310	Observation, Analysis, and Practicum in ESL Classrooms	3
EDG 7323	Instructional Leadership Portfolio: ESL	0
Total Hours		**18**

Curriculum - Bilingual Education

Bilingual Education Courses

The following courses will need to be taken to obtain the Bilingual license.

Code	Title	Hours
EDG 6300	Cross Cultural Communication for Teachers of Language Learners	3
EDG 6302	Basic English Linguistics for Teachers of Language Learners	3
EDG 6312	History, Politics, and Methodology of Second Language Acquisition	3
EDG 6314	Observation, Analysis, and Practicum in Bilingual Classrooms	3
EDG 7324	Instructional Leadership Portfolio: Bilingual	0
Total Hours		**12**

Curriculum - Gifted and Talented

Gifted and Talented Teacher License Courses

Code	Title	Hours
EDG 6320	Issues and Trends in Gifted Education	3
EDG 6322	Unique Needs of the Gifted Child	3
EDG 6324	Instruction of Students with Gifts and Talents	3
EDG 7335	Practicum in Teaching Gifted and Talented Students	3
EDG 7325	Instructional Leadership Portfolio: Gifted and Talented	0
For Gifted & Talented Coordinator License:		
EDG 6326	Coordinating Gifted and Talented Programs	3
Total Hours		**15**

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. A master's degree requires 30 credits.

There are three options available in this concentration:

1. Reading Teacher Certification – License #1316 (15 credits)
2. Reading Teacher Certification – License #1316 + Master's Degree (30 credits)
3. Reading Teacher Certification – License #1316 + Master's Degree + Reading Specialist Certification – License #5017 (30 credits)

Program Learning 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. **Mission, Vision, and Core Values**. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, academic success, and well-being of each pupil.
2. **Ethics and Professional Norms**. Effective educational leaders act ethically and according to professional norms to promote each pupil's academic success and well-being.
3. **Equity and Cultural Responsiveness**. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each pupil's academic success and well-being.
4. **Curriculum, Instruction, and Assessment**. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each pupil's academic success and well-being.
5. **Care and Support**. Effective educational leaders cultivate an inclusive, caring, and supportive school community to promote each pupil's academic success and well-being.
6. **Professional Capacity of School Personnel**. Effective educational leaders develop the professional capacity and practice of school personnel to promote each pupil's academic success and well-being.
7. **Professional Community**. Effective educational leaders foster a professional community of teachers and other professional staff to promote each pupil's academic success and well-being.
8. **Meaningful Engagement**. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each pupil's academic success and well-being.
9. **Operations and Management**. Effective educational leaders effectively manage school operations and resources to promote each pupil's academic success and well-being.
10. **School Improvement**. Effective educational leaders act as agents of continuous school improvement to promote each pupil's academic success and well-being.
11. **Teacher Standards**. Effective educational leaders understand and demonstrate competence in the teacher standards under s. PI 34.002.

Curriculum

Reading Teacher - WI License #1316

Code	Title	Hours
EDG 5230	Improvement in Literacy Instruction	3
EDG 5205	Language and Literacy Development	3
EDG 5220	Literacy Assessment for Instructors	3
EDG 7201	Literacy Portfolio I	0
EDG 7216	Literacy Practicum	3

EDG 5200	Disciplinary Literacy	3
EDG 7202	Literacy Portfolio II	0
Total Hours		**15**

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

Code	Title	Hours
EDG 5245	Supervision of Instruction for Literacy	3
EDG 5225	Curriculum Leadership	3
EDG 5210	Literature for Children K-12 (Optional Elective: Required for Master's Degree only if NOT pursuing #5017 license)	
EDG 5240	Current Topics and Research in Literacy	3
EDG 7240	Literacy Capstone	3
EDG 7217	Literacy Internship	3
EDG 7203	Literacy Portfolio III	0
Total Hours		**15**

Master of Science in Education - Special Education

The Graduate Special Education Program offers four major areas of study which may lead to WI DPI teacher licensure, and/or a Master of Science in Education degree with a concentration special education. The four major areas of study are:

1) **Cross-Categorical Special Education** (CCSE) (DPI license #2801, grades K-12). The CCSE add-on teacher licensure program requires approx. 15 credits, a practicum and portfolio.

2) **Early Childhood Special Education** (ECSE) (DPI license #1809, birth-age 8). The ECSE add-on teacher licensure program requires approx. 24 credits, a practicum and portfolio.

3) **Visual Impairment** (VI) (DPI license #1825, grades PK-12). The visual impairment add-on teacher licensure program requires approx. 39 credits, a summer residency, a practicum, and portfolio.

4) **Deaf or Hard of Hearing** (DHH) (DPI license #1805, grades preK-12). The deaf or hard of hearing add-on teacher licensure program requires approx. 39 credits, a summer residency, a practicum, and portfolio.

The Master of Science in Education degree requires a minimum of 30 credits including 6 research credits: a 3-credit research course, and a 3-credit capstone project or thesis course. All credits in the licensure programs, and research courses count toward the 30-credit minimum.

All of the Graduate Special Education Programs are accelerated fully online programs with asynchronous courses offered every 8-weeks. For licensure programs applicants must have a current Tier II or above teaching license and bachelor's degree.

Council for Exceptional Children National Initial Teacher Preparation Standards

Standard 1: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2: Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Standard 3: Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Standard 4: Assessment

Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

Standard 5: Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Standard 6: Professional Learning and Ethical Practice

Beginning special education professional use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Standard 7: Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, across a range of learning experiences.

CUW Outcome - Servant Leadership

Model Christian servant leadership through consistent, moral, and ethical behaviors and, by example, inspire others to do likewise in their personal, professional, and community life.

CROSS-CATEGORICAL SPECIAL EDUCATION - WI DPI add-on license #2801, Grades K-12

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 prepares you through specialized curricula, and also requires a practicum and professional portfolio.

Code	Title	Hours
Licensure courses		**16**
Master's courses		**6**
Elective courses		**8**
Total Hours		**30**

Required for licensure:

Code	Title	Hours
EDG 5000	Assessment for Special Education	3
EDG 5005	Principles of Behavior Management	3
EDG 5010	Legal Issues in Special Education	3
EDG 5015	Literacy for Diverse Students	3
EDG 5030	Teaching Methods for Exceptional Students	3
EDG 7001	Special Education Portfolio I	0
EDG 7002	Special Education Portfolio II	0
EDG 7003	Special Education Portfolio III	0
EDG 7010	Cross Categorical Special Education Practicum and Seminar	1
Total Hours		**16**

Electives. The master's degree requires a minimum of 30 hours. Add elective courses (3 hours each) below to the required hours to reach a minimum of 30 hours for the master's degree, with 6 hours for the research and capstone courses. Courses from the visual impairment program, deaf and hard of hearing program, and the alternative education program are also available as electives.

Code	Title	Hours
EDG 5020	Assistive Technology for Special Education	
EDG 5035	Language and Communication Disorders	
EDG 5045	Low Incidence Sensory Disabilities	
EDG 5070	Teaching Methods for Students with Autism	
EDG 6000	Teaching Methods for Young Children with Disabilities	
EDG 6005	Assessment for Young Children with Disabilities	
EDG 6010	Language and Literacy Development in Young Children with Disabilities	
EDG 6015	Lifespan Development and Disabilities	
EDG 6020	Teaching Methods for Students with Significant Disabilities	

Required for the master's degree:

Code	Title	Hours
EDG 5100	Educational Research Methods	3
EDG 7040	Special Education Capstone Project Seminar	3
or EDG 7600	Graduate Education Thesis Seminar	
Total Hours		**6**

EARLY CHILDHOOD SPECIAL EDUCATION-WI DPI add-on license #1809, Ages Birth-8

This program enables teachers to work with children:

· from birth through age 8 in home, daycare, center, and school settings.

· learning in their most developmental years.

This program prepares you through specialized curricula, and also requires a practicum and professional portfolio.

Code	Title	Hours
Licensure courses		**25**
Master's courses		**6**
Total Hours		**31**

Required for licensure:

Code	Title	Hours
EDG 6000	Teaching Methods for Young Children with Disabilities	3
EDG 6005	Assessment for Young Children with Disabilities	3
EDG 6010	Language and Literacy Development in Young Children with Disabilities	3
EDG 6015	Lifespan Development and Disabilities	3
EDG 5005	Principles of Behavior Management	3
EDG 5010	Legal Issues in Special Education	3
EDG 5015	Literacy for Diverse Students	3
EDG 5030	Teaching Methods for Exceptional Students	3
EDG 7001	Special Education Portfolio I	0
EDG 7002	Special Education Portfolio II	0
EDG 7003	Special Education Portfolio III	0
EDG 7015	Early Childhood Special Education Practicum and Seminar	1
Total Hours		**25**

Required for the master's degree:

Code	Title	Hours
EDG 5100	Educational Research Methods	3
EDG 7040	Special Education Capstone Project Seminar	3
or EDG 7600	Graduate Education Thesis Seminar	
Total Hours		**6**

VISUAL IMPAIRMENT - WI DPI add-on license #1825, Grades PreK-12

**This is Wisconsin's Only Visual Impairment Licensure Program

This program enables teachers to work with students who have visual impairments such as:

-Blindness

-Low vision

-Cortical vision impairment (CVI).

Graduate students in this program learn about teaching students with vision impairments, and become familiar with braille, orientation and mobility skills, assistive technology, the vision system, the Expanded Core Curriculum (ECC), and other topics. This program prepares you through specialized curricula, and also requires a Summer Residency, practicum, and professional portfolio.

Code	Title	Hours
Licensure courses		**40**
Master's courses		**6**
Total Hours		**46**

Required for licensure:

Code	Title	Hours
EDG 5045	Low Incidence Sensory Disabilities	3
EDG 6025	Assessment for Vision Disabilities	3
EDG 6030	Assistive Technology for Vision Disabilities	3
EDG 6034	Braille for Teachers I	3
EDG 6036	Braille for Teachers II	3
EDG 6038	Braille for Teachers III	3
EDG 6045	Fundamentals of the Vision System and Vision Loss	3
EDG 6050	Orientation and Mobility for Vision Disabilities	3
EDG 6055	Teaching Methods for Students with Vision Loss	3
EDG 5005	Principles of Behavior Management	3
EDG 5010	Legal Issues in Special Education	3
EDG 5015	Literacy for Diverse Students	3
EDG 5030	Teaching Methods for Exceptional Students	3
EDG 6058	Special Education Summer Residency	0
EDG 7001	Special Education Portfolio I	0
EDG 7002	Special Education Portfolio II	0
EDG 7003	Special Education Portfolio III	0
EDG 7020	VI Special Education Practicum and Seminar	1
Total Hours		**40**

Required for the master's degree:

Code	Title	Hours
EDG 5100	Educational Research Methods	3
EDG 7040 or EDG 7600	Special Education Capstone Project Seminar Graduate Education Thesis Seminar	3
Total Hours		**6**

DEAF OR HARD OF HEARING - WI DPI add-on license #1805, Grades PreK-12

**This is Wisconsin's Only Deaf or Hard of Hearing Licensure Program

This program enables teachers to work with students who are deaf or hard of hearing.

Graduate students in this program learn about teaching students who are deaf or hard of hearing, and become familiar with visual language, the hearing system, the Expanded Core Curriculum (ECC), assistive technology, language and literacy development, audiology, aural rehabilitation, and other topics. This program prepares you through specialized curricula, and also requires a Summer Residency, practicum, and professional portfolio.

Code	Title	Hours
Licensure courses		**40**
Master's courses		**6**
Total Hours		**46**

Required for licensure:

Code	Title	Hours
EDG 5045	Low Incidence Sensory Disabilities	3
EDG 6060	ASL and Communication I	3
EDG 6065	ASL and Communication II	3
EDG 6070	Assessment for Hearing Disabilities	3
EDG 6075	Assistive Technology for Hearing Disabilities	3
EDG 6080	Aural Rehabilitation and Speechreading	3
EDG 6085	Fundamentals of the Auditory System and Hearing Loss	3
EDG 6090	Teaching Methods for Students with Hearing Loss	3
EDG 6095	Language and Literacy for Hearing Disabilities	3
EDG 6058	Special Education Summer Residency	0
EDG 5005	Principles of Behavior Management	3
EDG 5010	Legal Issues in Special Education	3
EDG 5015	Literacy for Diverse Students	3
EDG 5030	Teaching Methods for Exceptional Students	3
EDG 7001	Special Education Portfolio I	0
EDG 7002	Special Education Portfolio II	0
EDG 7003	Special Education Portfolio III	0
EDG 7025	DHH Special Education Practicum and Seminar	1
Total Hours		**40**

Required for the master's degree: EDG5100 and either EDG7040 OR EDG7600

Code	Title	Hours
EDG 5100	Educational Research Methods	3
EDG 7040 or EDG 7600	Special Education Capstone Project Seminar Graduate Education Thesis Seminar	3
Total Hours		**6**

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 both CAPTL Capstone courses (EDC 7440 and EDC 7445), the Master of Science in Education with a Teaching and Learning emphasis will be awarded.

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 begin three times each year.
- Online/blended courses are offered in a blended format with 75% of coursework taking place online, and 25% in a face-to-face setting.
- 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
- Additional licensure areas are available, including ESL, Bilingual, and Gifted & Talented, 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's track in order to earn a Master 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. Some secondary content areas require the Praxis II exam for licensure
- **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
- **Pre-Student Teaching Field Experience**: Students will complete a supervised Pre-Student Teaching Field Experience 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 of Science in Education - Teaching and Learning is earned when the EDC 7440: CAPTL Capstone Research (2 cr) and EDC 7445: CAPTL Capstone Project (1 cr) courses are successfully completed
- Students have 5 years to complete the Master's degree following the licensure portion of the program

Early Childhood & Elementary Licensure

Master of Science in Education - Teaching and Learning - Early Childhood & Elementary Courses – 52 Credits

Code	Title	Hours
EDC 5400	Foundations of the Teaching Profession	3
EDC 5405	Educational Psychology: Understanding Theory of Teaching and Learning	3
EDC 5410	Interdisciplinary Instruction: Teaching in the Middle School	3
EDC 5415	Analysis of Instruction and Assessment	3
EDC 5420	Teaching Diverse Students, Families, and Classrooms	3
EDC 5425	Co-Planning and Planning for all Students	3
EDC 5430	Language Arts Development and Strategies	3
EDC 5435	Curriculum and Methods: Language Arts and Social Studies	3
EDC 5440	Curriculum and Methods: STEAM	3
EDC 5445	Curriculum and Methods of Mathematics	3
EDC 6470	Writing with Young Children	3
EDC 6472	Early Childhood Literacy	3
EDC 6474	Curriculum for Early Childhood Education	3
EDG 6500	Books & Pictures	3
EDC 7405	Pre-Student Teaching Field Experience	1
EDC 7410	Student Teaching Placement 1	3
EDC 7415	Student Teaching Placement 2	3
EDC 7420	CAPTL Portfolio I	0
EDC 7421	CAPTL Portfolio II	0
EDC 7440	CAPTL Capstone Research	2
EDC 7445	CAPTL Capstone Project	1
Total Hours		**52**

Elementary Licensure

Master of Science in Education - Teaching and Learning - Elementary Courses - 40 credits

Code	Title	Hours
EDC 5400	Foundations of the Teaching Profession	3
EDC 5405	Educational Psychology: Understanding Theory of Teaching and Learning	3
EDC 5410	Interdisciplinary Instruction: Teaching in the Middle School	3
EDC 5415	Analysis of Instruction and Assessment	3
EDC 5420	Teaching Diverse Students, Families, and Classrooms	3
EDC 5425	Co-Planning and Planning for all Students	3
EDC 5430	Language Arts Development and Strategies	3
EDC 5435	Curriculum and Methods: Language Arts and Social Studies	3
EDC 5440	Curriculum and Methods: STEAM	3
EDC 5445	Curriculum and Methods of Mathematics	3
EDC 7405	Pre-Student Teaching Field Experience	1
EDC 7410	Student Teaching Placement 1	3
EDC 7415	Student Teaching Placement 2	3
EDC 7420	CAPTL Portfolio I	0
EDC 7421	CAPTL Portfolio II	0
EDC 7440	CAPTL Capstone Research	2
EDC 7445	CAPTL Capstone Project	1
Total Hours		**40**

Secondary Licensure

Master of Science in Education - Teaching and Learning - Secondary Courses- 34 Credits

Code	Title	Hours
EDC 5400	Foundations of the Teaching Profession	3
EDC 5405	Educational Psychology: Understanding Theory of Teaching and Learning	3
EDC 5410	Interdisciplinary Instruction: Teaching in the Middle School	3

EDC 5415	Analysis of Instruction and Assessment	3
EDC 5420	Teaching Diverse Students, Families, and Classrooms	3
EDC 5425	Co-Planning and Planning for all Students	3
EDC 5440	Curriculum and Methods: STEAM (Optional for Secondary)	
EDC 6400	Disciplinary Literacy in Secondary Education	3
EDC 6405	Secondary Teaching Methods	2
Must also take one of the content area methods course below		*1*
EDC 6410	English Methods	
EDC 6411	Social Studies Teaching Methods	
EDC 6412	Mathematics Teaching Methods	
EDC 6413	Science Teaching Methods	
EDC 6414	Business Methods	
EDC 6415	World Languages Methods	
EDC 6416	Art Teaching Methods	
EDC 6417	Physical Education Teaching Methods	
EDC 6419	Computer Science Methods - Grades 9 to 12	
Additional required courses for Computer Science, Mathematics, or English/Language Arts License Candidates		
EDC 5480	Math in the Middle School	
EDC 5485	Teaching Writing	
EDC 6418	Computer Science Methods - Grades 4 to 8	
Field components, portfolio, and capstone		
EDC 7405	Pre-Student Teaching Field Experience	1
EDC 7410	Student Teaching Placement 1	3
EDC 7415	Student Teaching Placement 2	3
EDC 7420	CAPTL Portfolio I	0
EDC 7421	CAPTL Portfolio II	0
EDC 7440	CAPTL Capstone Research	2
EDC 7445	CAPTL Capstone Project	1
Total Hours		**34**

Business Vocational License Courses

Code	Title	Hours
EDC 5495	Principles of Career and Technical Education	3
EDC 5490	Organization and Administration of Cooperative Programs	3

Special Education Licensure

Master of Science in Education - Teaching and Learning - Special Education Courses - 40 Credits

Code	Title	Hours
EDC 6420	Foundations of Special Ed: Instructing Diverse Populations	3
EDC 6422	Legal Foundations in Special Education	3
EDC 6424	Teaching Mathematic Strategies	3
EDC 6426	Classroom and Behavior Management in Special Ed	3
EDC 6428	Foundational Reading and Literacy Strategies	3
EDC 6430	Differentiated Reading Interventions for Special Ed	3
EDC 6432	Evidence-Based Instructional Strategies in Special Ed	3
EDC 6434	Characteristics of and Interventions for Students with Significant Disabilities	3
EDC 6436	Assessment and Progress Monitoring in Special Ed	3
EDC 6438	Collaboration and Teaming for Effective Instruction	3
EDC 7405	Pre-Student Teaching Field Experience	1
EDC 7410	Student Teaching Placement 1	3
EDC 7415	Student Teaching Placement 2	3
EDC 7420	CAPTL Portfolio I	0
EDC 7421	CAPTL Portfolio II	0
EDC 7440	CAPTL Capstone Research	2
EDC 7445	CAPTL Capstone Project	1
Total Hours		**40**

K-12 ESL Licensure

Master of Science in Education - Teaching and Learning - English as a Second Language Courses - 43 Credits

Code	Title	Hours
EDC 5400	Foundations of the Teaching Profession	3
EDC 5405	Educational Psychology: Understanding Theory of Teaching and Learning	3
EDC 5415	Analysis of Instruction and Assessment	3
EDC 5420	Teaching Diverse Students, Families, and Classrooms	3
EDC 5425	Co-Planning and Planning for all Students	3
EDG 6300	Cross Cultural Communication for Teachers of Language Learners	3
EDG 6302	Basic English Linguistics for Teachers of Language Learners	3
EDG 6304	ELL Literacy: Reading, Writing, and Grammar Strategies	3
EDG 6306	Accommodating Differences in Literacy Learners	3
EDG 6308	Curriculum and Methods of Teaching English as a Second Language	3
EDG 6310	Observation, Analysis, and Practicum in ESL Classrooms	3
EDC 7405	Pre-Student Teaching Field Experience	1
EDC 7410	Student Teaching Placement 1	3
EDC 7415	Student Teaching Placement 2	3
EDC 7420	CAPTL Portfolio I	0
EDC 7421	CAPTL Portfolio II	0
EDC 7440	CAPTL Capstone Research	2
EDC 7445	CAPTL Capstone Project	1
Total Hours		**43**

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

The Master of Science in Student Personnel Administration in Higher Education (SPAHE) program is grounded in student affairs theory and practice, and applied from a Christian perspective. Program learning outcomes are centered around student development theory, legal and ethical issues, leadership, navigation of interpersonal and

collaborative dynamics in a collegiate setting, assessment, evaluation and research. The program prepares those pursuing a career of service in higher education to bring a faith–based approach to their positions within administration and athletics. Courses are designed for working professionals, with classes held year-round in an online collaborative format. Our outstanding faculty members are practicing student affairs practitioners from both private and public institutions of higher education. A total of 33 credits are required for the degree.

SPAHE graduates will be student affairs practitioners and/or athletic professionals who are:

- grounded in faith and integrity
- well-rounded through a mix of theory and practice
- able to demonstrate culturally-inclusive advising, supporting, coaching and counseling strategies
- visionary, forward-thinking and rooted in historical context
- responsive and adaptive to change
- devoted to sustainability of financial, educational and environmental resources
- able to use data to inform their practice and aid in ethical decision making
- life-long learners
- proactive and reflective employers and leaders
- problem solvers (interpersonal communication, management of staff, managing budget)
- skilled in conflict resolution

Program Learning Outcomes

1) Professional and Ethical Standards: SPAHE students will evaluate from a Christian perspective the ethical codes and professional standards established by ACPA and NASPA and those established by the specific area(s) of interest of current employment in the field. Further, SPAHE students will adhere to these codes and standards and develop integrity within their personal and professional lives as they pursue the vocation of the Student Affairs Practitioner.

2) Student Development: SPAHE students will recognize the theories and models that facilitate the diverse college student's holistic development, and will identify best practices established for advising and supporting them. Further, SPAHE students will employ globally-minded practices and culturally-inclusive strategies to create environments that foster equitable participation of all groups.

3) Theoretical Foundations: SPAHE students will review the significant philosophical, psychological, cultural, and sociological theories that support student learning and underpin the work in the field and apply them to practical work within the field. Further, SPAHE students will translate historical lessons to their future or current practice in the field.

4) Leadership, Administration, and the Law: SPAHE students will identify leadership theories, higher education governance structures and practices, and legal issues associated with student affairs practice and employ critical thinking and problem-solving skills to make professional decisions.

5) Communicative Fluency and Technological Competence: SPAHE students will develop written, oral and interpersonal communication skills through the use of digital tools, resources and technologies for the advancement of student learning, development and success.

6) Assessment, Evaluation, and Research: SPAHE students will demonstrate proficiency in assessing student affairs programs and in applying the literature of the field to practice. Additionally, SPAHE students will discover various assessment, evaluation and research methodologies and use their results to inform their practice.

Curriculum

Code	Title	Hours
SPA 5000	Foundations in Student Affairs Administration	3
SPA 5005	The Diverse College Student	3
SPA 5010	Organizational Leadership & Governance in Higher Education	3
SPA 5015	Program Planning and Assessment	3
SPA 5020	Group Dynamics and Culturally Responsible Leadership	3
SPA 5025	Current Topics Seminar	3
SPA 5030	Law & Policy in Higher Education	3
SPA 5035	Educational Research Methods	3
SPA 7000	Experiential Learning for the Aspiring Student Affairs Professional [1]	3
SPA 7002	Experiential Learning for the Current Student Affairs Professional	
SPA 7010	Thesis for Student Personnel Administration in Higher Education [2]	3
SPA 7015	Capstone for Student Personnel Administration in Higher Education	
Elective [3]		3
Total Hours		**33**

1. A total of 150 experiential learning hours must be completed, either through SPA 7000 or 7002. SPA 7000 is required for students **not** currently working in higher education. SPA 7002 is required for students who **are** currently working in higher education.
2. Students choose between a thesis and a capstone
3. Students take 30 required credits plus a 3-credit elective course (course is subject to approval of the program director), for a total of 33 credits.
   Optional EdD pathway: students may take an elective course from within the EdD in Leadership in Innovation & Continuous Improvement program to fulfill their 3-credit SPAHE elective requirement. This creates a pathway to an interdisciplinary doctorate and accelerates eligibility for senior level leadership.

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. Two courses within the program have a face to face (in person or virtual) class experience required, followed by on line coursework and culminating with another face to face experience.

In addition to coursework, students are also required to complete internships and a culminating portfolio. 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
EDG 6150	The Superintendency **	3
EDG 6155	Professional Ethics in Leadership	3
EDG 6160	Organizational and Policy Development	3
EDG 6165	School Improvement and Data Analysis	3
EDG 6170	Public Relations	3
EDG 6175	Facility Planning **	3
EDG 7130	Advanced Internship in Superintendency I	1
EDG 7131	Advanced Internship in Superintendency II	2
EDG 7135	Superintendency Portfolio	0
***Residency Component = Required face-to-face meeting on first and last Saturday of course*		
Total Hours		**21**

Alternative Education License Program

This coursework is for licensed teachers, professional educators, community professionals and advocates, corrections and juvenile justice professionals, agency professionals, and others who work with children and youth who may be at risk of school failure, and work toward preventing at risk behaviors. As more and more students are identified as at-risk, it is essential that teachers, and other professionals receive this training. A major focus of the alternative education program is to assist concerned professionals in learning ways to collaboratively build programs and strategies to better serve at-risk students in the school and the community. The alternative education program includes working with children and youth of all grade levels-elementary, middle, and high school, because at risk students are found at all levels.

Students who are licensed teachers, agency professionals, community professionals, corrections and juvenile justice professionals may enroll in the alternative education program and coursework. Since this is an add-on teaching license, DPI licensed teachers must have a current, valid Tier II teaching license as a minimum to enroll. Agency, community, corrections, juvenile justice, and other professionals must have at least a bachelor's degree to enroll.

Alternative Education

WI DPI Add-On License #1952, EAA-Early Adolescence/ Adolescence, Ages 10-21

The following two courses and portfolio are all that are needed to apply for the alternative education license for teachers with a current, valid teaching license. Courses must be taken in sequence.

Curriculum

Code	Title	Hours
EDG 5600	Educating Students at Risk	3
EDG 5605	Alternative Education	3
EDG 5610	Alternative Education Portfolio	0
Total Hours		**6**

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
Required Courses		
COUN 6000	Christian Care Giving	3
COUN 6010	Scripture and the Christian Counselor	3
COUN 6020	Christian Reconciliation	3
Electives- choose two		**6**
COUN 5015	Ethics of the Christian Counselor	
COUN 5045	Social/Cultural Theological Foundations	
COUN 6030	Current Support Issues for Christian Pastors and Church Workers	
COUN 5105	Consultation Strategies within the Church	
COUN 5035	Models and Methods of Christian Family Counseling	
Total Hours		**15**

Christian Education Certificate

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

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**

Compassion Care Certificate

Our world desperately needs compassionate caregivers to be the hands and feet of Jesus in a multitude of professional and personal vocations. This 12 credit certificate provides training in the art and skills of compassionate care for educators, athletic trainers, and other vocations. The program highlights include work with our Comfort Dogs, trauma-informed practices, social-emotional learning strategies, lessons of compassion from Jesus, our master teacher, and a practicum.

Curriculum

Code	Title	Hours
EDG 5300	Comfort Dog Handler Training and Skill Development	3
EDG 5301	Trauma Informed Practices	3
EDG 5302	Social Emotional Learning	3
EDG 5303	Comfort Dog Practicum	3
Total Hours		**12**

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 5000	Digital Citizenship and Ethics	3
EDT 5005	Leadership, Collaboration, and Coaching	3
EDT 5010	Assessment and Data Analysis	3
Electives		
Select 6 credits of the following:		6
EDT 5015	Theories of Learning and Design	
EDT 5020	Instructional Design	
EDT 6030	Applying Technology in Content Areas	
EDT 6035	Blended Learning	
EDT 6005	Digital Literacy	
EDT 6020	Ed Ministry in Digital World	
Other electives as approved by program director		
Total Hours		**15**

Health Profession Programs

- Doctor of Occupational Therapy Entry-Level (CUAA) (p. 68)
- Doctor of Occupational Therapy Entry-Level (CUW) (p. 71)
- Doctor of Physical Therapy (CUAA) (p. 72)
- Doctor of Physical Therapy (CUW) (p. 74)
- Master of Occupational Therapy (p. 76)
- Master of Science in Child Life and Interprofessional Practice (p. 78)
- Master of Science in Physician Assistant Studies (CUAA) (p. 78)
- Master of Science in Physician Assistant Studies (CUW) (p. 81)
- Master of Science in Rehabilitation Science (p. 86)
- Master of Science in Speech-Language Pathology (p. 87)
- Master of Social Work (p. 89)

Doctor of Occupational Therapy Entry-Level (CUAA)

Occupational therapy is the only profession that helps people across the lifespan do the things they want and need to do through the therapeutic use of everyday activities (occupations). You will be prepared to work in hospitals, schools, outpatient clinics, nursing homes, and many other locations throughout the community.

Mission

The Concordia University Ann Arbor Occupational Therapy Program prepares clinicians who are passionately committed to recognizing the dignity of all human beings through participation in valued occupations, resilient and creative problem solvers prepared to rise to the challenges of a changing world.

Vision

Graduates of the Concordia University Ann Arbor Occupational Therapy Program will be consistently recognized as highly compassionate professionals with the skills to empower effective change in individuals, communities, and in health care.

Highlights

The CUAA OT program is designed to prepare graduates to excel within the complexities of both traditional and emerging practice areas.

- 28 students per cohort
- 109 credits/3 years of study for post-baccalaureate applicants
- Accelerated Bachelor of Science in Rehabilitation Science (BSRS) (https://catalog.cuw.edu/undergraduate/cuaacampus/health-prof/majors/rehabilitation-science/) to OTD format for incoming freshman allows completion of bachelor's and doctorate degrees in 4.75 years total
- Program threads include **occupation** as a centering concept, **spirituality** as a lens through which we view the client, **professional identity** as the foundation of who we are as practitioners, **deliberate practice** and **advocacy** as primary tools for addressing occupational performance, and an **innovative, engaged, and transformative** curriculum design
- Hybrid program delivery combines structured online learning with hands-on practice both in the classroom and in the community
- State-of-the-art classrooms, laboratories, and simulation center
- Twenty-four weeks of full time fieldwork experiences are designed to ensure students achieve the entry-level generalist competencies of the occupational therapy profession
- Fourteen week individualized capstone project and experience allow students to gain an in-depth exposure to one or more areas of practice

Accreditation

The Concordia University Ann Arbor entry-level occupational therapy doctoral degree 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 (https://acoteonline.org/).

Licensure/Certifications

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.

Program Learning Outcomes

Upon completion of the program, graduates of the Concordia University Ann Arbor Program will:

1. Recognize the unique spiritual aspect of every individual's occupational roles, routines, and activities.
2. Extend Christian empathy, compassion and dignity based on a reverent view of the unique occupational nature of all human beings.
3. Cultivate the professional identity of an occupational therapist based on reflection and positive self-management skills, consistently responding with sound ethical decision making.
4. Provide culturally responsive and individualized occupational therapy services.
5. Address health and participation disparities among diverse communities and populations.
6. Effectively combine principles of science & medicine, interpersonal interaction, teaching & learning, environmental/technology studies, and occupational science to meet the holistic needs of individuals, groups, and communities.
7. Apply advanced clinical reasoning and creative problem solving to empower others to overcome occupational barriers.
8. Demonstrate a desire for inquiry and a commitment to lifelong learning.
9. Articulate and advocate for the distinct value of occupational therapy when working as part of an interdisciplinary team.
10. Complete thorough and timely documentation of occupational therapy services to communicate treatment plan/results and facilitate reimbursement of services.
11. Select, analyze, and utilize evidence-based practice as an integral part of clinical decision making.
12. Contribute to the body of knowledge of occupational therapy through completion of a relevant research study and capstone project.

Curriculum

Code	Title	Hours
OT 6121	Integration & Practice I	1
OT 6122	Occupation as Meaning	2
OT 6123	Foundations of an OT Professional	2
OT 6124	OT Process	2
OT 6125	Scientific Inquiry in OT: Evidence-based Practice	1
OT 6211	Integration & Practice II	1
OT 6212	Anatomical Structures Underlying Occupational Performance	4
OT 6213	Lifespan Perspective of Occupation	2
OT 6214	Occupational Analysis	2
OT 6219	Introduction to Capstone	1
OT 6221	Integration & Practice III	1
OT 6222	Assessment of Person Factors	2
OT 6223	Assessment of Occupational Roles	2
OT 6311	Integration & Practice IV	1
OT 6312	Healthcare Continuums	2
OT 6313	Neuroanatomy, Learning & Behavior's Role in Occupation	2
OT 6314	Preparatory Intervention Strategies	3
OT 6321	Integration & Practice V	1
OT 6322	Motor Learning	2
OT 6323	Psychosocial & Emotional Aspects of Occupation	3
OT 6325	Scientific Inquiry in OT: Quantitative Design	2
OT 7111	Integration & Practice VI	1
OT 7112	Occupation-Centered Practice for Children I	3
OT 7113	Spirituality & Occupation	2
OT 7121	Integration & Practice VII	1
OT 7122	Occupation-Centered Practice for Children II	3

OT 7123	The Intentional Practitioner	2
OT 7125	Scientific Inquiry in OT: Qualitative Design	2
OT 7211	Integration & Practice VIII	1
OT 7212	Occupation-Centered Practice for Adults I	3
OT 7213	Wellness & Population Health	2
OT 7214	Environment & Occupation	2
OT 7221	Integration & Practice IX	1
OT 7222	Occupation-Centered Practice for Adults II	3
OT 7225	Scientific Inquiry in OT: Applied Research	3
OT 7311	Integration & Practice X	1
OT 7312	Community-based Intervention	2
OT 7313	Case-based Critical Reasoning & Practice	3
OT 7314	Innovation in Intervention	2
OT 7321	Integration & Practice XI	1
OT 7322	Professional Roles & Responsibilities	2
OT 7323	Specialty Topics in OT	2
OT 7325	Scientific Inquiry in OT: Dissemination & Translation	2
OT 7329	Capstone Proposal	1
OT 8111	Fieldwork Level IIA	6
OT 8122	Advanced Occupation-based Assessment & Treatment	2
OT 8129	Capstone Plan & Process I	1
OT 8211	Fieldwork Level IIB	6
OT 8222	Communication & Advocacy for Strategic Change	2
OT 8229	Capstone Plan & Process II	1
OT 9319	Experiential Capstone	6
OT 9329	Capstone Dissemination	1
Total Hours		**109**

Program Admission

The Concordia University Ann Arbor Occupational Therapy Program (CUAA OTD) will accept a maximum of 28 students annually.

We anticipate two groups of applicants:

- CUAA Accelerated BSRS-OTD students
- Post-baccalaureate students

Admission Requirements

1. Minimum 3.0 cumulative GPA recommended.
2. C or higher in the following prerequisites:
   - Minimum 6 credits (8 preferred) of Human A&P with a lab component in every course from a Biology, Anatomy, or Physiology department
   - 1 credit of Medical Terminology
   - 3 credits Statistics
   - 3 credits Lifespan/Development course
   - 3 credits Abnormal Psychology
   - 3 credits Multicultural/Diversity themed course
3. CUAA Accelerated BSRS-OTD students will apply during the Fall of their sophomore year. For others, at least four of the six prerequisite courses must be complete at time of application with a documented plan for completion of all prerequisites. Post baccalaureate students must have a bachelor's degree completed from an accredited institution prior to the start of the OTD program.
4. Three letters of recommendation addressing potential for success both academically and as an occupational therapist, giving specific details about the applicant.
5. Shadowing of an occupational therapy professional is encouraged but not required. Students should be familiar with the profession of occupational therapy and the types of populations that OT serves. This can be completed through online research, readings, an Introduction to OT course at another university, or personal experience. Volunteer or work experience with diverse populations representative of those who may receive OT services (i.e., pediatric, geriatric, homeless, disabled, underserved, etc.) assists with development of leadership and service skills and will strengthen a candidate's application.
6. Personal statement addressing why you selected occupational therapy as a career and how this degree relates to your professional goals.
7. Transcripts from all college/universities attended.
8. To assure the health and safety of the student and clients with whom they work, applicants must have the ability to perform essential functions (https://www.cuaa.edu/academics/programs/occupational-therapy-doctorate/_assets/CUAA%20OT%20Essential%20Functions.pdf) of an occupational therapy graduate student.
9. International applicants who would attend on a student visa and whose native language is not English must demonstrate *competent user status* via Test of English as a Foreign Language (iBT TOEFL; minimum score of 79) or the IELTS (International English Language Testing System; minimum score of 6.5).
10. Pre-requisite coursework must have been completed at a regionally accredited institution.
11. A holistic admission process will be utilized. In addition to the above requirements, participation and leadership in extracurricular activities, work, research or other pursuits is encouraged. An interview will be required for all selected applicants, including CUAA BSRS students with early assurance admission. The OT 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.
12. Once accepted to the program, applicants must successfully pass a background check, provide immunization and health screening, and complete CPR training prior to the start of the program

Note: The program does not accept occupational therapy transfer students or credits.

Technology Requirements

Because of the hybrid nature of the program, students are required to ensure access to a personal computer with camera and internet access at their own expense throughout the course of the program. View minimum recommended technology requirements at /graduate/university/tech-reqs/ (p. 21).

Applying

All applicants to the Concordia University Ann Arbor Occupational Therapy Program will utilize the Occupational Therapy Centralized Application Service (OTCAS). The application process will open mid-July of the year prior to admission and close June 1.

Doctor of Occupational Therapy Entry-Level (CUW)

The OT program at Concordia University Wisconsin prepares students to obtain employment in a variety of settings. The didactic coursework, community-based experiences, and clinical education come together to prepare students as entry-level occupational therapists. Students participate in clinical experiences which include individual and group treatment sessions in pediatric and adult populations. At CUW, we prepare uncommon OTs who are ready to serve their communities and clients.

Mission Statement

The mission of Concordia University's Doctorate of Occupational Therapy program 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 occupational therapy doctoral degree program is accredited 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 https://acoteonline.org/. 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.

Licensure/Certifications

Graduates of the program may sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (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. Program data specific to Concordia University Wisconsin on the National Board for Certification in Occupational Therapy (NBCOT) Exam can be found on the NBCOT website (https://secure.nbcot.org/data/schoolstats.aspx).

General Academic Information

Our occupational therapy curriculum offers you exposure to many real-world scenarios that will test your knowledge. You'll have multiple opportunities for client contact, ranging from children to older adults, school systems to factories, and acute care to community wellness programs. Some of these experiences are clinical fieldwork placements, while others are client evaluation and consultation in a classroom or community setting. In your first year, you'll begin working with clients in the community to put theory into practice.

This is a full time graduate professional program taught in a blended format. Students interact with their classmates and professors online before and after in person classes, which focus on active learning and/or lab activities. Students must enroll in the MOT program first, in one of three tracks, as determined by their educational background:

- Accelerated
  - High school students looking to earn a bachelor's and master's degree in under 5 years
  - High school students should apply through undergraduate admissions for the BSRS program (https://www.cuw.edu/academics/programs/rehabilitation-science-bachelors/#bsrsacceleratedprogram)
- Bridge
  - COTAs looking to further their education and opportunities as an OTR
    - Candidates holding an associate's degree must apply through the Bridge BSRS (https://www.cuw.edu/academics/programs/rehabilitation-science-bachelors/#otabridgeprogram)
    - Direct entry for those holding a bachelor's degree from a regionally accredited institution
- Post-baccalaureate
  - Applicants holding a bachelor's degree looking to earn a doctoral degree

Students should expect to pay the tuition and fees as noted on the website (https://www.cuw.edu/academics/programs/occupational-therapy-doctorate/#tuitionfees).

Program Learning Outcomes

Upon completion of the program, graduates of the Concordia University Wisconsin OTDe program will:

- Demonstrate the skills to be effective change-makers in surrounding communities.
- Facilitate the health and wellbeing of individuals of all ages in various community settings.
- Combine theory, evidence, and clinical reasoning in a reflective process of evaluation, intervention, and targeting of outcomes.
- Effectively and efficiently solve occupation-based problems.
- Be competently prepared for direct access.
- Intentionally make clinical decisions using Christ-centered values.
- Develop leadership skills.
- Effectively communicate and collaborate in a variety of communities.
- Demonstrate professional behaviors while using knowledge based skills for the effective practice of occupational therapy.

Curriculum

Please contact the Occupational Therapy Department for track progression plans.

Code	Title	Hours
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	4
OT 506	Occupations Across the Lifespan	3
OT 507	Explore Community Clinic	3
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
OT 602	Clinical Reasoning: Pediatrics	3
OT 604	Pediatric Summer Camp	1
OT 612	Behavioral Health Fieldwork	1
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
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
OT 675	Level II Fieldwork A	6
OT 680	Level II Fieldwork B	6
OT 705	Research in Practice IV: Capstone Planning	3
OT 710	Capstone Experience	7
Total Hours		**97**

Admission Requirements

Students interested in the entry-level Occupational Therapy Doctorate (OTD) must first apply to the Master of Occupational Therapy (MOT) Program.

During the second semester of the MOT program, interested students may apply for the OTD program, through an internal process, if they meet the following requirements:

- Cumulative OT GPA of 3.0 or better
- Semester GPA of 3.0 or better in all completed semesters
- Current enrollment in the Master of Occupational Therapy (MOT) program
- No current or past professional or academic probation (students may still apply if they have received a warning)

Students must complete the following requirements while applying to the OTD program:

- Attend the OTD information session with the OTD Program Director and Doctoral Capstone Coordinator
- Meet with CUW OT faculty advisor to discuss decision to apply to the OTD program
- Complete the “OTD Exploration Form”
- Complete written essay, following the provided prompt
- Request two (2) CUW OT faculty members to complete the “OTD Applicant Rating Form”
- Submit entire application packet, including the signed application form, written essay, and completed exploration form, in accordance with cohort due dates
- Interview with OT Faculty, schedule to be determined after application deadline

All applicant files will be reviewed by the OT Admissions Committee and the OTD Program Director.

Note: The program does not accept occupational therapy transfer credits.

Doctor of Physical Therapy (CUAA)

Mission Statement:

The Physical Therapy program at CUAA inspires a diverse student body for life-long service of patients in mind, body, and spirit grounded in evidence and best practices in rehabilitation and medicine.

Our Vision:

The Physical Therapy Program will be known as providing a program of study that blends learning methodologies to create a dynamic Interprofessional Patient-Centered Learning curriculum. This unique curriculum prepares graduates for a vocation as compassionate, confident, and active professional members of the healthcare team, who are capable of managing health and wellness together with the complex issues of disease.

Accreditation:

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

Concordia University Ann Arbor is seeking accreditation of a new physical therapist education program from CAPTE. On December 1, 2022, the program submitted an Application for Candidacy, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the [professional/technical] phase of the program; therefore, no students may be enrolled in professional courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

General Information:

The anticipated start for the physical therapy program at Concordia University Ann Arbor is Fall of 2023. The cohort size will be 28 students; the program is two and-a-half years (seven semesters) long and can be completed in less than twenty-eight months. Upon successful graduation students will earn a Doctor of Physical Therapy (DPT) degree.

This accelerated graduate face-to-face program consists of 105 semester credits which is spread over thirty didactic courses and three clinical experiences. Students will complete 1,280 hours of clinical education. The curriculum incorporates interprofessional experiences, simulation activities and immersive, active learning activities to engage students in the rich professional content. This innovative curriculum utilizes Pass/No Credit grades.

Outcomes:

1. Our graduates demonstrate Christian values of care, compassion, respect, empathy and understanding, personal responsibility and trustworthiness in patient, peer, and colleague interactions.
2. Our graduates serve as culturally competent professionals when engaging with patients, families, peers and colleagues, and within service roles in community and professional organizations.
3. Our graduates will be prepared to provide high-quality, efficient, physical therapy services in a variety of settings through direct access or referral.
4. Our graduates will use clinical problem-solving skills to establish a physical therapy diagnosis and prognosis, based on examination and evaluation of the patient, and carry out a safe and effective plan of care.
5. Our graduates will demonstrate effective written, interpersonal, and professional communication in all interactions with patients, peers, and colleagues.
   - [interpersonal] Demonstrating appropriate verbal and non-verbal communication with patients and families.
   - [written] Complete electronic documentation of the physical therapy examination, evaluation, diagnosis, prognosis, interventions, and outcomes
   - [professional] Communicate diagnostic results and clinical impressions with other practitioners as appropriate
6. Our graduates will demonstrate the ability to select appropriate measures, collect accurate information, and analyze the results in order to determine the need for further physical therapy treatment.

Curriculum

Code	Title	Hours
DPT 5221	Introduction to Professional Formation	3
DPT 5431	Foundations of Patient Management	3
DPT 5551	Foundational Science I: Anatomy and Palpation	6
DPT 5331	Health Literacy, Patient Education, and Prevention	2
DPT 5432	Patient Encounter	4
DPT 5561	Mobility Training	2
DPT 7222	PTs as Moral Agents and Influencers	3
DPT 7445	Musculoskeletal Lower Quarter I	3
DPT 7562	Exercise and Movement Science	3
DPT 7552	Foundation Science II: Pathophysiology	2
DPT 7332	Health, Disease and Society	3
DPT 8446	Musculoskeletal Lower Quarter II	3
DPT 7563	Treating Impairments of Body Structure/Function	2
DPT 7800	Clinical Education I	4
DPT 7223	PTs as Coach and Collaborators	3
DPT 7333	Healthcare Systems, Policy, Social Determinants	3
DPT 7443	Musculoskeletal Upper Quarter I	3
DPT 7564	Treating Activity Restrictions	2
DPT 7444	Musculoskeletal Upper Quarter II	3
DPT 8572	Participation in Life Roles & Sport	2
DPT 8451	Cardiovasular and Pulmonary I	3
DPT 8453	Integumentary, Lymphatic, and Post Amputation	4
DPT 8573	Rehab and Cancer	2
DPT 8224	Leadership of Self, Teams, and Organizations	3
DPT 8452	Cardiovascular and Pulmonary II	3
DPT 8574	Progression of Care	3
DPT 8880	Clinical Education II	4
DPT 8334	Community Needs Assessment and Program Planning	3
DPT 8462	Neuromuscular I	4
DPT 8575	Managing Complex Patients	2
DPT 8225	Leadership in Practice Management	3
DPT 8463	Neuromuscular II	4
DPT 8890	Clinical Experience III	8
Total Hours		**105**

Program Admission:

The anticipated start for the physical therapy program at Concordia University Ann Arbor is Fall of 2023. Applications for the inaugural cohort are expected to be available in July of 2022; we *anticipate three types of applicants*:

1. CUAA BSRS applicants who meet the criteria for direct admission (see BSRS-PT track).
2. CUAA BSRS applicants who do not meet the criteria for direct admission; however, meet the criteria for general admission (see below).
3. Post-baccalaureate students who meet the criteria for general admission.

All applicants utilize the Physical Therapy Central Application Service (PTCAS). All qualified applicants will be considered for an interview. The Physical Therapy Admissions Committee is responsible for the review and recommendation of qualified applicants for admission to the Physical Therapy program. Applications are reviewed in the year prior to planned matriculation. The admission cycle opens in July and closes in October of the year prior to admission.

Five of the seven prerequisite courses must be completed at the time of application.

- Earned Bachelor degree from an accredited four-year higher education institution
- 3.2 Cumulative grade point average (GPA) for the earned degree.
- 3.2 Science GPA for all prerequisite courses
- 8 credits of Anatomy and Physiology I and II with labs
- 8 credits of General Chemistry I and II with labs
- 8 credits of College Physics I and II with labs
- 4 credits of Statistics

All students applying for admission to the program must submit through PTCAS:

- All official transcripts from previously attended universities*
- Three letters of reference (one from a college instructor, one from a physical therapist, and one additional from a reference that can address specifics about the applicant)
- A personal statement that speaks to your desire to pursue your education in physical therapy as well as your personal story so we can learn more about you beyond your academic and test score achievements
- Documentation of completion of 20 hours of Physical Therapy observation and 20 hours of service work with an underserved/

underrepresented population (the identified hours must be completed at time of application)**
- Completion of all program specific application questions and requested materials.

**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 PTCAS.*

***Applicants with additional experience beyond 40 hours will not be granted preferential consideration.*

Doctor of Physical Therapy (CUW)

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; website: 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 nine terms. 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.

Program Learning Outcomes

The student/graduate will:

Goal 1: Demonstrate the knowledge and skills for entry-level practice of physical therapy (PT) as a generalist clinician

a. Demonstrate knowledge and skills for safe clinical practice

b. Possess entry-level knowledge and skills for patient/client management (screening, examination, evaluation, diagnosis, prognosis, plan of care, interventions (procedural and educational), documentation, outcomes assessment)

c. Value and use evidence in practice

Goal 2: Embody the multiple facets of professionalism within the clinic

a. Follow legal and ethical standards of clinical practice

b. Demonstrate professional behavior

c. Demonstrate effective written, oral and non-verbal communication skills

d. Demonstrate cultural sensitivity in clinical practice

Goal 3: Value service to the church, community, and profession

a. Report a belief in service as a professional duty

b. Students/graduates will report participation in service activities

Goal 4: Demonstrate knowledge and skills for adapting to changes in healthcare delivery systems

a. Possess the ability to direct and supervise PT support personnel

b. Possess the ability to manage financial resources (reimbursement; equipment/supplies; productivity; time management; environmental resources) within the clinic

c. Be prepared to serve as a consultant within the healthcare system

d. Possess the knowledge and skills related to developing prevention/health promotion programs

e. Possess the knowledge and skills related to management of care delivery (i.e., providing patient care through direct access; collaboration with other healthcare practitioners; participation in case management)

f. Value the role of PT in social responsibility & advocacy

Curriculum

Code	Title	Hours
DPT 500	Foundations of Physical Therapy	3
DPT 501	Human Anatomy I	3
DPT 502	Human Anatomy II	3
DPT 505	Kinesiology	5
DPT 510	Evidence Based Practice I	2
DPT 540	Clinical Decision Making	2
DPT 550	Pathophysiology/Pharmacology I	4
DPT 555	Movement Analysis I	1
DPT 560	Intro to Professional Practice	2
DPT 565	Therapeutic Exercise	3
DPT 580	Management of Pediatric Disorders	4
DPT 584	Neuroscience I	1
DPT 585	Neuroscience II	2
DPT 586	Neuroscience III	2
DPT 602	Community Clinic I	1

DPT 609	Exercise Science I	3
DPT 610	Management of Neuromuscular Disorders - Adult I (Management of Neuromuscular Disorders I - Adult)	3
DPT 611	Management of Neuromuscular Disorders - Adult II (Management of Neuromuscular Disorders II - Adult)	3
DPT 612	Community Clinic II	1
DPT 615	Movement Science	4
DPT 625	Therapeutic Modalities	4
DPT 628	Clinical Problem Solving I	2
DPT 630	Clinical Problem Solving II	2
DPT 631	Clinical Problem Solving III	6
DPT 635	Evidence Based Practice II	3
DPT 650	Pathophysiology/Pharmacology II	4
DPT 655	Movement Analysis II	3
DPT 659	Introduction to Management of Musculoskeletal Disorders	2
DPT 660	Management of Musculoskeletal Disorders I	4
DPT 661	Management of Musculoskeletal Disorders II	4
DPT 665	Management of Integumentary Disorders	2
DPT 705	Medical Imaging	3
DPT 723	Cardiopulmonary Systems/Acute Care	4
DPT 736	Tissue/Biomechanics/Histology	3
DPT 742	Psychosocial Dimensions of Rehabilitation I	1
DPT 743	Psychosocial Dimensions of Rehabilitation II	1
DPT 744	Practice Management	2
DPT 745	Health Promotion	2
DPT 709	Exercise Science II	2
DPT 760	Clinical Practice I	6
DPT 761	Clinical Practice II	6
DPT 786	Community Clinic III	1
One of the following 3 credit electives:		3
DPT 675	Topics in Orthopedic Manual PT (elective)	
DPT 676	Topics in Sports Medicine PT (elective)	
DPT 750	Selective Topics in Pediatric Physical Therapy (elective)	
Total Hours		**122**

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/)
- Submit GRE scores

Science Prerequisites (See 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 3.30 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 University Wisconsin 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.

Note: The program does not accept physical therapy transfer credits.

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/).

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 tuition twice a year. Payments are due twice annually at the beginning of the Fall and Spring terms. Tuition for each cohort is posted on the Concordia University Wisconsin website. Tuition will not increase throughout the duration 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).

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). 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.

The Commission on Accreditation in Physical Therapy Education (CAPTE) approved Concordia University DPT program's application for substantive change and continued accreditation for the addition of a Bridge DPT cohort. Effective date of this approval was November 2, 2021. Curriculum, program learning outcomes and program admission details can be found on the curriculum, outcomes, and program admission tab Doctor of Physical Therapy (CUW). Courses are offered online, and on campus one weekend per month (Fridays 12pm–9pm and Saturdays 8am–5pm central time). Bridge DPT applicants must be licensed physical therapist assistants who hold a bachelor's degree.

Contact information:

David Hengst, Graduate Admissions Counselor, 262-243-4397 / david.hengst@cuw.edu

Dr. Halee Shepard, PT, DPT, MBA, EdD; Coordinator and Director of Clinical Education Bridge Cohort: halee.shepard@cuw.edu

Dr. Dale Gerke, PT, MPT, ScD, Chair and Professor- Physical Therapy Program: 262-243-4485/ dale.gerke@cuw.edu

Master of Occupational Therapy

The OT program at Concordia University Wisconsin prepares students to obtain employment in a variety of settings. The didactic coursework, community-based experiences, and clinical education come together to prepare students as entry-level occupational therapists. Students participate in clinical experiences which include individual and group treatment sessions in pediatric and adult populations. At CUW, we prepare uncommon OTs who are ready to serve their communities and clients.

Mission Statement

The mission of Concordia University's Master of Occupational Therapy program 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 (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) 652-6611 and its Web address is www.acoteonline.org (https://acoteonline.org/).

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

Licensure/Certifications

Graduates of the program may sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (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. Program data specific to Concordia University Wisconsin on the National Board for Certification in Occupational Therapy (NBCOT) Exam can be found on the NBCOT website (https://secure.nbcot.org/data/schoolstats.aspx).

General Academic Information

Our occupational therapy curriculum offers you exposure to many real-world scenarios that will test your knowledge. You'll have multiple opportunities for client contact, ranging from children to older adults, schools to acute care to community wellness programs. Some of these experiences are clinical fieldwork placements, while others are client evaluation and consultation in a classroom or community setting. In your first year, you'll begin working with clients in the community to put theory into practice.

This is a full time graduate professional program taught in a blended format. Students interact with their classmates and professors online before and after in person classes, which focus on active learning and/or lab activities. Students apply to and enroll in one of three tracks, as determined by their educational background:

- Accelerated
  - High school students looking to earn a bachelor's and master's degree in under 5 years

    - High school students should apply through undergraduate admissions for the BSRS program (https://www.cuw.edu/academics/programs/rehabilitation-science-bachelors/#bsrsacceleratedprogram)

- Bridge
    - COTAs looking to further their education and opportunities as an OTR
        - Candidates holding an associate's degree must apply through the Bridge BSRS (https://www.cuw.edu/academics/programs/rehabilitation-science-bachelors/#otabridgeprogram)
        - Direct entry for those holding a bachelor's degree from a regionally accredited institution
- Post-baccalaureate
    - Applicants holding a bachelor's degree looking to earn a master's degree

Students should expect to pay the tuition and fees as noted on the website (https://www.cuw.edu/academics/programs/occupational-therapy-masters/#tuitionfees).

Program Learning Outcomes

Occupational Therapy graduates will:

- Demonstrate the skills to be effective change-makers in surrounding communities.
- Facilitate the health and wellbeing of individuals of all ages in various community settings.
- Combine theory, evidence, and clinical reasoning in a reflective process of evaluation, intervention, and targeting of outcomes.
- Effectively and efficiently solve occupation-based problems.
- Be competently prepared for direct access.
- Intentionally make clinical decisions using Christ-centered values.
- Develop leadership skills.
- Effectively communicate and collaborate in a variety of communities.
- Demonstrate professional behaviors while using knowledge based skills for the effective practice of occupational therapy.

Curriculum

Please contact the Occupational Therapy Department for the course progression by track.

Code	Title	Hours
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	4
OT 506	Occupations Across the Lifespan	3
OT 507	Explore Community Clinic	3
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
OT 602	Clinical Reasoning: Pediatrics	3
OT 604	Pediatric Summer Camp	1
OT 612	Behavioral Health Fieldwork	1
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
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
OT 675	Level II Fieldwork A	6
OT 680	Level II Fieldwork B	6
Total Hours		**87**

Admission Requirements

All applicants to the Master of Occupational Therapy (MOT) Program must meet the following criteria:

- Earned bachelor's degree from a regionally accredited institution -OR- current enrollment in a BSRS degree program at Concordia University Wisconsin
- Cumulative GPA, from all attended institutions, of 3.0 or higher
- 8 semester credits of Human Anatomy & Physiology, from a Biology, Anatomy, or Physiology department with a lab component, completed with a grade of B or better in each course
- 3 semester credits of Statistics, completed with a grade of B or better
- Ability to perform the essential functions of an occupational therapy student as found here: https://www.cuw.edu/academics/programs/occupational-therapy-masters/index.html#essentialfunctions (https://www.cuw.edu/academics/programs/occupational-therapy-masters/#essentialfunctions)

Applicants will also be required to submit the following:

- Official college transcripts from all previously attended institutions
- Three (3) letters of recommendation, which address potential for academic success and as an occupational therapist
- Essays as designated per track

International applicants

- 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). The test score cannot be more than two years old at the time of application.
- The minimum TOEFL score is 94 (iBT) with no less than 22 reading, 22 listening, 26 speaking, and 24 writing.
- The minimum IELTS score is 7.0, with no less than 6.5 on each band score.
- There are no exceptions to the TOEFL or IELTS requirement for the OT program. International applicants will be admitted

through the International Admissions and are subject to International Office policies, in coordination with graduate admissions.

Additional application requirements and details can be found on the MOT website at: www.cuw.edu/mot.

All accepted students will be required to submit a $500 tuition deposit within four (4) weeks of acceptance to hold their spot in the program.

Master of Science in Child Life and Interprofessional Practice

Concordia University is committed to preparing child life specialists who employ evidence-based methods in integrative health care settings and settings where children and families impacted by illness, injury, and health care are served. The intent of the Child Life Master's 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.

Curriculum

Code	Title	Hours
CLS 525	Professional Issues in Child Life	3
CLS 530	The Child with Special Healthcare Needs	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 553	Child Life Program Administration II	3
Electives (at least 3 elective courses) [1]		**9**
CLS 500	Therapeutic Play for the Hospitalized Child	
CLS 505	Supporting the Child and Family Affected by Death	
CLS 508	Family Systems: The Hospitalized Child and Family	
CLS 510	Clinical Ethics in Healthcare	
CLS 515	Medical Terminology for the Child Life Professional	
CLS 520	Research in the Child Life Profession	
CLS 555	Diversity in the Healthcare Setting	
CLS 570	The Child Life Practicum Experience	
CLS 575	The Child Life Internship	
Total Hours		**30**

[1] The number of electives a student needs would be dependent upon requirements for Child Life Certification eligibility.

Entrance Requirements

- A baccalaureate degree in child development, child and family studies, child studies, child psychology, developmental psychology, education, recreational therapy, or other relevant degree from a regionally accredited college/university.
- Minimum undergraduate GPA of 3.0 on a 0-4 scale for full acceptance
- A minimum of 120 documented volunteer hours working with children and families impacted by health care. This requirement is currently adjusted due to Covid.
- Successful completion of a background check
- Each applicant will interview with Child Life Program Coordinator, Kara Brennan.

Master of Science in Physician Assistant Studies (CUAA)

Mission Statement

The Mission of the Concordia University Physician Assistant program mission is to educate Physician Assistant graduates in primary medicine with a focus on rural and underserved patient populations and communities.

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 ARC-PA has granted Accreditation-Provisional status to the Concordia University Ann Arbor Physician Assistant Program sponsored by Concordia University Ann Arbor. 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 appear 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 the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

The program's accreditation history can be viewed on the ARC-PA website at: http://www.arc-pa.org/accreditation-history-concordia-university-ann-arbor/

Credential Awarded

The proposed Physician Assistant program will grant the Master of Science in Physician Assistant Studies (MSPAS) 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:

- Recruit and retain students from underserved, underrepresented, and diverse backgrounds committed to the PA profession.

- Provide each student cohort with specific curricular content in providing primary care to rural and underserved communities in order to increase the number of graduates who elect to practice in rural and underserved communities after graduation.
- Obtain a pass rate greater than, or equal to, 90% on the PANCE examination.
- 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.
11. Demonstrate understanding of Christian Values and exemplify integration of these values, attitudes, and behaviors in both the classroom and in clinical practice.

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

Code	Title	Hours
PHAS 5100	Primary Medicine I	3
PHAS 5110	Patient Care I	2
PHAS 5235	Anatomy	5
PHAS 5135	Molecular Basis of Disease	2
PHAS 5105	Labs & Diagnostics I	2
PHAS 5115	Pharmacotherapy I	2
PHAS 5120	Skills for Primary Practice I	1
PHAS 5125	PA Professional Practice I	1
PHAS 5200	Primary Medicine II	3
PHAS 5205	Labs & Diagnostics II	2
PHAS 5210	Patient Care II	1
PHAS 5215	Pharmacotherapy II	2
PHAS 5220	Skills for Primary Practice II	1
PHAS 5130	Medical Decision Making I	1
PHAS 5225	PA Professional Practice II	1
PHAS 5300	Primary Medicine III	4
PHAS 5305	Labs & Diagnostics III	3
PHAS 5310	Patient Care III	2
PHAS 5315	Pharmacotherapy III	3
PHAS 5320	Skills for Primary Practice III	2
PHAS 5230	Medical Decision Making II	2
PHAS 5325	PA Professional Practice III	1
PHAS 5240	Behavioral Medicine	2
PHAS 5425	PA Professional Practice IV	1
PHAS 5400	Primary Medicine IV	3
PHAS 5405	Labs & Diagnostics IV	2
PHAS 5410	Patient Care IV	2
PHAS 5415	Pharmacotherapy IV	2
PHAS 5420	Skills for Primary Practice IV	1
PHAS 5330	Medical Decision Making III	2
PHAS 5435	Emergency Medicine for Primary Care	3
PHAS 5440	Surgical Medicine	3
PHAS 6000	Family Medicine Clinical Rotation I	4
PHAS 6005	Family Medicine Clinical Rotation II	4
PHAS 6010	Internal Medicine Clinical Rotation I	4
PHAS 6015	Internal Medicine Clinical Rotation II	4
PHAS 6020	Women's Health Clinical Rotation	4
PHAS 6025	Pediatric Clinical Rotation	4
PHAS 6030	Behavioral Medicine Clinical Rotation	4
PHAS 6035	Surgical Medicine Clinical Rotation	4
PHAS 6040	Emergency Medicine Clinical Rotation	4
PHAS 6045	Elective Clinical Rotation I	4
PHAS 6050	Elective Clinical Rotation II	4
PHAS 6100	Summative Assessment	2
Total Hours		**113**

Admission Requirements

Candidates for admission must meet the following requirements:

- **January 15, 2023 is the deadline for submission of 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.
- **First day of class is August 28, 2023**
- 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.
  - Online labs for science prerequisites will be considered if related to COVID issues and only if occurring between spring 2020 and spring 2022 terms.
  - Audited coursework is not accepted for prerequisite courses, nor are grades of PASS/FAIL.
- PA-CAT/ The Concordia University Ann Arbor PA Program is **recommending** that their applicants take the PA-CAT (Physician Assistant College Admission Test). The PA-CAT is a specialized test designed to measure applicant knowledge in key prerequisite science subjects typically required for PA school. For information about the PA-CAT and to schedule your exam, visit their website (https://www.pa-cat.com/).
- •
- There must be documentation of 1000 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 max 500 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 16 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 on the (cuaa.edu/pa) website, 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 organic chemistry with lab
    - One semester of biochemistry with or without lab) (3 cr course minimum)
    - 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
- Genetics:
    - One semester of genetics is preferred, but not required.
- Human Anatomy & Physiology:
    - May be completed as A & P 1 and A & P 2; both must include lab and must require a college level biology course as a prerequisite for taking A & P. The applicant may be asked to provide the course description to the program. This requirement may also be met as individual Human Anatomy and separate Physiology course, again with on-campus lab component. 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. Pathophysiology will not replace the requirement for a physiology course in those who have taken only Anatomy.
- Microbiology: One semester with lab is required
- 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
- Additional medical terminology study is recommended

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/) 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 Learning Outcomes

1. **Medical Knowledge**

- Identify etiology, epidemiology, and risk factors in evaluating medical conditions, including the signs and symptoms
- Select and interpret appropriate lab and diagnostic studies
- Given a chief complaint, establish a differential diagnosis and utilize historical information, PE findings, lab and diagnostic results to narrow that differential to a most likely diagnosis
- Manage common medical conditions, including pharmacologic and non-pharmacologic modalities
- Implement health promotion and disease prevention, including appropriate screening recommendations

2. **Interpersonal & Communications Skills**

- Interact professionally and effectively with patients, patient families, and members of the health care team
- Counsel all patients in a respectful and appropriate manner, following health literacy guidelines
- Participate in HIPAA training and follow HIPAA guidelines at all times

3. **Patient Care**

- Provide care that is effective, safe, high quality, and equitable
- Allocate resources appropriately to provide patient centered care
- Perform technical skills and procedures essential to primary care
- Provide education on health promotion and disease prevention

4. **Professionalism**

- Treat all people with respect, compassion, and dignity
- Accept accountability and admit errors, maintain self-awareness of limitations, and seek guidance and collaboration as needed
- Complete medical records thoroughly, honestly, and punctually
- Demonstrate regular attendance at conferences, active enhancement of medical knowledge, and a positive response to constructive criticism

5. **Practice-based/Systems Based Learning and Improvement**

- Apply scientific principles and evidence based medicine to medical conditions and patient care
- Balance resources and costs with risk/benefit analysis in patient care
- Work effectively in inter-professional teams to enhance patient safety and improve quality of care
- Participate in identifying systems errors and potential systems solutions
- Access legal and regulatory requirements of PA practice in whatever location that graduate is practicing

Curriculum

Code	Title	Hours
PHAS 500	Human Anatomy for Physician Assistants	6
PHAS 501	Physician Assistant Seminar I	1
PHAS 502	Physician Assistant Seminar II	2
PHAS 503	Physician Assistant Seminar III	2
PHAS 504	Physical Assessment I	2
PHAS 505	Physical Assessment II	2
PHAS 506	Clinical Skills I	1
PHAS 507	Clinical Skills II	1
PHAS 508	Clinical Skills III	1
PHAS 515	Molecular Mechanisms	3
PHAS 520	Neuroanatomy	2
PHAS 525	Clinical Medicine I	6
PHAS 526	Pathophysiology and Pharmacology I	5
PHAS 527	Medical Diagnostics I	3
PHAS 530	Clinical Medicine II	6
PHAS 531	Pathophysiology and Pharmacology II	5
PHAS 532	Medical Diagnostics II	3
PHAS 535	Evidence Based Medicine	1
PHAS 540	Public Health and Epidemiology	2
PHAS 545	Emergency Medicine	4
PHAS 550	Pediatrics	3
PHAS 560	Surgical Medicine	3
PHAS 570	Behavioral Medicine	2
PHAS 575	Obstetrics and Gynecology	2
PHAS 580	Introduction to Clinical Practice	3

PHAS 600	Physician Assistant Seminar IV	2
PHAS 610	Family Medicine Clinical Practicum I	4
PHAS 615	Family Medicine Clinical Practicum II	4
PHAS 620	Internal Medicine Clinical Practicum I	4
PHAS 625	Internal Medicine Clinical Practicum II	4
PHAS 630	Women's Health Clinical Practicum	4
PHAS 635	Pediatric Medicine Clinical Practicum	4
PHAS 640	Emergency Medicine Clinical Practicum	4
PHAS 645	Surgical Medicine Clinical Practicum	4
PHAS 650	Behavioral Medicine Clinical Practicum	4
PHAS 655	Elective Clinical Practicum I	4
PHAS 660	Elective Clinical Practicum II	4
Total Hours		**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 in 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 Practioners 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 (*must be earned prior to matriculation from a regionally accredited university or college*).
- Minimum 3.2 cumulative GPA or higher, AND
- Minimum 3.2 prerequisite science GPA or higher
- Note: All prerequisite courses must be successfully completed with a grade of "C" or higher from a regionally accredited college or university.
- *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 must be taken on campus and not online.
- Classes that are audited are not accepted for prerequisite courses.
- Transcripts must be in English. If the transcripts are not in English, transcripts will need to be evaluated through the required service designated by CASPA (https://caspa.liaisoncas.com/))
- Please note, the deadline for application is for Verified applications. Submit your applications at least 4-6 weeks earlier than the deadline to allow time for verification of information in your application. Applicants must have completed all prerequisite courses prior to application date. At the time of application there may not be any prerequisite science courses pending or in progress.
- Documentation of 500 hours of patient care experience. Examples of patient care experience include but is not limited to: nursing, CNA, ER tech, EMT/paramedic
- Complete a minimum of 24 hour minimum shadowing of a Physician Assistant.
  - Shadowing must be completed and documented to the program either via email if the CASPA (https://caspa.liaisoncas.com/) application has been submitted or on the CASPA (https://caspa.liaisoncas.com/) application by September 1.
  - The program does not find or suggest sites for applicants to complete the shadowing requirement.
- Letters of Reference are required as part of the application process:
  - One letter of reference must be from a PA, 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 in nature, academic in nature, or a character reference.
- Applicant must be able to perform the Technical Standards for Physician Assistants

Prerequisites

- 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 & Physiology - Two semesters with lab
  - May be separate Anatomy (with lab) and Physiology courses
  - OR may be combined A&P I and II courses including labs.
  - Anatomy must be with lab and done on-campus, not online
- Biology - Two semesters with lab
- Genetics - One semester with or without lab
- Psychology - One semester
- Statistics - One semester
- College algebra or higher - One semester
- Medical Terminology - One semester

Highly recommended courses

- Nutrition
- Pharmacology
- Immunology
- Additional Psychology classes

Additionally

- A & P and Medical Terminology are *recommended* within five years of applying to the program.
- No advanced placement or transfer credit is granted if transferring from another PA or graduate program.
- No course credit is given for experiential learning.
- As a potential candidate, the admissions committee will look at the following for acceptance into the program:
  - Cumulative and prerequisite science GPA
  - Reference letters
  - Personal statement
  - Interview evaluation report
  - Applicant's desire to become a PA
  - Evidence of academic potential, motivation, personal maturity, self-assurance, and good interpersonal skills
  - Healthcare experience
  - Volunteerism, service to others

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.
6. **Zoom Lectures/Meetings/Presentations:** Standards for joining a video meeting/lecture/presentation via Zoom ensures all students are conveying professionalism. The following details must be met during each Zoom event:

- Students must be able to participate, and actively engage, in online learning experiences.
- Cameras must be kept on at all times. If you need to turn your camera off, please direct message the faculty hosting the event.
- Audio should be muted, unless otherwise indicated.
- Be aware of the environment you are in. What is visible in the background should be appropriate and professional.
- Display your first and last name to your Zoom frame.

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 Academic Resource Center (ARC) in Luther 200 to see if reasonable accommodations as determined by the ARC and their disability policies can be made. https://www.cuw.edu/academics/services/student-academic-resources/academic-resource-center/academic-services/index.html (https://www.cuw.edu/academics/services/student-academic-resources/academic-resource-center/academic-services/)

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 Policy for Students/Alumni of Concordia University System & St. Norbert College

Current students and alumni of Concordia University system schools and current students and alumni of St. Norbert College will be guaranteed up to three interview opportunities for the PA program if they meet the following requirements: have a verified CASPA application by the deadline, have a cumulative GPA AND prerequisite science GPA of 3.4, and have completed all of the additional required 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). 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

Program Description

The Master of Science in Rehabilitation Science (MSRS) Program is a master's degree for physical therapists, occupational therapists, or other rehabilitation professionals who have completed their professional training outside the United States of America. MSRS courses are taught in a face-to-face format by current faculty in the Department of Rehabilitation Science, Department of Physical Therapy, and Department of Occupational Therapy; faculty with expertise from other departments will also be involved as needed. This degree is designed so that students can complete all requirements to graduate in a 12-month period. Students will begin the program in the fall (late August) and complete the program in summer of the next year (mid-July). Students will be allowed to matriculate into the program only during the August start time and are encouraged to complete the degree within one year (full time). Students must take the minimum number of credits to satisfy F-1 or J-1 visa status. Students will participate in an original research project with small group of classmates; this project is not equivalent to a thesis. The MSRS Program does not require a clinical or teaching internship where treatment or assessment of patients is expected. Off-campus experiences are intended to provide an opportunity to observe rehabilitation practice in diverse settings within the U.S.

Mission Statement

The mission of the Master of Science in Rehabilitation Science Program is to provide internationally trained rehabilitation professionals with an evidence-based and clinically-focused curriculum intended to increase knowledge of and exposure to U.S.-based practice.

Program Learning Outcomes

The objectives of the Master of Science in Rehabilitation Science degree include:

1. Students will synthesize a plan for applying knowledge of diverse clinical specialty areas to rehabilitation practice in their home country.
2. Students will identify, evaluate, and apply current rehabilitation literature when making evidence based clinical decisions.
3. Students will demonstrate fundamental scientific writing and research skills for producing new knowledge in rehabilitation science.
4. Students will demonstrate the ability to communicate in a professional manner.

Curriculum

Code	Title	Hours
MSRS 505	Scientific Writing in Rehabilitation Science	4
MSRS 515	Evidence-Based Practice in Rehabilitation	4
MSRS 550	Adult Neurological Conditions and Practice	4
MSRS 560	Pediatric Conditions and Practice Environments	4
MSRS 610	Industrial Rehabilitation and Practice Environments	4
MSRS 620	Gerontology Conditions and Practice Environments	4
MSRS 630	Adult Orthopedic Conditions and Practice Environments	4
MSRS 650	Research Project and Applications in International Practice	4
Total Hours		**32**

Master of Science in Rehabilitation Science Program Admission

The minimum criteria for admission are:

- Undergraduate degree in occupational therapy or physical therapy from a university outside the U.S. Students with a Bachelor degree in Rehabilitation Science will also be considered if their degree included a clinical internship.
- Cumulative GPA of 3.0 or better in undergraduate degree based on credential evaluation by an outside agency or evaluation by admissions staff in the International Admissions office at CUW.
- TOEFL or IELTS exam scores. For the TOEFL, Concordia University requires a minimum score of 213 (computer-based), 79 (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/)) 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 in the MSRS Program 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

Note: The program does not accept Rehabilitation Science transfer credits.

Master of Science in Speech-Language Pathology

The two-year, full-time Master of Science program in Speech-Language Pathology prepares students to become competent speech-language pathologists who provide quality care in a respectful, culturally sensitive, caring, and knowledgeable manner. Committed and experienced faculty guide the didactic program in alignment with high-quality clinical experiences that 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.

The graduate program offers an engaging, faith-based academic environment which includes access to off-site community service and supervised clinical opportunities in a variety of medical, clinical, and educational settings, in addition to the state-of-the-art, on-campus Concordia University Wisconsin Speech, Language, and Hearing Clinic. Students learn in supervised clinical settings that are supplemented by specific small-group didactic instruction that supports further exploration of topics related to clinical procedures, medical and clinical diagnoses, and cultural and ethical considerations. Students develop effective and professional interaction skills with patients, families, and other healthcare professionals through service learning and university-supported Inter-professional Education (IPE) experiences. The program also prepares students to pass the Praxis examination in Speech-Language Pathology (https://www.ets.org/praxis/asha (https://www.ets.org/praxis/asha/)).

At the conclusion of the CUW Speech-Language Pathology Graduate Program, students are expected to have met the academic content and clinical practice competencies, short of a post-graduate clinical fellowship experience, associated with the ASHA Certificate of Clinical Competence (CCC) and are eligible to apply for initial licensure required for practice in the state of Wisconsin.

This program requires successful completion of 44 core academic credit hours, 3 credit hours of electives, and 10 credit hours of clinical practicum resulting in a minimum of 57 credit hours of coursework (academic and clinical).

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. In addition, students with undergraduate degrees in fields other than communication sciences and disorders are eligible to apply to the master's program only after successful completion of prerequisite coursework.

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.

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.) residential education 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, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a "preaccreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

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 Learning Outcomes

Speech-Language Pathology graduate program student outcomes are consistent with the American Speech-Language Hearing Association (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/

SLP students will demonstrate:

- Knowledge of the biological sciences, physical sciences, statistics, and social-behavioral sciences (ASHA Standard IV-A; typically achieved in undergraduate coursework before enrollment in the graduate program. Students must independently complete deficiencies in these areas before applying for ASHA certification (CCC)).
- Knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases (ASHA Standard V-B).
- Knowledge of communication and swallowing disorders and differences, including appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in:
  a. Articulation
  b. Fluency
  c. Voice and resonance
  d. Receptive and expressive language
  e. Hearing
  f. Swallowing
  g. Cognitive aspects of communication
  h. Social aspects of communication
  i. Augmentative and alternative communication modalities (Standard IV-C)
- Current knowledge of the principles and methods of, and clinical skills in prevention, assessment, and intervention for people with communication and swallowing disorders across the lifespan (Standard IV-D and V-B)
- Knowledge and skills in oral, written and other forms of communication sufficient for entry into professional practice Standard V-A)
- Knowledge of research processes and integration of research principles into evidence-based clinical practice (Standard IV-F)
- Knowledge of ASHA's current Code of Ethics and ethical conduct standards, professional contemporary issues, regulations and policies relevant to professional practice (Standards IV-E, G, and H)

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. Upon completion of the SLP graduate program, students will have achieved all required knowledge and skills competencies consistent with the 2020 ASHA certification standards (https://www.asha.org/certification/2020-slp-certification-standards/). 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 (CFY) following graduation. In addition, the SLP graduate program prepares students to pass the Praxis examination in Speech-Language Pathology (https://www.ets.org/praxis/asha (https://www.ets.org/praxis/asha/)).

Upon successful completion of the clinical fellowship, students will have achieved all required knowledge and skills competencies and will be eligible to apply for the certificate of clinical competence (CCC) through ASHA. Additionally, students will have demonstrated effective and professional interaction skills with patients, families, and other healthcare professionals through service learning and university-supported Interprofessional Education (IPE) experiences.

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 required 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.

ASHA Clinical Certification Standards (CCC-SLP)

Speech-Language Pathology graduate program student outcomes are consistent with the American Speech-Language Hearing Association (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/

At the conclusion of the CUW Speech-Language Pathology Graduate Program, students are expected to have met 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 all requirements needed for the ASHA Certificate of Clinical Competence (CCC) can be found at: https://www.asha.org/certification/slpcertification/

Curriculum

Code	Title	Hours
SLP 505	Child Language Disorders I	3
SLP 515	Research Methods	3
SLP 520	Speech Sound Disorders	3
SLP 525	Aphasia & Related Disorders	3
SLP 530	Augmentative & Alternative Communication	3
SLP 535	Child Language Disorders II	3
SLP 540	Fluency Disorders	3
SLP 545	Motor Speech Disorders	3
SLP 555	Dysphagia	3
SLP 565	Fundamentals of Audiology for the SLP	2
SLP 610	Cognitive Communication Disorders	3
SLP 615	Assessment & Management of Multicultural Populations	3
SLP 620	Voice Disorders	3
SLP 630	Genetics of SLP Practice	3
SLP 635	Professional Issues and Counseling	3
Clinical Practicum 650/651 - combination to total 5 credits		5

SLP 650	Clinical Practicum (1 credit)	
SLP 651	Clinical Practicum: Level I (1 credit)	
SLP 645	Audiology Practicum [2]	1
SLP 652	Clinic Externship: Level II	4
Elective Credits (total of 3)		*3*
SLP 560	School Methods (elective (3 cr.))	
SLP 570	Neurological Bases of Communication (elective (3 cr.))	
SLP 665	Special Topics: (2 credits) [1]	
Total Clinical Credits (SLP 645, 650, 651, 652) [3]		*10*
Total Credits Load for SLP		*57*

1 **Elective – Special Topics: SLP 665** can be repeated with different specific topics; student must complete a minimum of 3 elective credits; students may elect to complete a thesis in place of all 3 credits of electives or may complete research practicum for up to 4 credits.

2 **SLP 645 - Audiology Practicum** Students must complete one section of this course - 1 credit.

3 **SLP 650 and 651 Clinical Practicum** - 1 credit each, combination of which to total 5 credits.
SLP 652 Clinical Practicum - 4 credits

Graduate Capstone Experience (COMPS)

As a capstone to completion of the graduate program in speech-language pathology, students are required to independently complete an oral comprehensive examination (Comps). This exam typically occurs after Fall Semester of the 2nd year when all academic coursework has been completed. The comps process includes student preparation and review of two, randomly-selected, broad-based clinical cases. During the examination, students present one of the two assigned cases to a pre-appointed faculty committee and engage in a Q & A session. Faculty then determine if the student's preparation and responses merit passing, or if remediation is needed. Students may elect to complete a Master's Thesis in lieu of the Comps experience.

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.
- Successful completion of an undergraduate degree in Communication Sciences and Disorders or equivalent prior to matriculation into the program. If undergraduate degree is in another field of study, applicant must have completed a leveling program or equivalent coursework prior to matriculation into the program.
- Minimum 3.0 cumulative undergraduate GPA.
- Resume
- Personal essay (not to exceed 1000 words).
- Three letters of recommendation that can speak to your potential for success in a graduate SLP program and in the profession (preference for at least one letter of recommendation coming from an academic source in CSD/SLP). These letters are submitted to the CSDCAS recommender portal by your references.
- Documented and signed 25 ASHA-qualified clinical observation hours or an uploaded written statement describing your plan to complete the observation hours prior to matriculation in the program. Applications without clinical observation hours will be included in the initial review.
- Submission of all official transcripts leading to your bachelor's degree, and official transcripts for graduate coursework (if applicable) to CSDCAS.
- Ability to perform essential functions of a Speech-Language Pathologist as outlined by CAPCSD. For more information, please visit https://www.capcsd.org/academic-and-clinical-resources/

Note: The GRE **is NOT** a requirement of the CUW Graduate Program in Speech-Language Pathology.
Note: The program may allow up to 6 transfer credits, with approval by the Program Director

CSD Leveling Program

The Leveling Program is intended for students who possess a bachelor's degree in a major other than CSD and who are interested in qualifying for graduate study in Speech-Language Pathology. The Leveling Program in SLP is nationally recognized as a means of completing the requisite education to prepare a student for graduate study in SLP. The CUW Leveling Program requires interested students to complete 30 credit hours (10 courses) in the CSD major in one year of study prior to entering a graduate SLP program. Completion of the Leveling Program does not guarantee a student admission to a graduate program. For more information on the Leveling Program at Concordia University Wisconsin, see the Undergraduate Catalog in the Communication Sciences and Disorders major.

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.

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). Full accreditation was awarded in February 2020. Accreditation is retroactive to the first class who graduated in August, 2018. As of September 12, 2022, the MSW Program was approved by CSWE to become an online (asynchronous) program.

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.

Clinical Licensure Courses

Completing the MSW clinical licensure courses prepares you for the Wisconsin LCSW. With an LCSW you will be able to contribute to the social work profession in various settings including mental health, youth and families, and practice as an independent therapist. Below is a list of courses you will take that are recognized by W IDSPS:

- MSW 715: Advanced Practice: Diverse & Vulnerable Population
- MSW 545: Psychopathology in Social Work
- MSW 555: Social Work with Groups

Fieldwork Experiences

The MSW degree requires two field placements supervised by experienced MSW practitioners. The program has contracts with more than 200 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 MSW Program will accept up transfer credits, of previous graduate level coursework, into the MSW program based on the following criteria:

1. Only transfer of a foundation level course will be considered. Foundation level courses are equivalent to MSW 600-level courses.
2. The student must have earned a grade of "B" or better.
3. The credit will have been earned within five years of the request.
4. **Prior to the student's admission to the program, the student will provide the syllabus for the course for which they are requesting transfer.** The submitted course syllabus will be reviewed by the primary faculty assigned to the CUW course the student is requesting be replaced with the transfer course. A determination will be made by the primary faculty. A decision to transfer a credit in place of a foundation level course will be agreed upon by the primary faculty and the MSW Director. The registrar's office will be notified by the MSW Program Director via email with a copy to the student's advisor and the student. A copy of the email will be placed in the student's file.

The MSW Program will accept electives. The MSW Program will only transfer courses as electives course if they support social work practices. The MSW Program reserves the right to refuse to accept course credits from another university. *Under no circumstances will credit be given for prior work or life experiences.*

1. Credits will not be transferred if they were included as a part of a previously granted degree.
2. Credits must have been completed/earned no more than five years prior to the admission on the student to the MSW program.
3. Credits are accepted for transfer only during the admission process.
4. The agreed transfer credits will be listed on the signed graduate admission form, and returned to the graduate school at the point of admission.
5. Transfer of any credit is not guaranteed.

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. The department also recommends membership with the North American Association of Christians in Social Work (NACSW). Visit 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. 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.

Program Learning Outcomes

The Curriculum is based on the following competencies:

1. Demonstrate Ethical and Professional Behavior

2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice

3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

4. Engage in Practice-informed Research and Research-Informed Practice

5. Engage in Policy Practice

6. Engage with Individuals, Families, Groups, Organizations, and Communities

7. Assess Individuals, Families, Groups, Organizations, and Communities

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Curriculum

Code	Title	Hours
Generalist Student (non-BSW graduate)		
Foundation / Generalist Year		27
Advanced Generalist Year		36
Total Hours		**63**

Code	Title	Hours
Advanced Standing Student (BSW graduate)		
Advanced Generalist		36
Total Hours		**36**

Foundation/Generalist Year

Code	Title	Hours
MSW 600	Advanced Human Behavior in Social Environment	3
MSW 610	Advanced General Practice I	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
Total Hours		**27**

Second Year Graduate Students & Advanced Standing Graduate Students (Advanced Generalist Year)

Code	Title	Hours
MSW 700	Administration, Organization & Supervision	3
MSW 710	Advanced Practice: Individuals & Families	3
MSW 715	Advanced Practice: Diverse and Vulnerable Populations	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
Electives		**6**
MSW 535	Social Work and Social Welfare	
MSW 545	Psychopathology in Social Work	
MSW 555	Social Work in Groups	
MSW 560	Advanced Trauma: Interventions for the Healing Process	
MSW 565	Drugs, Society and Human Behavior	
Total Hours		**36**

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
- 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
  - Sarah Collins, MSW Program Director (sarah.collins@cuw.edu or 262-243-2191)

Nursing Programs

Our Mission

The School of Nursing is dedicated to providing a rigorous Christ-centered education that develops and inspires highly skilled professional nurse leaders who are prepared to serve diverse communities with excellence, truth, integrity and compassion to promote health and healing.

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.

- Doctor of Nursing Practice (DNP) Program (p. 91)
- Post BSN to DNP (p. 93)
- Master of Science in Nursing - Healthcare Informatics (p. 95)
- Master of Science in Nursing - Nurse Educator (p. 96)
- Master of Science in Nursing - Primary Care Nurse Practitioner (p. 97)
- Certificate After Graduate Education in Nursing (p. 99)
- Certificate After Graduate Education in Nursing - Psychiatric Mental Health NP (p. 100)

Doctor of Nursing Practice (DNP) Program

The post-master's DNP Program prepares advanced nurses to lead and transform health care within diverse populations and settings through translation of evidence into practice, integration of systems thinking

as a foundation for change management, and participation in quality improvement initiatives to improve practice, patient-centered care outcomes, and health policy.

Program Highlights:

- Courses are built on a Christian foundation.
- Post-master's program for certified advanced practice registered nurses or advanced nursing administrators.
- Cohort-based model.
- Accelerated classes in an online format make this a manageable program for working professionals.
- GRE is not required for admission.

Delivery Options

The post-master's DNP program is delivered online in a cohort format. There are two mandatory cohort meetings; one prior to the program start, and one coinciding with graduation.

Courses integrate elements to meet the *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 enhance and support their DNP Project leadership skills. (htt (http://www.aacnnursing.org/DNP/)p:// (http://www.aacnnursing.org/DNP/)www.aacnnursing.org/DNP (http://www.aacnnursing.org/DNP/)/)

The Doctor of Nursing Practice program at Concordia University is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org) (http://www.ccneaccreditation.org).

Program Learning 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 also to support their DNP Project.
3. The DNP Project consists of applying 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.

Code	Title	Hours
Initial Cohort Meeting CUW Mequon Campus		
NURS 903	Biostatistics & Epidemiology	4
NURS 940	DNP Project I	4
NURS 915	Advanced Evidence-Based Practice	3
NURS 910	Business Management for the Doctor of Nursing Practice	3
NURS 921	Healthcare Informatics	3
MBA 620	Economics and Public Policy of Health Care	3
MBA 519	Ethical Leadership for Dynamic Organizations	3
MBA 537	Managerial Communication	3
NURS 941	DNP Project II	4
Final Cohort Meeting / Presentation of DNP Projects		
Total Hours		**30**

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 the Director of the Graduate Nursing program.
5. Transfer credits will not be applied to the cumulative grade point average the student earns while in Concordia's DNP program.

Entrance Requirements for the Graduate School of Nursing in Addition to Graduate School 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 and currently employed as a certified nurse practitioner, clinical nurse specialist, nurse midwife or registered nurse anesthetist.
2. Current unencumbered RN licensure in the state of residence.
3. 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).

4. 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).

Application/Admissions Process

Students must apply online through NursingCas (https://nursingcas.liaisoncas.org/apply/). All students applying for admission must submit:

1. Professional resume or curriculum vitae describing nursing experience and education and the applicant's progression in advanced practice or leadership positions.
2. Admission essay explaining reasons for enrolling in the DNP program at Concordia. Address future professional goals upon the completion of the coming degree.
3. 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.
4. All official transcripts that led to undergraduate and graduate degrees.
5. Documentation of the number of faculty-supervised clinical hours completed in the MSN program.
6. Admission interview (may be conducted by phone or via Zoom).

Note: The program may allow up to 6 transfer credits, with approval by the program director.

The priority deadline is July 1st for the cohort beginning the following August.

Post BSN to DNP

Graduates are prepared as expert family or adult nurse practitioners to meet the complex primary health care needs in the areas of disease prevention/health promotion, chronic disease, restorative, and palliative/supportive care. The DNP graduate is prepared to lead and transform health care within diverse populations and settings through translation of evidence into practice, integration of systems thinking as a foundation for change management, and participation in quality improvement initiatives to improve practice, patient-centered care outcomes, and health policy.

General Information

1. The Doctor of Nursing Practice program at Concordia University is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org) (http://www.ccneaccreditation.org).
2. All students must maintain an unencumbered RN license while in the program. As this is an online program, sometimes there are out of state requirements that apply to the clinical setting. If clinicals will take place outside the state of Wisconsin, it is the student's responsibility to make sure their program of study is eligible and meets all requirements within that state's Department of Licensing & Regulation.
3. Students must earn a minimum of a B in all courses. Policies regarding progression and retention will be applied if the student earns less than a B in any course.
4. Students are expected to comply with the requirements as stated in the Student Responsibilities Agreement.
5. Students are required to complete a total of 1,008 hours (750 practicum hours in a clinical setting and 258 hours in leadership). Based on their level of performance, a student may need to complete additional hours to be successful.
6. Students will identify and secure clinical preceptors which then need to be approved for appropriateness by the graduate faculty. The Clinical Contract Coordinator is available for assistance.
7. Students must complete all degree requirements within a five-year period from the time of taking the first course in the program.

The Program has the Following Components:

1. Coursework provides the knowledge and skills needed to meet the DNP competencies.
2. Students work with clinical preceptors and agency mentors to develop clinical and leadership skills.
3. The student will complete a DNP project that identifies a focus area for change to guide practice, policy, and to improve outcomes in a community or healthcare setting.

Program Learning 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.

Curriculum

Code	Title	Hours
Core Curriculum		
BIO 650	Genetics, Immunology, & Microbiology for Advanced Nursing	3
BIO 542	Pharmacotherapeutics	3
NURS 530	Healthcare Policy & Issues in Advanced Nursing	3
NURS 534	Theoretical Foundations for Advanced Nursing Roles and Interprofessional Collaboration	3
NURS 536	Advanced Pathophysiology Across the Lifespan	3
NURS 540	Evidence Based Nursing Practice	3
NURS 645	Role Transition for the APN	2
NURS 638	Advanced Health Assessment	3
NURS 903	Biostatistics & Epidemiology	4

NURS 915	Advanced Evidence-Based Practice	3
NURS 921	Healthcare Informatics	3
NURS 910	Business Management for the Doctor of Nursing Practice	3
Specialization		
Select one of the following specializations		23
Specialization Course (FNP)		
NURS 713	Diagnostic Skills for APRN (3 credits)	
NURS 710	Health Promotion and Disease Prevention in Primary Care for the Family Nurse Practitioner (3 credits)	
NURS 711	Adult Chronic and Acute Disease Management - FNP (3 credits)	
NURS 712	Pediatrics, Women's Health, and the Older Adult - FNP (3 credits)	
NURS 923	FNP Primary Care Clinical Residency I (1 credit)	
NURS 924	FNP Primary Care Clinical Residency II (5 credits)	
NURS 925	FNP Primary Care Clinical Residency III (5 credits)	
Specialization Courses (AGPCNP)		
NURS 713	Diagnostic Skills for APRN (3 credits)	
NURS 720	Health Promotion and Disease Prevention in Primary Care for the Adult Gerontology Nurse Practitioner (3 credits)	
NURS 721	Adult Chronic and Acute Disease Management - AGPCNP (3 credits)	
NURS 722	Women's Health and the Older Adult - AGPCNP (3 credits)	
NURS 926	AGPCNP Primary Care Clinical Residency I (1 credit)	
NURS 927	AGPCNP Primary Care Clinical Residency II (5 credits)	
NURS 928	AGPCNP Primary Care Clinical Residency III (5 credits)	
Leadership Courses		
NURS 930	DNP Project Practicum Immersion I	1
NURS 931	DNP Project Practicum Immersion II	1
NURS 932	DNP Project Practicum Immersion III	1
NURS 940	DNP Project I	4
NURS 941	DNP Project II	4
Total Hours		**70**

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 unencumbered 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 NURS 540.

Application/Admission Process

Students must apply online through NursingCas (https://nursingcas.liaisoncas.org/apply/). All students applying for admission must submit:

- All official college transcripts leading to the bachelor's degree
- A formal essay addressing the following topics:
  - Your rationale for choosing a career as a Nurse Practitioner
  - Your personal compatibility with the CUW mission
  - Your plans for academic success in the program, including time management, stress management, and professional communication
  - Address any previous academic issues
  - Upon completion of your degree, where do you envision yourself practicing and with what populations
- Professional resume
- Current unencumbered RN license
- 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 July 1.

In addition to the graduate admission requirements, there will be a pre-admission telephone interview.

The admission committee will review applications and a formal letter/email of acceptance or denial will be 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 Post BSN-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 Post BSN-DNP faculty committee).
2. Courses transferred must be comparable in scope and subject matter to courses offered in the Post BSN-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/) 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 the graduate nursing program director.
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 Post BSN-DNP program.

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.ccneaccreditation.org).
2. Students must earn a minimum of a B in all courses. Policies regarding progression and retention will be applied if the student earns less than a B in any course.
3. Students are expected to comply with the requirements as stated in the Student Responsibilities Agreement.
4. Students must complete all degree requirements within a five-year period from the time of taking the first course in the program.

Program Learning 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		
NURS 530	Healthcare Policy & Issues in Advanced Nursing	3
NURS 534	Theoretical Foundations for Advanced Nursing Roles and Interprofessional Collaboration	3
NURS 540	Evidence Based Nursing Practice	3
NURS 560	Fundamentals of Health Care Informatics	3
NURS 510	Applied Epidemiology	3
NURS 621	Information Systems Management and Leadership	2
NURS 622	Health Systems Analysis	3
NURS 624	Knowledge Management and Representation	2
NURS 626	Foundations of Clinical Decision Support	3
NURS 628	Data Analysis, Application, and Transformation	3
NURS 731	Informatics Capstone	3
Total Hours		**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 unencumbered 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 NURS 540

Application/Admission Process

Students must apply online through NursingCas (https://nursingcas.liaisoncas.org/apply/). All students applying for admission must submit:

- All official college transcripts leading to the bachelor's degree
- A formal essay addressing the following topics:
  - Your rationale for choosing a career as a Nurse Informaticist
  - Your personal compatibility with the CUW mission
  - Your plans for academic success in the program, including time management, stress management, and professional communication
  - Address any previous academic issues
  - Upon completion of your degree, where do you envision yourself practicing and with what populations
- Professional resume
- Current unencumbered RN license
- 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 July 1.

The admission committee will review applications and a formal letter/email of acceptance or denial will be 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 the graduate nursing program director.
5. 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 - 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.ccneaccreditation.org).
2. All students must maintain an unencumbered RN license while in the program. As this is an online program, sometimes there are out of state requirements that apply to the clinical setting. If clinicals will take place outside the state of Wisconsin, it is the student's responsibility to make sure their program of study is eligible and meets all requirements within that state's Department of Licensing & Regulation.
3. Students must earn a minimum of a B in all courses. Policies regarding progression and retention will be applied if the student earns less than a B in any course.
4. Students are expected to comply with the requirements as stated in the Student Responsibilities Agreement.
5. Students must complete all degree requirements within a five-year period from the time of taking the first course in the program.

Program Learning 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 40 credit NE option prepares students to teach in schools of nursing and health care settings.

Code	Title	Hours
Required Core Courses		
BIO 650	Genetics, Immunology, & Microbiology for Advanced Nursing	3
NURS 530	Healthcare Policy & Issues in Advanced Nursing	3
NURS 534	Theoretical Foundations for Advanced Nursing Roles and Interprofessional Collaboration	3
NURS 536	Advanced Pathophysiology Across the Lifespan	3
NURS 540	Evidence Based Nursing Practice	3
NURS 560	Fundamentals of Health Care Informatics	3
BIO 542	Pharmacotherapeutics	3
NURS 638	Advanced Health Assessment	3
NURS 692	Global Perspectives/Primary Care	3
or MBA 685	Special Topics in Health Care	
or MBA 537	Managerial Communication	
or MBA 538	Public Speaking: Professional Reports & Presentations	
Specialization Courses for NE track		
NURS 677	Evaluation and Testing in Nursing Education	3
NURS 771	NE I: Role Transition for the Nurse Educator	3
NURS 772	NE II: Instructional Design in Nursing Education - Didactic Teaching	3
NURS 774	NE III: Instructional Design In Nursing Education - Clinical Teaching	3
NURS 775	Nurse Educator Capstone	1
Total Hours		**40**

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 unencumbered 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 NURS 540

Application/Admission Process

Students must apply online through NursingCas (https://nursingcas.liaisoncas.org/apply/). All students applying for admission must submit:

- All official college transcripts leading to the bachelor's degree
- A formal essay addressing the following topics:
  - Your rationale for choosing a career as a Nurse Educator
  - Your personal compatibility with the CUW mission
  - Your plans for academic success in the program, including time management, stress management, and professional communication
  - Address any previous academic issues
  - Upon completion of your degree, where do you envision yourself practicing and with what populations
- Professional resume
- Current unencumbered RN license
- 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 July 1.

The admission committee will review applications and a formal letter/email of acceptance or denial will be 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 the graduate nursing program director.
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 (MSN) Program, guided by Christian principles, builds on the baccalaureate nursing foundation to prepare advanced practice nurses as family nurse practitioners (FNP) or adult gerontology primary care nurse practitioners (AGPCNP) to meet professional standards and competencies. Graduates are prepared to meet the complex primary health care needs of diverse populations. The master's student uses an evidence based model to address patient centered needs in the areas of disease prevention/health promotion, chronic disease, restorative, and palliative/supportive care.

General Information

1. The master's degree program in nursing at Concordia University is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).
2. All students must maintain an unencumbered RN license while in the program. As this is an online program, sometimes there are out of state requirements that apply to the clinical setting. If clinicals will take place outside the state of Wisconsin, it is the student's responsibility to make sure their program of study is eligible and meets all requirements within that state's Department of Licensing & Regulation.
3. Students must earn a minimum of a B in all courses. Policies regarding progression and retention will be applied if the student earns less than a B in any course.
4. Students are expected to comply with the requirements as stated in the Student Responsibilities Agreement.
5. The MSN FNP and AGPCNP clinical courses require a minimum of 750 hours. Based on their level of performance, a student may need to complete additional hours to be successful.
6. Students will identify and secure clinical preceptors which then need to be approved for appropriateness by the graduate faculty. The Clinical Contract Coordinator is available for assistance.
7. Students must complete all degree requirements within a five-year period from the time of taking the first course in the program.

Program Learning 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 FNPs or AGPCNPs.

Students are required to complete a minimum of 750 clinical hours as part of the program.

Family and Adult/Gerontology Primary Care Nurse Practitioner

Code	Title	Hours
Required Core Courses		
BIO 650	Genetics, Immunology, & Microbiology for Advanced Nursing	3
NURS 530	Healthcare Policy & Issues in Advanced Nursing	3
NURS 534	Theoretical Foundations for Advanced Nursing Roles and Interprofessional Collaboration	3
NURS 536	Advanced Pathophysiology Across the Lifespan	3
NURS 540	Evidence Based Nursing Practice	3
NURS 560	Fundamentals of Health Care Informatics	3
NURS 645	Role Transition for the APN	2
NURS 638	Advanced Health Assessment	3
BIO 542	Pharmacotherapeutics	3
NURS 692	Global Perspectives/Primary Care	3
or NURS 677	Evaluation and Testing in Nursing Education	
or MBA 685	Special Topics in Health Care	
or MBA 537	Managerial Communication	
or MBA 538	Public Speaking: Professional Reports & Presentations	
Specialization		
Select one of the following specializations		12
Specialization Courses (FNP)		
NURS 751	Advanced Primary Care Clinical I - FNP (4 credits)	
NURS 752	Advanced Primary Care Clinical II - FNP (4 credits)	
NURS 753	Advanced Primary Care Clinical III - FNP (4 credits)	
Specialization Courses (AGPCNP)		
NURS 765	Advanced Primary Care Clinical I - AGPCNP (4 credits)	
NURS 766	Advanced Primary Care Clinical II - AGPCNP (4 credits)	
NURS 767	Advanced Primary Care Clinical III - AGPCNP (4 credits)	
Total Hours		**41**

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 unencumbered 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 NURS 540

Application/Admission Process

Students must apply online through NursingCas (https://nursingcas.liaisoncas.org/apply/). All students applying for admission must submit:

- All official college transcripts leading to the bachelor's degree
- A formal essay addressing the following topics:
  - Your rationale for choosing a career as a Nurse Practitioner
  - Your personal compatibility with the CUW mission
  - Your plans for academic success in the program, including time management, stress management, and professional communication
  - Address any previous academic issues
  - Upon completion of your degree, where do you envision yourself practicing and with what populations
- Professional resume
- Current unencumbered RN license
- 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 July 1.

The deadline for spring admission is November 1.

In addition to the graduate admission requirements, there may be a pre-admission telephone interview.

The admission committee will review applications and a formal letter/email of acceptance or denial will be 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 the graduate nursing program director.

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.

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 and a progression plan will be developed. This provides 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.ccneaccreditation.org).
2. All students must maintain an unencumbered RN license while in the program. As this is an online program, sometimes there are out of state requirements that apply to the clinical setting. If clinicals will take place outside the state of Wisconsin, it is the student's responsibility to make sure their program of study is eligible and meets all requirements within that state's Department of Licensing & Regulation.
3. Students must earn a minimum of 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.
4. Students are expected to comply with the requirements as stated in the Student Responsibilities Agreement.
5. The MSN FNP and AGPCNP clinical courses require a minimum of 750 hours. Based on their level of performance, a student may need to complete additional hours to be successful.
6. Students will identify and secure clinical preceptors which then need to be approved for appropriateness by the graduate faculty. The Clinical Contract Coordinator is available for assistance.
7. Students must complete all degree requirements within a five-year period from the time of taking the first course in the program.

Program Learning 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

Adult/Gero Primary Care Nurse Practitioner Certificate

Code	Title	Hours
Required Core Courses		
NURS 530	Healthcare Policy & Issues in Advanced Nursing	3
NURS 534	Theoretical Foundations for Advanced Nursing Roles and Interprofessional Collaboration	3
BIO 650	Genetics, Immunology, & Microbiology for Advanced Nursing	3
NURS 536	Advanced Pathophysiology Across the Lifespan	3
NURS 560	Fundamentals of Health Care Informatics	3
NURS 645	Role Transition for the APN	2
BIO 542	Pharmacotherapeutics	3
NURS 638	Advanced Health Assessment	3
Specialization		
Specialization Courses (AGPCNP)		12
NURS 765	Advanced Primary Care Clinical I - AGPCNP (4 credits)	
NURS 766	Advanced Primary Care Clinical II - AGPCNP (4 credits)	
NURS 767	Advanced Primary Care Clinical III - AGPCNP (4 credits)	
Total Hours		**35**

Curriculum

Family Primary Care Nurse Practitioner

Code	Title	Hours
Required Core Courses		
NURS 530	Healthcare Policy & Issues in Advanced Nursing	3
NURS 534	Theoretical Foundations for Advanced Nursing Roles and Interprofessional Collaboration	3
BIO 650	Genetics, Immunology, & Microbiology for Advanced Nursing	3
NURS 536	Advanced Pathophysiology Across the Lifespan	3
NURS 560	Fundamentals of Health Care Informatics	3
NURS 645	Role Transition for the APN	2
BIO 542	Pharmacotherapeutics	3
NURS 638	Advanced Health Assessment	3
Specialization		
Specialization Courses (FNP)		12
NURS 751	Advanced Primary Care Clinical I - FNP (4 credits)	
NURS 752	Advanced Primary Care Clinical II - FNP (4 credits)	
NURS 753	Advanced Primary Care Clinical III - FNP (4 credits)	
Total Hours		**35**

Curriculum

Nurse Educator Certificate

Note: This 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		
NURS 677	Evaluation and Testing in Nursing Education	3
NURS 530	Healthcare Policy & Issues in Advanced Nursing	3
NURS 771	NE I: Role Transition for the Nurse Educator	3
NURS 772	NE II: Instructional Design in Nursing Education - Didactic Teaching	3
NURS 774	NE III: Instructional Design In Nursing Education - Clinical Teaching	3
Total Hours		**15**

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 unencumbered 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 must apply online through NursingCas (https://nursingcas.liaisoncas.org/apply/). All students applying for admission must submit:

- All official college transcripts leading to the bachelor's degree
- A formal essay addressing the following topics:
  - Your rationale for choosing a career as a Nurse Practitioner or a Nurse Educator
  - Your personal compatibility with the CUW mission
  - Your plans for academic success in the program, including time management, stress management, and professional communication
  - Address any previous academic issues
  - Upon completion of your degree, where do you envision yourself practicing and with what populations
- Professional resume
- Current unencumbered RN license
- Documentation of the number of faculty-supervised clinical hours completed in the MSN or DNP program.
- 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 July 1.

The deadline for spring admission is November 1.

In addition to the graduate admission requirements, there may be a pre-admission telephone interview.

The admission committee will review applications and a formal letter/email of acceptance or denial will be sent to the student.

Transfer of Credit

The Graduate Nursing Program will accept up to 50 percent of the overall certificate credit requirements as transfer credits. Additional credits may be accepted subject to the approval of the Dean for the School of Nursing. Credits will be accepted based on the following criteria:

1. Courses transferred must be comparable in scope and subject matter to courses offered in the CAGE 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.
2. All courses transferred in must be at least 3.0 on a 4.0 scale.
3. All transfer credits must be certified by the Registrar and approved for the degree by the graduate nursing program director.
4. Transfer credits will not be applied to the cumulative grade point average the student earns while in Concordia's CAGE program.

Psychiatric Mental Health Nurse Practitioner CAGE Certificate

This post-master's Psychiatric Mental Health Nurse Practitioner certificate prepares nurse practitioners to evaluate and treat patients suffering from mental health disorders by providing evidence-based therapies and medication management for patients of all ages. Qualified candidates will hold a Master of Science in Nursing or Doctor of Nursing Practice degree as an advanced practice nurse practitioner along with current certification and prescriptive authority. This one-year, 18 credit certificate, taught by mental health experts, will help fill the urgent need for mental health providers.

General Information

1. The master's degree program in nursing at Concordia University is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).
2. All students must maintain an unencumbered nurse practitioner prescribing license while in the program. As this is an online program, sometimes there are out of state requirements that apply to the clinical setting. If clinicals will take place outside the state of Wisconsin, it is the student's responsibility to make sure their program of study is eligible and meets all requirements within that state's Department of Licensing & Regulation.
3. Students must earn a minimum of 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.

4. Students are expected to comply with the requirements as stated in the Student Responsibilities Agreement.
5. This certificate program requires a minimum of 500 clinical hours in the mental health field. Based on their level of performance, a student may need to complete additional hours to be successful.
6. Students will identify and secure clinical preceptors which then need to be approved for appropriateness by the graduate faculty. The Clinical Contract Coordinator is available for assistance.

Program Learning 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

Psychiatric Mental Health Nurse Practitioner Certificate

Code	Title	Hours
Required Core Courses		
NURS 6500	Neuropathophysiology & Psychopharmacology for Advanced Nursing	3
NURS 6510	Psychiatric Mental Health Theory I	3
NURS 6515	Psychiatric Mental Health Theory II	3
NURS 6520	Psychiatric Mental Health Theory III	3
NURS 7510	Psychiatric Mental Health Practicum I	2
NURS 7515	Psychiatric Mental Health Practicum II	2
NURS 7520	Psychiatric Mental Health Practicum III	2
Total Hours		**18**

Entrance Requirements for the Graduate School of Nursing in Addition to Graduate School Requirements

- Current certification as an advanced nurse practitioner with prescriptive authority
- Minimum 3.0 cumulative GPA
- Science GPA is evaluated as part of the admission process
- Current unencumbered licensure as a registered nurse in the USA
- Current CPR certification
- Ability to perform Technical Standards for Registered Nurses

Application/Admission Process

Students must apply online through NursingCas (https://nursingcas.liaisoncas.org/apply/). All students applying for admission must submit:

- All official college transcripts leading to the nurse practitioner degree
- A formal essay addressing the following topics:
  - Your rationale for choosing a career as a Psychiatric Mental Health Nurse Practitioner
  - Your personal compatibility with the CUW mission
  - Your plans for academic success in the program, including time management, stress management, and professional communication
  - Address any previous academic issues
  - Upon completion of your degree, where do you envision yourself practicing and with what populations
- Professional resume
- Current unencumbered RN license
- 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 July 1.

In addition to the graduate admission requirements, there may be a pre-admission telephone interview.

The admission committee will review applications and a formal letter/email of acceptance or denial will be sent to the student.

Transfer of Credit

The Graduate Nursing Program will accept up to 3 transfer credits of previous graduate level coursework into the Psychiatric Mental Health Nurse Practitioner certificate based on the following criteria:

1. Courses transferred must be comparable in scope and subject matter to courses offered in the Psychiatric Mental Health Nurse Practitioner certificate. 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.
2. All courses transferred in must be at least 3.0 on a 4.0 scale.
3. All transfer credits must be certified by the Registrar and approved for the degree by the graduate nursing program director.
4. Neuropathophysiology and Psychopharmacology will not be accepted as transfer credits.
5. Transfer credits will not be applied to the cumulative grade point average the student earns while in Concordia's Psychiatric Mental Health Nurse Practitioner certificate .

Pharmacy Programs

- Doctor of Pharmacy (p. 102)
- Master of Science in Natural Products Science (p. 105)
- Interprofessional Education Graduate Certificate (p. 106)
- Natural Products Sciences Graduate Certificate (p. 107)

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. For more information about our PharmD program, visit cuw.edu/pharmacy (https://www.cuw.edu/pharmacy/).

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.

Required Curriculum

Code	Title	Hours
PHAR 310	Pharmacy Biochemistry	3
PHAR 312	Pharmacy Anatomy and Physiology	5
PHAR 314	Pharmacy Microbiology	4
PHAR 316	Cell and Molecular Fundamentals	1
PHAR 320	Pharmaceutics I	2
PHAR 322	Pharmaceutics II	4
PHAR 330	Pharmacology and Medicinal Chemistry I	3
PHAR 340	Pharmacy and the Health Care System	3
PHAR 350	Pharmacotherapy I: Self Care	2
PHAR 352	Pharmacy Calculations	1
PHAR 370	Applied Patient Care I	2
PHAR 372	Applied Patient Care II	2
PHAR 380	Introductory Pharmacy Practice Experience I	3
PHAR 382	Introductory Pharmacy Practice Experience II	3
PHAR 424	Applied Pharmacokinetics/Therapeutic Drug Monitoring	3
PHAR 426	Advanced Pharmaceutical Preparations	2
PHAR 432	Pharmacology & Medicinal Chemistry II	4
PHAR 434	Pharmacology & Medicinal Chemistry III	4
PHAR 442	Social and Behavioral Pharmacy	2
PHAR 450	Pharmacotherapy II	3
PHAR 452	Pharmacotherapy III	4
PHAR 460	Medical Literature Evaluation I	2
PHAR 462	Medical Literature Evaluation II	2
PHAR 470	Applied Patient Care III	2
PHAR 472	Applied Patient Care IV	2
PHAR 474	Servant Leadership and Public Health	2
PHAR 480	Introductory Pharmacy Practice Experience III	2
PHAR 482	Introductory Pharmacy Practice Experience IV	2
PHAR 540	Epidemiology and Pharmacoeconomics	2
PHAR 544	Patient Care Ethics	3
PHAR 546	Quality and Performance Management in Healthcare	3
PHAR 548	Pharmacy Law	2
PHAR 550	Pharmacotherapy IV	4
PHAR 552	Pharmacotherapy V	4
PHAR 570	Applied Patient Care V	2
PHAR 572	Applied Patient Care VI	2
PHAR 680	Community Pharmacy APPE	6
PHAR 682	Acute Care Medicine APPE	6
PHAR 684	Hospital-Health System Pharmacy / Advanced Pharmacy Practice Experience	6
PHAR 686	Ambulatory Care APPE	6
Elective APPEs (PHAR 688 and/or additional PHAR 680, 682, 684, 686)		18
Professional Electives (minimum 10 credits)		10
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 515	Veterinary Pharmacy Practice	1
PHAR 517	Global Pharmacy Experience - Spanish World of Pharmacy – Parts 1, 2, and 3	2
PHAR 519	Medication Use in Public and Population Health	2
PHAR 523	Pharmaceutical Biotechnology	2
PHAR 531	Clinical Toxicology	2
PHAR 535	Global Pharmacy Experience - Study of Culture and Medicinal Plants of the Amazon Rainforest	3
PHAR 537	Medicinal Natural Products	2
PHAR 539	Pharmacogenomics	2
PHAR 542	Poisontations Seminar	1
PHAR 547	Pharmacy and the Underserved	2
PHAR 549	Big Pharma: Markets & Culture	2
PHAR 551	Critical Care Pharmacy Practice	1
PHAR 553	Infectious Diseases Pharmacotherapy Seminar	1
PHAR 557	The Diabetes Experience	1
PHAR 559	Ambulatory Care Pharmacy Practice	2
PHAR 565	Oncology Practice Seminar	1
PHAR 566	Research Design, Methods, and Ethics	2
PHAR 567	Specialty Pharmacy	2
PHAR 569	Pharmaceutical Sciences Journal Club	1
PHAR 571	Geriatric Pharmacy	2
PHAR 575	Medical Spanish for Pharmacist	2
PHAR 579	Advanced Cardiology Topics	1
PHAR 581	Longitudinal Pharmacy Practice Experience and Project Management (IPPE-5)	4
PHAR 583	Introductory Pharmacy Practice Experience-6 (IPPE-6)	3
PHAR 591	Pediatric Pharmacology and Therapeutics	2
PHAR 597	Critical Care Pharmacy Practice Journal Club	1
PHAR 602	Pharm Special Topics - Project	1-4
PHAR 671	Clinical Pharmacy and Pharmacy Law Continuing Professional Development	2

(All PHAR courses are graduate level.)

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.

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 169 credits for completion, with up to 15 of these 169 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 9 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. 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.

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.

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 for each degree can be found in their respective institution's catalogs.

PharmD/MSNPS

Concordia University's PharmD/MSNPS dual degree provides students with the opportunity to earn both their Doctor of Pharmacy degree and their Masters in Natural Product Sciences degree in as little as four years. Patients frequently use both pharmaceuticals and natural products in their pursuit of healthier lives. While pharmaceuticals are highly regulated and studied, many natural products are not regulated and the claims of effectiveness and safety made by their manufacturers are not always presented with reliable information. This dual degree develops students to be the future experts in both pharmaceuticals and natural products. Students learn how to find, synthesize, and apply reliable information on these products. These combined degrees provides future practitioners the tools to educate patients, providers, and their communities about the relationship and intersection of pharmaceuticals and natural products that patients use.

A full description of required core and elective course options can be found in the program descriptions for the PharmD and the MSNPS in this catalog.

Admission to the PharmD/MSNPS dual degree 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 MSNPS at the same time (as a dual degree) is possible in four years but is not required.

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 or 262-243-2747.

Master of Science in Natural Products Science

The MS in Natural Products Sciences (MS-NPS) program provides students with the scientific fundamentals of natural medicines, how they are discovered, and how they work. Students may focus their studies in two concentrations: nutraceuticals or cannabis. In the Nutraceuticals Concentration, students learn about the discovery and development of natural products that are used as a part of complementary and

integrative health and medicine. Topics include classification and regulation of nutraceuticals and herbal supplements, nutrition, drug and herb safety, formulation and herbal drug delivery, product processing and good laboratory practices, and marketing and business aspects of the nutraceutical industry. In the Cannabis Concentration, students focus on the science behind the global cannabis industry. Topics include the history of cannabis cultivation and use across cultures; the chemistry and biology of the cannabis plant and its constituents; the endocannabinoid system and influence of herb formulation on patient experience; the clinical safety, efficacy, and toxicity of cannabis products in healthcare contexts; cannabis products in an interprofessional context.

Program Learning Outcomes:

Pharmacologic action and effect (**PAE**): Students will have a foundational understanding of the chemical nature of natural materials

- **PAE 1** Students will explain the history of natural products, including how they are used by various peoples throughout the world.
- **PAE 2** Students will evaluate the biologic origin of natural compounds: the mechanisms by which natural products are produced and the underlying hypotheses surrounding their generation.
- **PAE 3** Students will apply discovery and isolation methods that are used to develop new treatments.

Treatment Efficacy (**TE**): Students will apply the available literature to the ethical use of natural products.

- **TE 1** Students will apply evidence-based knowledge toward the ethical use of natural products.
- **TE 2** Students will summarize drug interactions, side effects, and contraindications for natural agents in current medicinal use.
- **TE 3** The student will recognize the interconnectedness of a divinely created natural world, in which God has provided products to improve human existence

Product Development (**PD**): Students will understand how new drugs and formulations of natural products are created.

- **PD 2** Students will recognize the major research protocols and how they have been used to advance natural products science.
- **PD 3** Students will recognize the common compounding techniques and delivery methods for natural products.
- **PD 4** Students will describe the process by which natural products are formulated into commercial products.

Communication (**COM**): Students will communicate effectively with individuals from across broad disciplines.

- **COM 1** Students will interpret the relevant literature and build interprofessional competencies involving natural products
- **COM 2** Students will demonstrate effective speaking and writing skills in conveying information in the topic area.

Curriculum

Code	Title	Hours
MS-NPS Core Courses (9 credits)		*9*
NPS 500	Pharmacognosy	3
NPS 501	Plant Biochemistry	3
NPS 597	Natural Products Seminar I	1
NPS 598	Natural Products Seminar II	1
NPS 599	Natural Products Seminar III	1
Medical Cannabis Concentration (choose this OR Nutraceuticals Concentration)		*12*
NPS 600	Medical Cannabis I - History of Medical Cannabis in the World	3
NPS 602	Medical Cannabis II - Cannabis Science	3
NPS 604	Medical Cannabis III - Clinical Efficacy of Cannabis	3
NPS 606	Medical Cannabis IV - Cannabis in the Interprofessional Setting	3
Nutraceuticals Concentration (choose this OR Medical Cannabis Concentration)		*12*
NPS 620	Nutraceuticals I	3
NPS 622	Nutraceuticals II	3
NPS 624	Nutraceuticals III	3
NPS 626	Nutraceuticals IV	3
Electives (minimum 9 credits from these or other approved CUW courses)		*9*
NPS 700	Toxic Natural Products	3
NPS 702	A Historical Perspective on Natural Products in the Marketplace	3
NPS 704	Natural Products from Microorganisms: Bacteria, Fungi, Algae	3
NPS 706	Research Design, Methods, and Ethics	3
Total		*30*

Program Admission

Applicants should follow the standard graduate admissions process.

Interprofessional Education Graduate Certificate

Interprofessional Education (IPE) is essential for students preparing for careers in the health and social care fields as well as healthcare administration. The goal of IPE @ CUW is for students to develop competencies and skills to work in a collaborative, team-based environments that are diverse and person-centered. The IPE Graduate Certificate reinforces IPEC (interprofessional education collaborative) competencies for graduate students enrolled in health and social care professions at CUW.

Curriculum

Code	Title	Hours
CERTIFICATE REQUIREMENTS INCLUDE 3 PARTS (listed below) plus Capstone Course for a minimum of 15 credits:		**15**
ATTENDANCE & PARTICIPATION in IPE competency events & training (8 hours required)		
1st year fall IPE event		
1st year spring IPE event		
2nd year fall IPE event		
2nd year spring IPE event		
TeamStepps, Session 1 (2 hrs)		
TeamStepps, Session 2 (2 hrs)		
Other / Director of IPE approved		
COURSEWORK COMPLETED - 11 credits minimum from the following list:		
DPT 745	Health Promotion (2 credits)	

DPT 560	Intro to Professional Practice (2 credits)
DPT 580	Management of Pediatric Disorders (4 credits)
OT 502	Concepts of Occupation (3 credits)
OT 508	Facilitated Community Clinic (3 credits)
OT 511	Personal Advocacy & Leadership (1 credit)
OT 635	Community Clinic: Leading the OT Process (3 credits)
OT 655	Professional Advocacy&Ldrshp (2 credits)
PHAS 501	Physician Assistant Seminar I (1 credit)
PHAS 502	Physician Assistant Seminar II (2 credits)
PHAS 503	Physician Assistant Seminar III (2 credits)
PHAS 526	Pathophysiology and Pharmacology I (5 credits)
PHAS 531	Pathophysiology and Pharmacology II (5 credits)
PHAS 540	Public Health and Epidemiology (2 credits)
PHAS 550	Pediatrics (3 credits)
PHAS 560	Surgical Medicine (3 credits)
PHAS 610 - 660 4 credits - Clinicals (any)	
PHAR 442	Social and Behavioral Pharmacy (2 credits)
PHAR 515	Veterinary Pharmacy Practice (2 credits)
PHAR 546	Quality and Performance Management in Healthcare (3 credits)
PHAR 547	Pharmacy and the Underserved (2 credits)
PHAR 549	Big Pharma: Markets & Culture (2 credits)
PHAR 557	The Diabetes Experience (1 credit)
PHAR 571	Geriatric Pharmacy (2 credits)
PHAR 572	Applied Patient Care VI (2 credits)
PHAR 575	Medical Spanish for Pharmacist (2 credits)
PHAR 577	Women's Health Issues in Pharmacy Practice (2 credits)
PHAR 581	Longitudinal Pharmacy Practice Experience and Project Management (IPPE-5) (4 credits)
NURS 530	Healthcare Policy & Issues in Advanced Nursing (3 credits)
NURS 692	Global Perspectives/Primary Care (3 credits)
Additional Graduate Level Nursing courses, as approved by advisor	
MBA 620	Economics and Public Policy of Health Care (3 credits)
MBA 685	Special Topics in Health Care (3 credits)
Additional MBA courses, as approved by advisor	
MSW 565	Drugs, Society and Human Behavior (3 credits)
MSW 599	Special Topics (3 credits - IPE Related Topic)
MSW 700	Administration, Organization & Supervision (3 credits)
MSW 715	Advanced Practice: Diverse and Vulnerable Populations (3 credits)
MSW 790	SW Ethics & Christianity (3 credits)
MSAT 510	Pathophysiology, Pharmacology, and General Medicine (4 credits)
MSAT 530	Psychosocial Aspects of Athletic Training (3 credits)
CCB 520	Clinical Issues in Bioethics (3 credits)
CCB 560	Bioethics and the Law (3 credits)
SLP 615	Assessment & Management of Multicultural Populations (3 credits)
SLP 635	Professional Issues and Counseling (3 credits)
SLP 650	Clinical Practicum (1 credit)
SLP 665	Special Topics: (2 credits - IPE related topic)
IPE 550	Special Topics (1 credit)
Other / advisor approved courses	
INTERPROFESSIONAL COLLABORATION (IPC): COMPLETE OPTIONS 1, 2, & 3 BELOW:	
OPTION 1 - REQUIRED LONGITUDINAL EXPERIENCE - Choose one of the following:	
IPC Designated Clinical Experience / Advisor Approval	
Interprofessional Medical Mission / Global Health Trip - Clinically focused	
Collaborative / Interprofessional Research / Laboratory Work Experience	
Other Longitudinal IPC Experience / Advisor Approved	
OPTION 2 - REQUIRED CO-CURRICULAR ACTIVITIES - 10+ hours from the following are required:	
AHEC Case Competition (fall/winter)	
NE/MKE AHEC Student Pathways (e.g., AHEC scholars, IPE Winter sessions, etc.)	
Veteran's Stand Down: Intake + Patient Education (fall/spring)	
MKE Global Health Scholars Cert. completion (M. Oldani contact	
Mind-Body Spirit Health and Wellness Fair (spring)	
Milwaukee County Drug Court Nontraditional IPE Observations (fall/spring)	
Milwaukee County Mental Health Court Nontraditional IPE Observations (fall/spring)	
Medication Take Back hosted by pharmacy student orgs (spring)	
OCON Student IPE Session participation (refugee/new arrival health and social care)	
Student Org outreach/service/volunteering IPEC focused (approved by Office of IPE	
IPE Event Student Facilitator (Approved through Office of IPE/ Individual Program)	
Attendance at IPE-centric Conference (e.g., OCON, PSW, WNA, etc.)	
Short Medical Mission Trip (e.g., 1 week - culturally/humanitarian/ IPE focused)	
Academic (Pharmaceutical) Detailing Team thru Office of IPE @ CUW	
Interprofessional Health Education Team Service project (e.g., St. Bens Meal program)	
Office of IPE Research, In-Home Visit programs, etc.	
Other/IPE Director Approved (describe)	
OPTION 3: CAPSTONE COURSE:	
IPE 690	Understanding IPE through Critical Reflection and the Experiences of Working Professionals (Capstone Course - 1 credit)

Natural Products Sciences Graduate Certificate

The Natural Products Sciences (NPS) Certificate program provides students with the scientific fundamentals of natural medicines, how

they are discovered, and how they work. This is a streamlined version of the full MS degree (MS-NPS) that is designed for students who are looking for targeted instruction in natural products science. Students may focus their studies in two concentrations: nutraceuticals or cannabis. In the Nutraceuticals Concentration, students learn about the discovery and development of natural products that are used as a part of complementary and integrative health and medicine. Topics include classification and regulation of nutraceuticals and herbal supplements, nutrition, drug and herb safety, formulation and herbal drug delivery, product processing and good laboratory practices, and marketing and business aspects of the nutraceutical industry. In the Cannabis Concentration, students focus on the science behind the global cannabis industry. Topics include the history of cannabis cultivation and use across cultures; the chemistry and biology of the cannabis plant and its constituents; the endocannabinoid system and influence of herb formulation on patient experience; the clinical safety, efficacy, and toxicity of cannabis products in healthcare contexts; cannabis products in an interprofessional context.

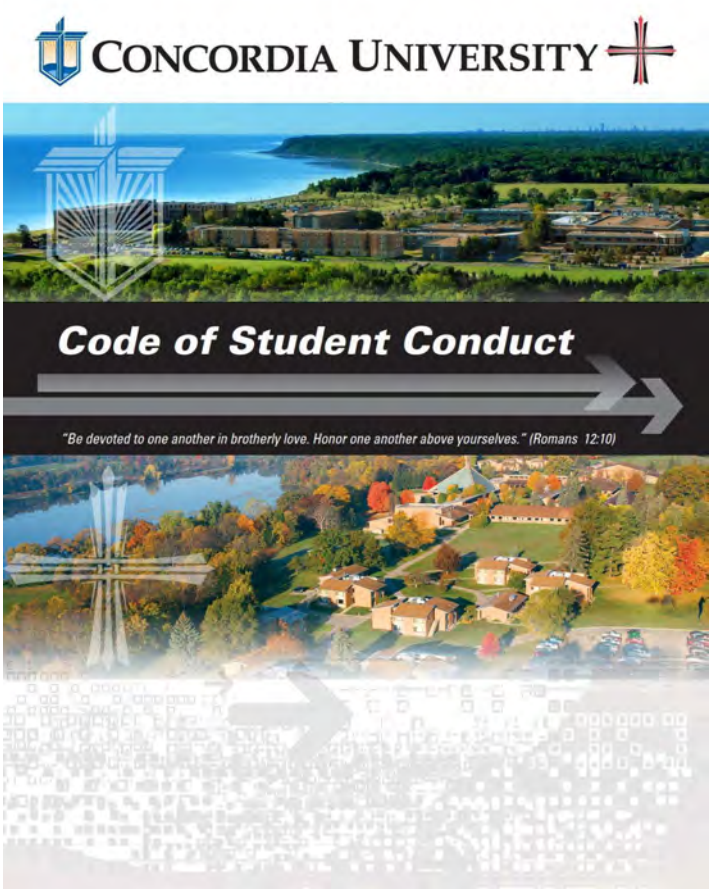
Medical Cannabis Concentration (chose this OR Nutraceuticals Concentration)

Code	Title	Hours
NPS 600	Medical Cannabis I - History of Medical Cannabis in the World	3
NPS 602	Medical Cannabis II - Cannabis Science	3
NPS 604	Medical Cannabis III - Clinical Efficacy of Cannabis	3
NPS 606	Medical Cannabis IV - Cannabis in the Interprofessional Setting	3
Total Hours		**12**

Nutraceuticals Concentration (chose this OR Medical Cannabis Concentration)

Code	Title	Hours
NPS 620	Nutraceuticals I	3
NPS 622	Nutraceuticals II	3
NPS 624	Nutraceuticals III	3
NPS 626	Nutraceuticals IV	3
Total Hours		**12**

Code of Student Conduct



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/).

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

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)

18. Aiding or Abetting: Attempting, aiding, abetting, or being an accessory to an act is prohibited by the University shall be considered the same as a completed violation. Students who anticipate or observe a violation of the Code of Student Conduct are expected to remove themselves from association or participation and bystanders are encouraged to report the violation. (Level A, B, C, or D)

19. Alcohol: Students are expected to comply with all University policy, state and local laws.

NOTE: As Christians, we view the care of our bodies as part of our total context for life. God in His Word, gives life and sustains it (Genesis 1:27). He affirms the proper and good care of our bodies as His temple (I 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 bongs, 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., "heelies"), remote control toy cars, or other similar behavior within the hallways, rooms, or within the buildings of the University is prohibited. (Level A)

NOTE: Possession or use of Hoverboards is prohibited on campus.

23. Computer/Technology Misuse: The theft or other abuse of computer time/resources is prohibited. This includes but is not limited to: (Level B, C, D, E)

a. Unauthorized entry into a computer to use, read or change the contents, or for any other purpose;

b. Unauthorized transfer of a file;

c. Unauthorized use of another individual's identification or password;

d. Use of computing facilities to interfere with the work of another student, faculty member or University official;

e. Use of computing facilities to send obscene, harassing, or abusive messages;

f. Use of computing facilities to view pornographic material;

g. Use of computing facilities and resources to interfere with normal operation of the University computing system;

h. Use of computing facilities and resources in violation of copyright laws;

i. The reproduction (still picture, motion picture or video) without permission from the Marketing office or President/ Vice President of the University of any University icon, facility, and/or landmark which is posted electronically in a public venue may be subject to disciplinary action as outlined in this section; and/or

j. Any violation of the University's "Acceptable Use Policy." (see here (https://www.cuw.edu/about/offices/compliance/privacy-policy/acceptable-use-policy.html))

NOTE 1: This includes, and is not limited to, acts originating on University-owned computers in and out of student labs and privately owned computers in the resident hall rooms using University networking. All students are required to sign and follow an acceptable use policy annually.

NOTE 2: The University and its faculty and staff do not monitor online communities and e- communication. Further, the University does not forbid faculty, staff and students from joining and participating in online social communities as individuals not acting as agents of the University. However, any behavior that violates this Code which is brought to the attention of a University official will be treated as any other violation and will be referred through channels outlined in this Code.

24. Damage to Property: Damage to or destruction of property or actions that have the potential for such damage or destruction is prohibited. Conduct which threatens to damage, or creates hazardous conditions such as dropping, throwing, or causing objects or substances to fall from windows, doors, ledges, balconies or roofs is also prohibited. This includes, but is not limited to, unauthorized application of graffiti, paint, etc. to property or removal of window restrictors, security screens, etc. (Level A-D + cost of repairs)

25. Disruptive Activity: No person or organization may interfere with, disrupt normal activity and operations of, or promote the interference or disruption of students, faculty, administration, staff, or the educational mission of the University or its buildings, equipment or facilities. Any form of expression that materially interferes with such activities and operations or invades the rights of persons is prohibited. (Level A, B, C, or D)

a. Non-compliance with reasonable time, place, or manner restrictions on expression is considered a violation of this section. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to profit from the class or program.

b. To remain in the vicinity of activity that is disrupting normal University functions when requested to leave by a University

official is prohibited. Bystanders, if their presence incites or adds to the disruption, may be in violation of this policy as well.

c. No student shall engage in disrespectful or uncivil behavior directed toward a University official, regardless of whether the official is on duty or off, or CU students, including but not limited to verbal statements or written communication.

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 (I 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. (Level A, B, C, D, or E)

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 un-crewed 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, ammunition, or weapons of any other kind (including but not limited to five-inch blade knives, slingshots, metal knuckles, straight razors, paintball guns, BB guns, air pistols, Tasers, stun guns, batons, brass knuckles, folding knives with lock blades) is prohibited. Look-alike weapons are also prohibited. The ignition or detonation of anything which could cause damage to persons or property or disruption by smoke, explosion, noxious odors, stain, corrosion or similar means is prohibited. Possession of anything in the nature of fireworks, explosives or chemical explosives is prohibited on any property owned or operated by the University or off-campus University-sponsored events without prior University authorization. (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 & Procedures:

Concordia University is committed to compliance with state and federal laws as the laws relate to individuals with disabilities. The use of an Emotional-Support Animal (ESA) is determined in accordance with these applicable laws and regulations regarding whether such an animal is a reasonable accommodation for a disability. This determination will be made on a case-by-case basis. Concordia University enforces a no-animal policy in its residence halls and campus facilities. ESA's must be registered through the Academic Resource Center - Accessibility Services office. You must register an ESA with Accessibility Services within five (5) business days of beginning classwork, co-curricular involvement, or other school activity. This is an addendum to the student housing contract only. Abiding by this housing addendum policy protects Concordia University students and ensures the safety of the student and their emotional-support animal. For more information contact your campus Accessibility Services office:

CUW at - www.cuw.edu (https://www.cuw.edu/accessibility-services/)

CUAA at - www.cuaa.edu (https://www.cuaa.edu/accessibility-services/)

University Service Dog Statement:

Concordia University recognizes some students with disabilities may require the use of a service animal. The University defines service animals as dogs that are individually/specifically trained to perform certain tasks for people with disabilities. The task that the dog has been trained to provide must be directly related to the person's disability in order for that dog to qualify as a service animal. Dogs whose sole function is to provide emotional assistance do not qualify as service animals under the Americans with Disabilities Act. For more information contact your campus Accessibility Services office.

D. Poster and Posting Policies

1. Student organizations, Faculty and Staff are allowed to post signs, posters, or fliers in designated areas in buildings and residence halls in compliance with established posting procedures. All information must first be entered onto the Campus Calendar and approved for posting by the Student Life Office.

For more information regarding posting on the CUAA campus, visit this link (https://catalog.cuw.edufile://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 shrub s, trash cans, elevators, or any other area other than specific bulletin boards. Any signs posted in unapproved areas will be removed. Only one poster per event is allowed on each bulletin board.

e. Any CU sponsored events that require lawn signs must be approved by the Campus Safety office. Such signs are restricted to use on the day of the event.

f. Guidelines for Approval: It is difficult to set definitive standards for the approval of the content contained in posters. Therefore, CU sets forth in writing these guidelines in order to give students general notice of appropriate conduct. The regulations should be interpreted broadly and are not designed to define posting conduct in exhaustive terms. The following are examples of content (explicit or implied) which are inappropriate:

i. Any poster/posting which is not compatible with the Mission of the University and/or the doctrines of the Lutheran Church-Missouri Synod;

ii. Words or images which demean the University, any office/organization/entity of the University, or student organization of the University;

iii. Words or images which demean an individual/group by targeting an individual/group's race, gender, and/or religion;

iiii. Words or images which are sexually suggestive; or

v. Words or images of alcohol or drugs.

g. Students who identify themselves as a student of the University (explicitly or implied) or a member of a University organization on the internet (e.g., student organization, athletic team, choir) and/or electronic social networks (e.g., Facebook, YouTube) assume the responsibility for the content posted and are subject to sanctions contained in the Student Conduct Code for failure to abide by the posting guidelines directly above.

Article 4 - Procedures & Hearings

A. Reporting

1. Concordia University will investigate all official reports of alleged violations of University policy.

Note: For reporting violations of the sexual misconduct policy, 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 polices.

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;

iiii. Sponsoring any speaker or guest on campus; and

v. Participating in any social event.

4. Conditions/Restrictions: Limitations upon a student organization's privileges for a period of time or an active obligation to complete a specified activity or activities. This sanction may include, for example, denial of housing or social privileges, etc.

5. Written Warning: An official written reprimand making the misconduct a matter of record in University files for a specified period of time. Any further misconduct may result in further disciplinary action.

6. Restitution/Fines: An organization may be ordered to make restitution or to pay a fine when the organization has engaged in conduct including but not limited to the damage or destruction of property, the theft or misappropriation of property, fraudulent or disruptive behavior, violations of the alcohol and/or drug policies, or violations of the fire safety policies. Such property may belong to an individual, group, or the University. Restitution may be in the form of financial payment, public service, or other special activities designated by the hearing authority. Additional fines may be assessed as a punitive measure.

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	$50-$200	7-12	Probation = 9 months With possible Housing Suspension	AoD Assessment; Notice to parents; AoD Counseling
Possession or Use Violation Severity Level 2	none		One full semester suspension from the University with possible Expulsion	AoD Counseling to return; Notice to parents
Sale or Distribution	none		1 year Suspension or Expulsion	AoD Counseling to return; Notice to parents

NOTE 1: A combination of one alcohol violation and one drug violation on a students' record may also result in the equivalent sanction to a third alcohol violation.

Violence Policy Violations – Code Policy #'s 33, 34, 35, 44, 51

Violation	Fee	Points	Probation, Suspension, or Expulsion	Education or Remediation
Severity Level 1	$50 to $100	2-5	Up to 5 months' Probation	Online education program as appropriate; counseling as appropriate; mediation as appropriate; apology to victim; letter of reprimand

Severity Level 2	$100 to $200	6-9	6-12 months' Probation	Housing relocation for residents; restricted campus access for commuters; counseling as appropriate; apology to victim; letter of reprimand; loss of 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

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 responsible for violating the student conduct code on campus during periods of hall closures (Christmas and Spring break) will have all student conduct points doubled. NOTE: Living on campus in the summer is a privilege. Therefore, CUWAA maintains a zero-tolerance practice regarding violations of the code of student conduct and students may be asked to leave summer housing without a conduct case hearing if they violate the code.

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.

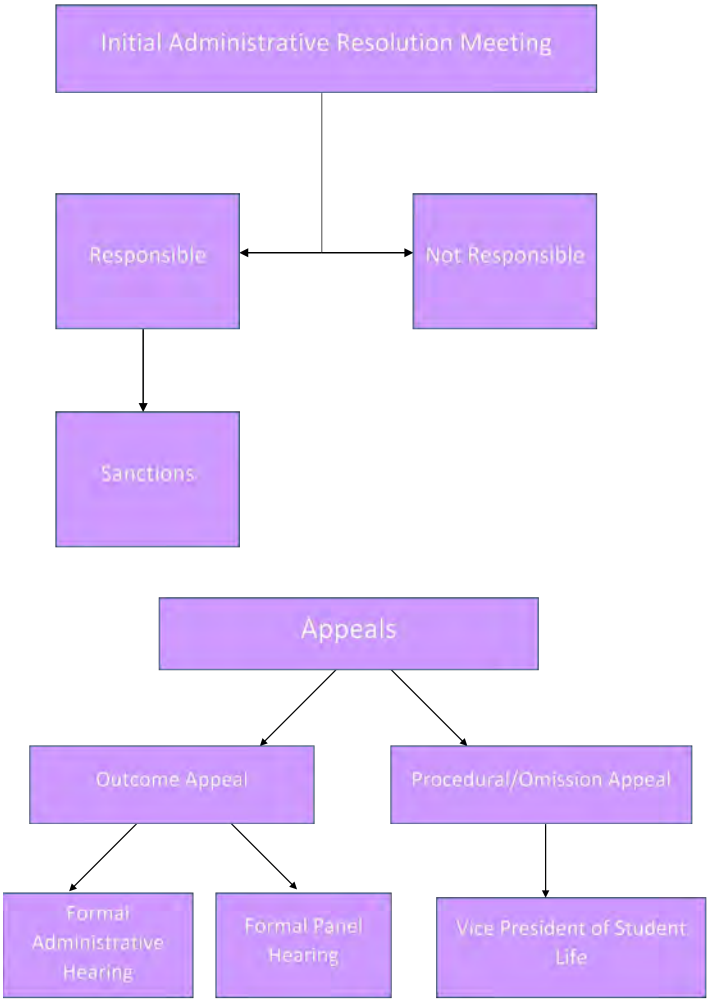
2) In these cases, the original hearing body will convene solely to consider the new evidence. Whether all parties are required to be in attendance is at the discretion of the Chair/Original Hearing Officer.

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



Resource Lists

Alcohol Laws:

Wisconsin state law can be found at:

http://docs.legis.wisconsin.gov/statutes/statutes/125/I/07 (http://docs.legis.wisconsin.gov/statutes/statutes/125/I/07/)

Michigan state laws can be found at:

http://legislature.mi.gov/doc.aspx?mcl-Article-IV-40

Drug Laws:

Wisconsin laws can be found at:

http://docs.legis.wi.gov/statutes/statutes/961/IV/41 (http://docs.legis.wi.gov/statutes/statutes/961/IV/41/)

Michigan laws can be found at:

http://legislature.mi.gov/doc.aspx?mcl-333-7401

http://legislature.mi.gov/doc.aspx?mcl-333-7402 (http://legislature.mi.gov/doc.aspx?mcl-333-7403)

http://legislature.mi.gov/doc.aspx?mcl-333-7403 (http://legislature.mi.gov/doc.aspx?mcl-333-7404)

http://legislature.mi.gov/doc.aspx?mcl-333-7404 (http://legislature.mi.gov/doc.aspx?mcl-333-7410)

http://legislature.mi.gov/doc.aspx?mcl-333-7410 (http://legislature.mi.gov/doc.aspx?mcl-333-7411)

http://legislature.mi.gov/doc.aspx?mcl-333-7411

Emergency Contact Information: To enter or update the emergency go to the portal (http://my.cuw.edu or http://my.cuaa.edu). Once logged in to the portal, click on the Student Services tab. At the top of that tab in the center column there is a large "Concordia University Safety Net" logo. **"Add my Emergency Contact Information" is the middle link available.**

Hazing Laws:

Wisconsin hazing law can be found at: http://docs.legis.wi.gov/statutes/statutes/948/51 (http://docs.legis.wi.gov/statutes/statutes/948/51/)

Michigan hazing laws can be found at: http://legislature.mi.gov/doc.aspx?mcl-750-411t

Office Resources

Disability Office:

Mequon Campus:

Contact Person: Director of Learning Resources

Room: LU 200

Phone: (262)243-4332

Email: arc@cuw.edu

Ann Arbor Campus:

Contact Person: Director of Resource Center

Room: ARC

Email: arc@cuaa.edu

Posting Approval:

Mequon Campus:	Location:
Student Life	AL107
Academics	LU 128
Student Activities	AL108D
Marketing	Luther
Career Services	R 004
Residence Life can approve)	AL 107 (Res. Halls only & RD's

Ann Arbor Campus:	Location:
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

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

Office: Student Service Center 114

Off Campus Phone: (734) 358-1340

On Campus Phone Extension: 7502

Course Descriptions

A

- Accounting (ACCT) (p. 132)
- Athletic Training (MSAT) (p. 133)

B

- Biology (BIO) (p. 136)
- Business Analytics (BUAN) (p. 137)
- Business-MBA Grad (MBA) (p. 137)

C

- Chemistry (CHEM) (p. 141)
- Child Life Specialist (CLS) (p. 142)
- Computer Science (CSC) (p. 143)
- Concordia Center for Bioethics (CCB) (p. 144)
- Counseling-Graduate (COUN) (p. 145)

D

- Digital Humanities (DH) (p. 148)
- Doctor of Business Admin (DBA) (p. 149)

E

- Education - CUAA (EDU) (p. 151)
- Education Family Life (EFL) (p. 156)
- Education-Cert Elem Ed (EDC) (p. 156)

- Education-Graduate (EDG) (p. 161)
- Educational Technology (EDT) (p. 174)

I

- Interprofessional Education (IPE) (p. 175)

M

- Master of Product Development (MPD) (p. 176)
- Master of Science in Leadership (MSL) (p. 177)
- Master of Social Work (MSW) (p. 178)
- Master Sci Rehabilitation Sci (MSRS) (p. 180)
- Music (MUS) (p. 181)

N

- Natural Products Science (NPS) (p. 182)
- Nursing - Grad (NURS) (p. 183)

O

- Occupational Therapy-Grad (OT) (p. 188)

P

- Pharmacy (PHAR) (p. 195)
- Physical Therapy-Doctorate (DPT) (p. 201)
- Physician Assistant (PHAS) (p. 210)

S

- Speech-Language Pathology (SLP) (p. 217)
- Student Personnel-Graduate (SPA) (p. 219)

Accounting (ACCT)

ACCT 510. Advanced Auditing. (3 Credits)
This course builds on the theory, concepts and techniques utilized by independent auditors that are covered in the undergraduate Principles of Auditing course. Content 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. Task based simulations and conceptual quizzes will be utilized throughout the course to prepare students for the AUD portion of the CPA exam. Note: Students must have acceptance into the MSA program or permission of the MSA program director to take this course.

ACCT 520. Advanced Taxation. (3 Credits)
This course builds on the individual and corporate taxation concepts that are covered in the undergraduate tax courses, and includes advanced topics such as Partnership, S Corporation, and LLC taxation. Task-based simulations and conceptual quizzes will be utilized throughout the course to prepare students for the REG portion of the CPA exam. Note: Students must have acceptance into the MSA program or permission of the MSA program director to take this course.

ACCT 530. Excel Based Decisions in Managerial Accounting. (3 Credits)
This course has a primary focus on using Excel as a basis for analyzing managerial accounting decisions and performing basic analytic procedures and calculations. The course covers managerial accounting topics such as activity-based costing, allocating service department costs, CVP analysis, and variance analysis. Excel functions include formatting and sorting data, simple regression, templates, graphs, what-if analysis, and pivot tables.

ACCT 540. Financial Accounting Theory I. (3 Credits)
This course is the first in a two-part series taking a deep dive into financial accounting theory. Topics include financial statement presentation, accounting transactions and events, and accounting for NFP and governmental entities. Critical thinking and analytic skills will be honed through task-based simulations and case studies.

ACCT 541. Financial Accounting Theory II. (3 Credits)
This course is the second in a two part series taking a deep dive into financial accounting theory. Topics include financial statement presentation, accounting for transactions and events, and accounting for NFP and governmental entities. Critical thinking and analytic skills will be honed through task-based simulations and case studies.
Prerequisites: (ACCT 540 or 540).

ACCT 550. Accounting Data Analytics. (3 Credits)
This course introduces and reinforces many concepts in accounting data analytics and covers topics such as logical thinking, extract-transform-load processes, analysis of financial data, visualization, communicating accounting data results, and data ethics. This course serves as the culmination of the MSA core courses and requires the completion of a comprehensive accounting data analytics project.

ACCT 610. Information Systems Assurance & Advisory I. (3 Credits)
This course is the first in a two part series covering advanced concepts in Information Systems and Internal Controls. Topics may include IT governance and risk assessment, performing tests of internal controls, SOC engagements, utilization and management of data, and information security. Case studies and task-based simulations will be used to enhance student learning.

ACCT 611. Information Systems Assurance & Advisory II. (3 Credits)
This course is the second in a two part series covering advanced concepts in Information Systems and Internal Controls. Topics may include IT governance and risk assessment, performing tests of internal controls, SOC engagements, utilization and management of data, and information security. Case studies and task-based simulations will be used to enhance student learning.

ACCT 620. Individual Tax Compliance & Planning. (3 Credits)
This course provides students with the skills to engage in individual tax compliance and planning. Topics include fundamentals of tax planning for individuals, tax research, and personal financial advisory services. Note: Students must have completed pre-req(s) or have acceptance into the MSA program to take this course.
Prerequisite: ACCT 350.

ACCT 621. Entity Tax Compliance & Planning. (3 Credits)
This course provides students with the skills to engage in entity tax compliance and planning. Topics include federal taxation of entities, tax planning for entities, multijuridictional tax basics, and tax research. Note: Students must have completed pre-req(s) or have acceptance into the MSA program to take this course.
Prerequisite: ACCT 360.

ACCT 640. Advanced Financial Accounting. (3 Credits)
This course covers challenging financial accounting concepts required of senior-level accountants. Topics include accounting research, notes to the financial statements, consolidations and business combinations, public company reporting, derivatives and hedging, and foreign currency translation. Financial statements analysis, forecasting, and governmental accounting topics will also be covered.

ACCT 650. Advanced Data Analytics. (3 Credits)
This course will help students to evaluate stakeholders' interests and recommend courses of action through using advanced critical thinking and data analytics skills. Topics build on the logical thinking, data mining, data analysis, visualization, and communication skills acquired in the MSA core. The course will also focus on the ethical responsibilities of data analytics, included identifying misleading visual and evaluating data models for appropriate checks and balances.
Prerequisite: ACCT 550.

Athletic Training (MSAT)

MSAT 501. Manual Based Exam and 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.

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. Must be enrolled in MSAT Program or have instructor consent.

MSAT 510. Pathophysiology, Pharmacology, and General Medicine. (4 Credits)
This course 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. Must be a fifth year Athletic Training student.

MSAT 512. General Medical Conditions Assessment & Diagnosis. (3 Credits)
This course is designed to provide the learner with information regarding diseases and conditions, along with pharmaceutical drugs 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.

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. Must be accepted into MSAT program or have instructor consent.

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. Must be accepted to MSAT program or have 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. Must be accepted to MSAT program or have instructor consent. This is a CUW course.

MSAT 532. Psychosocial Principles of Athletic Training. (3 Credits)
This course is designed to analyze and critically assess the psychological and sociological phenomena associated with participation in sport and athletic injury. 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. Examines the knowledge and skills the athletic trainer must possess to recognize and intervene, and when appropriate, refer to a licensed mental health care professional.

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. Requires acceptance to MSAT Program or instructor consent.

MSAT 541. Athletic Training Seminar. (1 Credit)
Athletic Training Seminar is designed to have all levels of Athletic Training Students meet to study specific athletic training competencies. Opportunities will also be provided for outside speakers in the medical field to present on various topics specific to athletic training competencies. Evidence-bases practices will be addressed in this course. This course is taken consecutively for four semesters beginning with the third semester in the Athletic Training Program.

MSAT 542. Clinical Education I. (2 Credits)
This course is designed to formally structure clinical experience specific to the first semester of enrollment in the Athletic Training Program. It includes observation and hands-on experience at Concordia University and affiliated sites. The purpose of this course is to incorporate specific clinical proficiencies and evidence-based practice with real life athletic and injury situations.

MSAT 543. Clinical Eduction II. (2 Credits)
This course is designed to formally structure clinical experience specific to the second semester of enrollment in the Athletic Training Program. It includes observation and hands-on experience at Concordia University, Ann Arbor affiliated sites. The purpose of this course is to incorporate specific clinical proficiencies and evidence-based practice with real life athletic and injury situations.

MSAT 544. Clinical Education III. (3 Credits)
This course is designed to formally structure clinical experience specific to the third semester of enrollment in the athletic training program. It includes observation and hands-on experience at Concordia University, Ann Arbor affiliated sites. The purpose of this course is to incorporate specific clinical proficiencies and evidence-based practice with real life athletic and injury situations.

MSAT 545. Clinical Education IV. (3 Credits)
This course is designed to formally structure clinical experience specific to the fourth semester of enrollment in the Athletic Training Program. It includes observation and hands-on experience at Concordia University affiliated sites. The purpose of this course is to incorporate specific clinical proficiencies and evidence-based practice with real life athletic and injury situations.

MSAT 546. Clinical Education V. (3 Credits)
This course is designed to formally structure clinical experience specific to the fifth semester of enrollment in the Athletic Training Program. It includes observation and hands-on experience at Concordia University affiliated sites. The purpose of this course is to incorporate specific clinical proficiencies and evidence-based practice with real life athletic and injury situations.

MSAT 547. Clinical Education VI. (3 Credits)
This course is designed to formally structure clinical experience specific to the sixth semester of enrollment in the Athletic Training Program. It includes observation and hands-on experience at Concordia University affiliated sites. The purpose of this course is to incorporate specific clinical proficiencies and evidence-based practice with real life athletic and injury situations.

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. Requires acceptance into MSAT program or instructor consent.

MSAT 551. Orthopedic Assessment and Management of Lower Extremity Injuries. (3 Credits)
The study of the assessment and management of athletic injuries to the lower extremity. An evidence-based practice component is addressed in this course. The lab associated with this course involves the investigation of anatomy, goniometry, and evaluation techniques in assessing and managing lower extremity injuries.

MSAT 552. Orthopedic Assessment and Management of Upper Extremity/Head/Spine Injuries. (3 Credits)
The study of the assessment and management of athletic injuries to the upper extremity, head, neck, and spine. An evidence-based practice component is addressed in this course. The lab associated with this course involves the investigation of anatomy, goniometry, and evaluation techniques in assessing and managing upper extremity, head, and spine injuries.

MSAT 553. Therapeutic Modalities for Athletic Injuries. (3 Credits)
This course introduces the student to the physiological principles and applications of cryotherapy thermotherapy, electrostimulation, massage, intermittent compression, traction, and hydrotherapy. This course will explore the various applications of modalities as they relate to orthopedic athletic injuries.

MSAT 554. Palpatory & Functional Anatomy for Athletic Trainers. (3 Credits)
This course is an investigation of the various musculoskeletal structures of the human body. Students will learn and apply palpatory and manual muscle testing techniques in identifying musculoskeletal structures. Evidence-based practice is also addressed within this course.

MSAT 555. Therapeutic Exercise. (3 Credits)
This course involves the study, methods, and application of rehabilitation techniques as they relate to athletic injuries. An evidence-based practice component is applied to this course. This course includes a laboratory investigation of the various rehabilitation techniques used with common athletic injuries, encompassing scientific rationales, selection criteria, indications/contraindications, clinical applications, and psychological aspects of rehabilitation.

MSAT 556. Acute Emergency Care of Athletic Injuries. (3 Credits)
This course is a comprehensive course for the Athletic Training student who will initially evaluate and assess an athlete in a trauma or medical emergency situation. This course will provide hands-on experience with primary and secondary assessments, resuscitation, transportation, stabilization, adjunct airways, supplemental oxygen therapy, and athletic injury emergency care. An evidence-based practice component is addressed in this course.

MSAT 557. Advanced Injury Managment. (3 Credits)
This course expands on the student's knowledge and application of therapeutic modalities and rehabilitation principles for injuries by allowing the student to synthesize previously taught treatment options with newly introduced advanced therapeutic modalities and manual therapy techniques in developing care plans for athletic injuries and conditions.

MSAT 558. Pharmacology. (3 Credits)
Pharmacology for Athletic Trainers is designed to examine pharmaceutical drug applications, interactions, and their value to the injury-healing process and athletic performance. Ergogenic aids will be reviewed in the context of their physiological application, moral and ethical values, and athletic performance. An evidence-based practice component is addressed in this course.

MSAT 559. Administration & Organization of Athletic Training. (3 Credits)
This course exposes the student to management theory, budget preparation, care, and purchase of equipment/modalities, legal considerations, athletic training facility design and management, and public relations. It also addresses the administration and organization of athletic training rooms in non-traditional settings.

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. Requires acceptance into MSAT program 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.

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.

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. Requires acceptance into MSAT program 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. It involves an examination of human movement mechanics in applied settings.

MSAT 568. Research Methods in Sports Medicine. (3 Credits)
This course provides an examination of the research methods commonly used to design, implement and evaluate research in athletic training. The course includes the study of descriptive, quantitative and qualitative research methods, as well as techniques of literature review and reporting of research. Students completing this course should have a draft of a research proposal that can be used for a thesis.

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. Requires acceptance into MSAT program or instructor consent.

MSAT 570. Internship in Athletic Training. (1-3 Credits)
This course 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.

MSAT 571. Advanced Practice Administration in Athletic Training. (3 Credits)
This course 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.

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.

MSAT 573. Athletic Training Capstone. (1-6 Credits)
The purpose of this course is to provide a research experience for the advanced student of athletic training. Toward this goal, the student will refine their ability to read critically, write effectively, communicate effective through speech, and think critically and creatively. The student will choose a capstone research project, which will culminate in a potentially publishable paper and a formal presentation of the project to the faculty of the Health and Human Performance department. This is an independent project. Through this research project, the student will learn to analyze quantitative or qualitative research, evaluate ethical considerations of that research, and use technology to support their project.

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. Requires acceptance into MSAT program 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.

MSAT 578. Pharmacology for Athletic Trainers. (3 Credits)
Pharmacology for Athletic Trainers is designed to examine pharmaceutical drug applications, interactions, and their value to the injury-healing process and athletic performance. Ergogenic aids will be reviewed in the context of their physiological application, moral and ethical values, and athletic performance. An evidence-based practice component is addressed in this course.

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. Requires acceptance to MSAT program or instructor consent.

MSAT 580. Athletic Training Clinical I. (1 Credit)
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. Requires acceptance to MSAT program.

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.

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.

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.

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.

MSAT 585. Seminar in Athletic Training III. (3 Credits)
This course is designed to formally prepare the student for the transition into the workforce. The course will focus on preparing the student for the Board of Certification Examination. It will also focus on professional development and strategies for obtaining viable employment post-graduation, such as cover letter and resume refinement, employment search and application strategies, and interview strategies.

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.

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)
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 to faculty.

MSAT 600. Thesis. (3 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.
Prerequisite: MSAT 569.

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.

BIO 530. Pharmacology. (3 Credits)
This course focuses on the principles of drug action. These principles will then be invoked in the discussion of various therapeutic interventions for diseases associated with selected organ systems. Treatments of pathogenic diseases and cancer will be discussed as well as the use of natural products.

BIO 542. Pharmacotherapeutics. (3 Credits)
This course covers clinical application of pharmacology and pharmacotherapeutics for common disease conditions encountered in primary care settings. Principles of altered pharmacodynamics relative to age, race, and ethnic groups are explored.

BIO 556. Readings in Environmental Science. (3 Credits)
This course covers a wide range of issues and problems such as air and water pollution, energy resources, climate change, acid rain, the greenhouse effect, wastes, and land/resource management.

BIO 650. 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.

Business Analytics (BUAN)

BUAN 500. Introduction to Coding, Programming, and Databases for Analytics. (3 Credits)
In this course, students will be introduced to the topics of business analytics, data management, and programming. Topics covered include data visualization, regression analysis, supervised and unsupervised data mining, decision trees, and programming with R.

Business-MBA Grad (MBA)

MBA 500. Managerial Economics & Econometrics. (3 Credits)
This course provides a clear and balanced presentation of relevant economic practices, analytics, theories and concepts. The focus of this course will be on the application of modeling and predictive analytics, relevant theories and the tools of analysis in the decision-making sciences to examine how managers make optimal economic choices in the face of constrained resources. The course should be thought of as applied analytical economics, emphasizing those topics of the greatest interest and importance to decision-making managers and economists, including demand, production, cost, pricing, market structure and government regulations.
Prerequisite: MBA 534.

MBA 502. Publicity and Public Relations. (3 Credits)
This course 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.

MBA 503. Ethics and Organizational 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.

MBA 505. Graduate School Success. (3 Credits)
This course is designed to ensure that the student has the necessary foundation in academic writing and research skills to be successful in completing the expectations of the graduate program. Course work will position incoming students to understand the Concordia University graduate learning environment, learn to conduct research, and write for the academic community.

MBA 510. Applied Statistics. (3 Credits)
This course 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: (minimum score of 00 in 'Undergrad Statistics Course').

MBA 511. Digital & Social Media Marketing Strategies. (3 Credits)
This course is designed to help the student understand the social media and digital 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 digital and social media marketing efforts.

MBA 512. Nonprofit Fundraising and Grant Writing. (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.

MBA 513. Business Foundations for Administrative Professions. (3 Credits)
This course covers the four prerequisite requirements to enter the MBA program. It can also be taken by any student who would like a refresher of fundamental business principles. This course provides an integration of management, accounting, finance, and business statistics foundations to help prepare students for the rigors of the MBA program.

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.

MBA 519. Ethical Leadership for Dynamic Organizations. (3 Credits)
Take an intensive journey and gain a deep sense of virtuous behavior that creates and deploys people-focused organizations for the betterment of society. This course will analyze foundational ethic principles that can ignite organizational growth.

MBA 520. Management Information Systems. (3 Credits)
This course introduces students to managing the use of technology and 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.

MBA 522. Data Communications and Networking. (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, along with local/hybrid/cloud and software defined WAN. Network management objectives and techniques are presented.

MBA 524. Systems Analysis and 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.

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 career examples are considered to help explain how to apply proven project management tools in different disciplines. Students will actively use techniques to manage a group project and focus on each stage of a project's life#cycle. Software tools for project design and management are also presented and used.

MBA 530. Corporate Finance. (3 Credits)
This course 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: (minimum score of 00 in 'Undergrad Finance Course').

MBA 533. IT Governance and Cybersecurity. (3 Credits)
Course covers current topics in cybersecurity, including security culture, physical and digital attack vectors, and IT governance frameworks. This course also provides introductory coverage of many of the topics in the CISSP certification path, such as security and risk management, security architecture and engineering, communications and network security, identity and access management, security assessment and testing, and security operations.

MBA 534. Mastering Analytics and Decision Making. (3 Credits)
In this course, students will learn how to use statistics for practical business applications and apply the bulletproof problem-solving approach to business challenges. Students will be able to tell a story with data and interpret and present Tableau visualizations.
Prerequisite: MBA 519.

MBA 535. Global Production and Operations. (3 Credits)
This course is a study of production and operations as directly linked to global supply chain management. Topics included address operations and supply chain resilience, quality management systems and metrics, understanding, analysis, and mitigation of risk, anticipating and planning for environmental conditions, handling disruptions, and sustainability. As part of this course, tools such as the failure modes and effects analysis, risk matrix, and process capability will be covered.

MBA 537. Managerial Communication. (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.

MBA 538. Public Speaking: Professional Reports & Presentations. (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.

MBA 540. Accounting and Financial Analysis for Decision Making. (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: (minimum score of 00 in 'Undergrad Accounting Course').

MBA 542. Introduction to Six Sigma. (3 Credits)
This course introduces a method that organizes an operational improvement project into five components: define, measure, analyze, implement and control (DMAIC). Similar to a scientific research project, students will learn the Six Sigma process and how to use measures and statistics to make the right decisions to improve the effectiveness of organizational operations. This is an "application project course" and the project will be the most significant mediator of success and the final grade.

MBA 543. Introduction to Lean. (3 Credits)
This course introduces a series of concepts and practices directed toward improving customer value and reducing waste. Lean means creating more value to the customer with fewer resources. The course will focus on how to systematically expose unneeded processes, materials, and effort to make operations processes more effective and customer focused.

MBA 544. People-Focused Management. (3 Credits)
Discover how to create people-focused organizations that achieve growth, build brands and generate exceptional experiences for employees and customers. This course will provide initiatives and tools for motivating organizations to maximize the triple bottom line: people, profit and planet.
Prerequisite: MBA 519.

MBA 545. MBA Internship / Intraship. (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.

MBA 546. Special Topics: Business & Industry. (3 Credits)
This course 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.

MBA 550. Strategic Marketing. (3 Credits)
This course 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.

MBA 554. Advertising & Integrated Marketing Communication. (3 Credits)
This course 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: MBA 550.

MBA 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.

MBA 562. Financial Analyses to Drive Business Growth. (3 Credits)
Learn accounting and financial insight to drive business decisions that result in profitable and sustainable growth for an organization. Students will interpret financial reports, evaluate investments and understand the implications of financing strategies.
Prerequisite: MBA 519.

MBA 565. Supply Chain Management. (3 Credits)
This course 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.

MBA 568. Study Abroad. (3 Credits)
This course 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.

MBA 569. 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: minimum score of 00 in 'Undergrad Management Course'.

MBA 570. Legal Aspects of Business. (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.

MBA 575. Business Ethics. (3 Credits)
Take an intensive journey and gain a deep sense of virtuous behavior that creates and deploys people-focused organizations for the betterment of society. This course will analyze foundational ethic principles that can ignite organizational growth.

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.

MBA 578. Marketing Research and 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.

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.

MBA 580. Leadership and Organizational Behavior. (3 Credits)
This course increases one's effectiveness and skills in analyzing and understanding organizations and their attendant processes. Behavioral science concepts and theories are studied. Individual, group, and structural behavior and concepts are presented. A special emphasis on leadership is provided.
Prerequisite: (minimum score of 00 in 'Undergrad Management Course').

MBA 581. Business Coaching. (3 Credits)
This course takes a practical Coaching approach to exploring the student's lifelong learning mindset toward professional development while discovering personal and professional strengths that can impact business interactions, behavior, and decisions. No matter where a student is in their learning journey or professional career, this course is designed to invite self-discovery and appreciative inquiry to forefront. Students will assess goals and strategies for upskilling, enhanced performance management, and career advancement.

MBA 582. Training and Development. (3 Credits)
This course provides an in-depth examination of the training and development practices that support organizational growth and employee career advancement. Aligned with SHRM (Society for Human Resource Management) guidelines, students will explore the needs assessment process, the design and implementation of training programs, and the evaluation of training effectiveness. The course also examines traditional and technology-based training programs, as well as social responsibility issues related to legal compliance, managing diversity, and career development. Future trends and developments in the training and development field are also discussed. Throughout the course, students will have the opportunity to apply course concepts and theories to real-world situations through case studies, simulations, and other experiential/application-based learning activities.

MBA 583. Risk Management. (3 Credits)
This course is aligned with SHRM (Society for Human Resource Management) guidelines regarding risk management in human resources. Topics covered include: disaster preparation, business continuity, and recover planning, financial implications of managing risk, human resource audits, and legal compliance.

MBA 587. Industry Leaders Seminar Series. (3 Credits)
This course 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.

MBA 589. Service Learning. (3 Credits)
Students will explore how they can best use their God-given talents in service to Christ in the Church and in the world through participating in readings, discussions, weekly reflections, and volunteer activities. Students will volunteer 15 hours of their time at an organization of their choosing. By the end of this course, students will understand what it means to "Live Uncommon" and be ready to apply these principles as Christian business leaders.

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.

MBA 603. Human Capital Analytics. (3 Credits)
This course covers the forms, types, applications, interpretations, and capabilities of human capital analytics. Students will learn to ask insightful questions, understand key terms, and intelligently apply data. This course provides a practical approach to using data to solve human resource challenges and presenting data through visualization and storytelling.

MBA 610. Issues in Human Resource 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.

MBA 613. Human Resource Management and Administration. (3 Credits)
This course 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.

MBA 620. Economics and Public Policy of Health Care. (3 Credits)
This course 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.

MBA 621. Financial Institutions Management. (3 Credits)
This course 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.

MBA 622. Risk Management and Insurance. (3 Credits)
This course 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 Health, Life and Social Insurance.

MBA 625. Securities Analysis. (3 Credits)
This course is the study of investment choices and the analysis of each for the investment decision. Stocks, bonds, derivatives, and mutual funds are all examined. Understanding the characteristics of securities and how to evaluate those using financial spreadsheets and internet applications toward making a capital decision is emphasized.

MBA 629. International Finance. (3 Credits)
This course 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.

MBA 630. Ethics & Leadership in HC. (3 Credits)
This course provides an introductory insight into medical ethics. It allows the student to explore different beliefs and theories that are necessary to make informed decisions.

MBA 635. Healthcare Transformation & Leadership. (3 Credits)
This course covers five areas of healthcare leadership; including leadership in healthcare, leadership skills, organizational culture building, leading people, and health care delivery.

MBA 636. Healthcare Quality and Legal Regulation. (3 Credits)
Healthcare Quality and Legal Regulation examines the legal aspects of health care administration and provides a strong foundation in health law and ethics including liability and contract law related to health care; licensing, staff privileges, and peer review; informed consent, patient rights and privacy; anti-kickback and fraud regulations; malpractice risk and insurance; and human resources functions related to health care.

MBA 637. Innovation in Global Health. (3 Credits)
A comprehensive overview of healthcare access and delivery in 11 developing and industrialized countries. An integrated approach and synthesis-based organizational framework is explored to develop leadership strategies for analysis and envision creative solutions to current healthcare crises.

MBA 638. Healthcare Strategy & Operations Management. (3 Credits)
Focuses on principles of strategic management and competitive analysis to support strategy development for health care organizations. Provides an understanding of how current business and management knowledge is applied to health care organizations to promote future success and competitive advantage.

MBA 641. Global Perspectives of Sport and Entertainment Management. (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.

MBA 642. Contemporary Principles of Hospitality and Event Management. (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 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.

MBA 644. Integrated Marketing and Brand Activation. (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.

MBA 645. Sponsorship, Sales, and Fundraising Strategies. (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.

MBA 648. Consumer Behavior. (3 Credits)
This course explores how and why consumers behave as they do. Students will analyze the external and internal influences that affect consumer purchase behavior, investigate how these are filtered through a consumer's core identity and sense of self, and will try to understand and parse out all the variables that can change a purchase decision. Students will use these learnings to create a final project that attempts to reposition and increase sales for a well-known American brand.

MBA 685. Special Topics in 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.

MBA 686. Sustainability and 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.

MBA 687. Intellectual Property and Regulatory Issues. (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.

MBA 688. New Venture Formation and Business Development. (3 Credits)
This course focuses on the process of writing a business plan suited to a new venture, as well as on business development. Students are guided through the process of writing their own business plan. Students also gain an understanding of the business development process, associated with commercializing a product or service within a company.

Chemistry (CHEM)

CHEM 535. Advanced Organic Chemistry. (4 Credits)
This course is an advanced survey of modern organic chemistry focusing on synthesis using the retrosynthetic approach. Selected topics include classical organic syntheses in addition to pharmaceutical drug applications and process development synthesis.

CHEM 555. Instrumental Analysis. (4 Credits)
This course is an in depth study of the use of instruments in chemical analysis. Topics include the basic theory and techniques of instrumental methods of analysis, with emphasis on spectrophotometry, NMR, and gas and liquid chromatography. 2 hours lecture, 4 hours lab.
Prerequisite: CHEM 225.

CHEM 561. Environmental Chemistry and Toxicology. (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.

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.

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.

CLS 506. Child Development. (3 Credits)
Child life specialists utilize their fluency in child development to design and implement interventions that serve to promote resiliency within patients and families. Therefore, students seeking certification as child life specialists must demonstrate competency in major theoretical approaches to the study of child development, specifically within the domains of physical, cognitive and social-emotional development. Students must also be able to identify the role of ecological and environmental factors as mediating factors within child development. This course will examine theories of human development that are especially relevant to infants and children in early and middle childhood. Students will learn psychoanalytic, social learning, behaviorist, ecological, humanistic and psychosexual theories and will apply these theoretical perspectives to child growth and development. This course is also designed to present research and evidence-based practice concerning the physical, cognitive, emotional and social development of children.

CLS 508. Family Systems: The Hospitalized Child and Family. (3 Credits)
Child life specialists help children and families cope with a broad range of challenging experiences, particularly those related to healthcare and hospitalization. Utilizing their understanding of family systems, child life specialists assess the needs of children and families to identify and promote family strengths and to develop plans of care to support both the child and the family throughout these experiences; to help minimize the stress often associated with healthcare. This course will provide students with in-depth training regarding family systems and their importance when working with children and families in healthcare settings. Focus will be placed on the family as a social system. We will discuss family relationships; the historical and contemporary theories related to family structure and functions; adaptations in family structure and interaction patterns; diverse family systems; parenting, caregiving and family life from a cross-cultural perspective; adult-child interactions; and exploration of current research and theory as it applies to family systems.

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.

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.

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.

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.

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.

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.

CLS 538. Development of the Adolescent. (3 Credits)
Child life specialists utilize their fluency in adolescent development to design and implement interventions that serve to promote resiliency within patients and families. Therefore, students seeking certification as child life specialists must demonstrate competency in major theoretical approaches to the study of adolescent development, specifically within the domains of physical, cognitive and social-emotional development. Students must also be able to identify the role of ecological and environmental factors as mediating factors within adolescent development. This course will examine theories of human development that are especially relevant to adolescence. Students will learn psychoanalytic, social learning, behaviorist, ecological, humanistic and psychosexual theories and will apply these theoretical perspectives to adolescent growth and development. This course is also designed to present research and evidence-based practice concerning the physical, cognitive, emotional and social development of adolescents.

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.

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.

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.

CLS 553. Child Life Program Administration II. (3 Credits)

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.

CLS 570. The Child Life Practicum Experience. (3 Credits)
Child life students will spend a minimum of 100 hours in a supervised volunteer/practicum 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.

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.

Computer Science (CSC)

CSC 510. Vocation and Ethical 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.

CSC 515. Applied 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.

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.

CSC 525. Data Security and Information Assurance. (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.

CSC 530. Database Administration. (3 Credits)
This course provides students with solid theoretical and practical knowledge for developing database management systems. Students will plan, design, implement, maintain, and use database management systems and review the use of databases in small and large commercial organizations. The course addresses concepts, database structures, database architecture, understanding user requirements, user views, 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. Students will work with real world applications and databases. Concepts of data integrity, security, privacy, ethical use, and concurrence control are included.

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.

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.

CSC 543. Advanced Algorithms. (3 Credits)
This is an advanced course in current trends in Problem Solving and Algorithms that builds on our undergraduate courses data structure (CSC300) and CS Theory (CSC490). This course will look at emerging algorithms across the grand ideas of computer science. As new technologies emerge, new algorithms must be explored to support them.

CSC 545. System Analysis and Design. (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.

CSC 548. Mobile Computer Architecture. (3 Credits)
An advanced course in current trends in Computer Architecture with a specific emphasis put on decisions related to mobile devices that needs to weigh battery life, heat, and performance more critically than traditional computer systems. This course builds on our undergraduate Architecture course (CSC325).

CSC 549. Language Theory. (3 Credits)
This is an advanced course in current trends of programming language design and implementation. Students will create a modern trends inspired programming language and solve traditional problems using their creation. This course builds on our undergraduate language theory class (CSC470).

CSC 550. System Administration 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, and administrative domains.

CSC 552. Advanced Networking. (3 Credits)
This is an advanced course which focuses on modern trends in computer networking technology. While this course will be related to the other networking course in this curriculum, it takes a different approach. Focus is placed on advanced topics related to emerging computer networking concepts.

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.

CSC 580. Internship in IT. (1 Credit)
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

Concordia Center for Bioethics (CCB)

CCB 500. Moral Reasoning & Bioethics. (3 Credits)
This course will explore the theological, philosophical, and secular foundations that inform moral reasoning in bioethics. Emphasis will be placed on in-depth reading and discussion of primary theological texts, particularly those that underscore the biblical concept of the inherent value of each human being. Readings and reasoned arguments from ancient, medieval, and contemporary philosophers will provide an understanding of the many presuppositions in the field of bioethics. In addition, the study of the groundbreaking work, The Principles of Biomedical Ethics by Tom Beauchamp and James Childress, will give students the necessary background to be conversant among their peers in ethics committees, governmental agencies, and the academy. This course will serve as a foundation for the rest of the certificate courses to follow.

CCB 520. Clinical Issues in Bioethics. (3 Credits)
This course studies ethical issues that arise during the daily interaction of health care professionals with people seeking their care. Biblical principles, ethical theory, and non-religious concerns will frame the discussion. Topics include: theology and medicine, the social practice of health care, the physician-patient relationship, personhood, vulnerable persons, reproductive issues, abortion, genetics, end-of-life dilemmas, and medical research ethics. This course is suitable for health care professionals, clergy, deaconesses, attorneys, and anyone interested in the clinical practice of medicine.

CCB 540. Bioethics & Biotechnology. (3 Credits)
This course approaches bioethics and biotechnology from a distinctively Christian/Lutheran perspective. We will look at the moral status of human life in the embryonic stage; stem cell research; human cloning; chimeras and xenotransplantation; eugenics; human genetic modification; biotechnology and the future of health care; deciphering the line between curing and enhancing through performance-enhancing drugs and physical alterations; and the ecological impact of present and future biotechnology efforts.

CCB 560. Bioethics and the Law. (3 Credits)
This course will teach the foundations of bioethics law, sources of law, and basic legal research skills. Legal grounding for the principle of autonomy will be studied as it applies to informed consent and end-of-life situations. Other legal issues to be addressed include decisions made for others, physician-assisted suicide and euthanasia, the body as commodity, reproduction and birth, allocation of medical resources, whistleblower and Good Samaritan cases, and medical malpractice. This course will be taught by an attorney knowledgeable about health care law.

Counseling-Graduate (COUN)

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.

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.

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.

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.

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.

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.

COUN 5000. Counseling Theories and 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.

COUN 5010. Professional Ethics. (3 Credits)
This course deals with philosophical issues affecting practice. Special attention is given to ethics and the nature of humankind. Professional ethical behavior and adherence to ethical standards is a foundational cornerstone to the profession of counseling. 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.

COUN 5015. Ethics of the 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.

COUN 5020. 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.

COUN 5030. Models and Methods of Family Counseling. (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.

COUN 5035. Models and Methods of Christian Family Counseling. (3 Credits)
This course will offer the student opportunities to explore various aspects of family development and family dynamics. The role of the church worker with traditional and nontraditional families will be discussed, as well as current research in the church regarding the dynamics of a family. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor.

COUN 5040. Social Cultural Foundations in Counseling. (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.

COUN 5045. Social/Cultural Theological Foundations. (3 Credits)
Social/Cultural Theological Foundations an exploration of diversity issues that impact the church and the world beyond. How the Christian church-worker supports those of different backgrounds and ministers to those individuals while increasing their own understanding of various cultures and beliefs. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor.

COUN 5100. Consultation 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 counselors as consultants within the organization and within the community.

COUN 5105. Consultation Strategies within the Church. (3 Credits)
This course is designed to give the church worker skills and insight into the various roles a consultant may play, as well as how to improve consultation within the community and organization. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor.

COUN 5110. Tests and 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.

COUN 5120. Career Counseling Foundations. (3 Credits)
This course 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.

COUN 5130. 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.

COUN 5200. 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. Note: This course is required to be taken face to face.
Prerequisites: (COUN 543 or 5000) and (COUN 592 or 5010) and (COUN 584 or 5020) and (COUN 552 or 5040) and (COUN 582 or 5130).

COUN 5210. 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. Note: This course is required to be taken face to face.
Prerequisites: (COUN 543 or 5000) and (COUN 592 or 5010) and (COUN 584 or 5020) and (COUN 552 or 5040) and (COUN 582 or 5130) and (COUN 593 or 5200).

COUN 5300. Design, Implementation, and Evaluation of Counseling Programs. (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.

COUN 6000. 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.

COUN 6010. Scripture and the Christian Counselor. (3 Credits)
This course will use an LCMS scriptural world view in the integration of faith#based principles into a holistic counseling approach.

COUN 6020. 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.

COUN 6030. Current Support Issues for Christian Pastors and Church Workers. (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.

COUN 6040. 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.

COUN 6050. 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.

COUN 6200. 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.

COUN 6210. Foundations of Clinical Mental Health Counseling. (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.

COUN 6220. 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.

COUN 6230. Advanced Theory and Skills in Professional Counseling. (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 the 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). Students must have completed 33 credit hours in the counseling program, including the prerequisite coursework, prior to this course.
Prerequisites: (COUN 593 or 5200) and (COUN 594 or 5210).

COUN 6400. Portfolio - Introduction. (0 Credits)
Graduate programs in education at Concordia University Wisconsin utilize a portfolio-based assessment process. Students earning a Master's in Education-School Counseling must complete a professional portfolio to fulfill graduation requirements. The portfolio is part of the licensing process required by the Wisconsin Department of Public Instruction. In addition, the student should be registered for COUN 5000 Theories and Issues.
Prerequisite: COUN 5000*.
* May be taken concurrently.

COUN 6410. Portfolio - Pre-Practicum. (0 Credits)
Graduate programs in education at Concordia University Wisconsin utilize a portfolio-based assessment process. Students earning a Master's in Education-School Counseling must complete a professional portfolio to fulfill graduation requirements. The portfolio is part of the licensing process required by the Wisconsin Department of Public Instruction.

COUN 6420. 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.

COUN 7200. Practicum for Professional 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.

COUN 7210. Internship I - Professional 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.
Prerequisites: (COUN 606 or 7200).

COUN 7220. Internship II - Professional Counselor. (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.
Prerequisites: (COUN 607 or 7210).

COUN 7400. Elementary School Practicum/Portfolio. (3 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 Elementary School Portfolio 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.

COUN 7410. Middle School Practicum/Portfolio. (3 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 Middle School Portfolio 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.

COUN 7420. High School Practicum/Portfolio. (3 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 High School Portfolio 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.

Digital Humanities (DH)

DH 500. Digital Humanities by Design. (3 Credits)
This course provides students an overview of the digital humanities. Students will begin to use digital artifacts to research and explore on-going conversations in the field, including archiving and digitizing of artifacts. A variety of digital tools will be used as a means to effectively communicate with an audience and explore ethical, religious, political, historical, and cultural topics.

DH 510. Textual Criticism and Rhetoric. (3 Credits)
This course is an introduction to important textual theories in the field of the digital humanities and rhetoric. Students will hone their close reading skills, applying rhetorical theories developed by ancient and contemporary rhetoricians to analyze and create social media and digital art.

DH 520. Creating and Using Digital Tools. (3 Credits)
This course provides students an overview of the digital tools used to create and maintain images in the digital humanities. Students begin to create digital infographics to complement their research. Students will explore software aimed at helping maximizing the effects of their digitized artifacts. A variety of digital tools will be used as a means to effectively communicate with an audience and explore how visual design effects ethical, religious, political, historical, and cultural topics.

DH 530. Geospatial Humanities. (3 Credits)
This course introduces the students to the fundamentals and methods of the geospatial humanities. The students will develop an understanding on how the Geographic Information Systems (GIS) tools contribute to a deeper understanding of geospatial humanities topics. Over eight weeks, this course will focus on methodologies of modeling, managing, manipulating, and visually analyzing the geospatial data. In addition to that, the course will introduce some analytic techniques provided by ArcGIS software.
Prerequisite: DH 500.

DH 540. Research in Digital Humanities. (3 Credits)
Students will begin explore, discuss, design and conduct ethnographic qualitative, quantitative, and mixed method-based research about ethical, literary, religious, political, and historical topics. Other topics covered include ethical and fair use policies and Institutional Review Board (IRB) policies. Students will also learn how to present their research findings through a variety of digital platforms.

DH 550. Archival Research. (3 Credits)
Building off DH 540 (Research in Digital Humanities), students will learn best practices for locating, organizing, and disseminating archives to a variety of audiences. Students will also learn how to use current archival software systems.
Prerequisite: DH 540.

DH 590. Special Topics in Digital Humanities. (3 Credits)
This course will focus on special topics in the digital humanities. It may be repeated, provided the topics are different.

DH 600. Digital Humanities Practicum. (3 Credits)
The practicum consists of supervised work in a variety of areas such as digital archiving, digital pedagogy, web research and design, art curator, library studies, etc. The topic of the internship is determined in conjunction with the responsible faculty, the on-site supervisor, and the student. Students are responsible for completing weekly analyses in which they connect their practicums to relevant course content and creating a final research project due at the end of the session. They are also required to document 75 hours of supervised work in order to meet the course requirements. Note: The student must complete all 500-level coursework before beginning the practicum.

DH 610. Thesis I. (3 Credits)
Proposal and Literature Review: This course is the first in a two-course sequence for students who wish to write a thesis. Students will prepare a proposal for their thesis. Once the proposal is approved by the advisor, students will write the literature review in a traditional paper or digital format. This course is a pre-requisite for DH 620 Thesis II.

DH 620. Thesis II. (3 Credits)
Writing and Defense: This course is the second part in a two-course sequence required for students who wish to write a thesis. Students will develop the remaining sections of their thesis based on the proposal and literature review created in DH 610 (Thesis I). In addition, students are required to present their work (paper or multimodal composition) before the end of the semester in which Thesis II is taken. Depending on a students' geographical location, the defense may be presented in person or via an online modality.
Prerequisite: DH 610.

Doctor of Business Admin (DBA)

DBA 9010. Introduction to Scholarship. (3 Credits)
This course will provide an introduction to academic scholarship and doctoral studies for doctoral of business administration students. Students will become acquainted with university resources, technologies, policies, the dissertation research process and scholarly writing.

DBA 9015. Quantitative Business, Quality Management and Productivity. (3 Credits)

DBA 9100. Doctoral Research and Writing (Chapter 2). (3 Credits)
This course will provide guidance for doctoral of business administration students in writing Chapter 2, the Literature Review, of the dissertation. Students will engage in the writing process as a foundation for preparing their Literature Review and will become acquainted with identifying, organizing, and synthesizing resources to engage in scholarly writing.
Prerequisites: DBA 9010, 9180, 9115, 9210, 9020, 9120 and 9215.

DBA 9110. Business Intelligence and Predictive Analytics. (3 Credits)
This course is the application of machine learning, artificial intelligence, and statistical algorithms to uncover hidden patterns in Big Data. It is widely used to solve real-world problems in business, government, economics, and even science. This course provides students with an insight into how predictive analytics can be used to help organizations make better decisions. Through analyzing real datasets, students learn how to identify situations where predictive analytics in business intelligence could be used, as well as learn tools and acquire skills for data definition, extraction, transformation, analytical modeling, and exploiting patterns found in historical, transactional, structured, and unstructured data for identifying risks and opportunities.

DBA 9115. Statistics for Research. (3 Credits)
Survey of quantitative data analytics methodologies and tools to aide in complex problem solving across large variety of industries and business settings. Topics covered will include, but are not limited to, descriptive and inferential statistics, tools such as SPSS or R, data visualization, and case studies, applying methods and tools to real world problems.

DBA 9120. Scholarship Inquiry. (3 Credits)
The objective of the course is to provide an introduction to research inquiry for applied research. This course offers an overview of paradigms and techniques used in social science by examining their essential core elements. Students will utilize common research lenses to shape and view their research topic.

DBA 9200. Doctoral Research and Writing (Chapter 1). (3 Credits)
DBA 9200 Doctoral Research and Writing Chapter 1 is the second part of a series of courses designed to guide students through the development of their research and dissertation. The course will provide a foundation for writing Chapter One in the student's Doctor of Business Administration dissertation. The major key elements that will be included are the background, problem statement, research purpose, significance of the student, research questions, hypotheses (if applicable), definition of terms, delimitations of the study, limitations and assumptions of the study, and the researcher's perspective. Upon completion of the course, a draft of Chapter One will be completed for students to review with their dissertation advisors/research chairs.

DBA 9210. Quantitative Research Design. (3 Credits)
Students in this course apply their knowledge of statistics as they analyze and interpret quantitative data within a research design related to business administration. Students develop and evaluate a quantitative research design, use SPSS to complete various types of analyses, and develop the skills to write the methods and results sections of a quantitative research article.
Prerequisite: DBA 9115.

DBA 9215. Qualitative Research Design. (3 Credits)
This course will provide guidance for Doctoral of Business Administration students in understanding Qualitative Research Design. Students will engage in qualitative research. Students will develop a core foundation from the beginning to end of the process on how to conduct a qualitative research study, how to write up a study for a dissertation, as well as discover the five most common qualitative research study approaches.
Prerequisites: DBA 9010, 9180, 9115, 9210, 9020 and 9120.

DBA 9220. Doctoral Research and Writing (Chapter 3). (3 Credits)
This course requires doctoral students to demonstrate they have developed all the components of a professional dissertation research methodology from conceptualization to analysis. DBA 9220 Methodology: Doctoral Research and Writing is the third part of a series of courses designed to guide students through the development of their research and dissertation. The methodology development process includes selecting the most appropriate research methods to address specific research questions; quantitative, qualitative, and mixed-methods approaches to research; designing the data collection; identifying and applying ethical considerations to research; preparing to conduct quantitative and qualitative empirical analyses; developing a plan to report and disseminate the results; and preparing to deliver a formal research proposal to the dissertation committee.

DBA 9310. Managing Human Capital in Healthcare. (3 Credits)
This course is required for the Healthcare Administration concentration for the Doctor of Business Administration (DBA) degree and will focus on healthcare strategy, employment law and employee relations, healthcare professionals, credentialing, diversity, job analysis and design, recruitment, retention, performance management, compensation, benefits, organized labor, workforce planning, nursing workforce, quality and patient safety, workplace vitality, and human resource metrics. Throughout this course, students will utilize university resources, technologies, policies, dissertation research process, and scholarly writing presented in previous coursework.
Prerequisite: DBA 9010.

DBA 9311. Legal and Ethical Issues for Healthcare Professionals. (3 Credits)
This course offers students an opportunity to explore and engage in a deeper learning of legal and ethical issues in healthcare. This course looks at topics like Diversity, Equity Inclusion, as well as more common themes like Fraud, Religious rights, Labor Law, Elder Abuse and in more recent time the impact of mandates balanced with how care can be delivered remotely.

DBA 9313. Healthcare Financial Management and Economics. (3 Credits)
This course offers scholarly practitioners the financial framework necessary to investigate, diagnose, and enhance organizational financial health in an evolving and changing economic landscape in the healthcare industry. The financial framework will explore the foundation of financial/managerial accounting and financial management for application in the current healthcare environment.

DBA 9315. Healthcare Technology and Analytics. (3 Credits)
This course is required for the Healthcare Administration concentration for the Doctor of Business Administration (DBA) degree and will focus on the health information technology (IT) and information systems (IS), healthcare data and analytics, healthcare IS, IS to support population health management, system acquisition, system implementation and support, achieving value in healthcare IS, organizing IT/IS services, privacy and security, performance standards and measures, system standards, alignment and strategic planning, governance and management, and healthcare IT/IS leadership.##Throughout this course, students will utilize university resources, technologies, policies, dissertation research process, and scholarly writing presented in previous coursework.

DBA 9317. The United States Healthcare Delivery System. (3 Credits)

DBA 9319. Population Health and Social Determinants. (3 Credits)

DBA 9320. Leading Transformation and Change. (3 Credits)
This course is required for the students in the Organizational Performance and Change concentration who are the Doctor of Business Administration (DBA) program. The course will focus on change initiatives that target strategy, culture, learning organizations, as well as change programs at various levels of an organization. We will study the processes of designing change interventions as practiced in Organization Development. In addition, we will consider many of the factors that affect the success of change interventions. Change continues to be a major dynamic in organization life. Organizations are looking for leaders who can understand, lead and support organizational transformation. We will strive to get at the heart of transformational change at the individual, team and organizational level. By learning to anticipate and plan for change, we can strategically build strong, flexible, capable organizations that achieve transformation and change.

DBA 9321. Scenario Planning. (3 Credits)
This course will prepare learners to develop an awareness of critical uncertainties in dynamic organizations. Learn how to model, predict, and prepare for alternative futures and their impact on organizations. Students will create and apply scenarios in a practical application through active learning, theory, and practice.

DBA 9323. Contemporary Topics in Organizational Performance and Change. (3 Credits)
This course will provide a foundation for contemporary performance and change as the content provides a dynamic array of current topics from human resource development, change management, organizational management, human resources management and more. Current topics, relevant organizations, must-read books and more will make up this ever-changing course as we stay current on the most relevant issues in organizational performance and change.
Prerequisites: DBA 9010, 9180, 9370, 9115, 9210, 9020, 9120, 9100, 9320 and 9321.

DBA 9325. Talent Management and Development. (3 Credits)

DBA 9327. Reframing Organizations. (3 Credits)

DBA 9330. Economic Theory and Business Effectiveness. (3 Credits)
This course will introduce students to the powerful and practical applications of micro and macroeconomic theory. This course will address the importance of understanding the framework of economics and how its tools can be used to develop solutions to the problems encountered in the management of complex organizations. Micro-level topics covered will include demand and consumer behavior, empirical cost analysis, pricing practices, and market structures. The macroeconomic environment in which a business operates will also be analyzed; including, aggregate income, unemployment, inflation, interest rates and exchange rates and how these factors effect organizational performance and strategy. The course will conclude with a capstone business environment plan which invites students to apply the empirical tools and economic theories they have become proficient with to create a comprehensive analysis of the microeconomic and macroeconomic environment for a business. Course assessments will include reviews of scholarly journal articles, case studies, quizzes and a capstone project.

DBA 9331. Financial Theory and Decision Making. (3 Credits)
This course develops students in management skills of decision-making and problem-solving of a business, using knowledge of ratios and financial statements. Using case studies of real-world circumstances, students are challenged to evaluate financial and managerial situations, recommend actions, and then evaluate decisions in light of the many issues faced in business organizations.

DBA 9333. Applied Economics. (3 Credits)

DBA 9335. Corporate Finance. (3 Credits)

DBA 9337. Investment Portfolio Analysis. (3 Credits)

DBA 9339. Free Enterprise Principals. (3 Credits)

DBA 9340. Environmental Risks and Sustainable Solutions. (3 Credits)
The Environmental Risks and Sustainable Solutions course examines multiple methods to assess environmental risks and develop sustainable solutions for business. It uses dynamic systems-thinking to analyze complex problems of supply chain risks, resource scarcity, energy security, and new patterns of production and consumption. It serves as the foundation for the DBA Concentration in Business Sustainability by exploring transformative business practices and strategies to generate value through sustainability. The course analyzes innovative practices in commodity tracking, disaster risk reduction, carbon trajectories, comparative advantages, and the triple bottom-line in corporate responsibility. It also establishes the guiding framework for engaging science and social science to address ecological challenges, increase competitiveness, and promote innovation. The course concludes by evaluating and applying multiple methods of using evidence-based information to support complex decision-making and sustainable business practices.

DBA 9341. Ecological Economics and Sustainable Development. (3 Credits)
The Ecological Economics and Sustainable Development course applies the foundations of ecological economics to address environmental challenges facing businesses in the competitive global market. It uses multiple methods of cost-benefit analysis and impact analysis to evaluate the incentives and constraints driving sustainable business practices. The course explores the newest strategies in decision sciences, ESG, EEE/PPP triple bottom line, circular economies, stewardship planning, and changing patterns of production and consumption. Ecological micro economics topics for this course include supply chain management, energy supply management, supply v. demand-side change, consumer behavior, and regional market structures. Ecological macro economics topics for this course include foreign investment, global development, strategies to finance green infrastructure and up-scale green initiatives, natural resource capital, and commodity tracking systems. In a culminating project-based experience, the main tenants of ecological economics are applied to actual corporate cases to generate growth strategies that support corporate responsibility and finance transitions to sustainable development practices.

DBA 9343. Engaging Science to Promote Innovation. (3 Credits)
The Engaging Science to Promote Innovation course engages science to assess ecological challenges, analyze data, and design solutions to support sustainable business practices. The course examines multiple strategies to transition business to a low carbon trajectory, high water efficiency, circularity and sustainability in production and consumption. Multiple methods and models are explored, and the main emphasis is on case studies of scientifically sound and successful innovations from the Great Lakes region. The course also analyzes failed initiatives and uses the lessons learned to prompt new ideas and improve sustainability practices. The final project analyzes ecological data to conceptualize a new transformative business practice or solve an environmental problem for a regional business, and uses multiple methods to communicate scientific information to support complex decision-making and sustainable development.

DBA 9345. Environmental Stewardship Plan Development. (3 Credits)
The Environmental Stewardship Plan Development course is an applied experience in strategic leadership and environmental management. Advanced students develop environmental stewardship plans with corporate partners or conduct environmental consultancy practicum projects. The development process includes using multiple methods to assess environmental risks, conduct stakeholder outreach, understand ESG context, collect and analyze ecological and operational data, and measure progress and impact. Students learn how to align environmental stewardship plans with businesses' master strategic plans, ESG/EEE/PPP goals, and SDG corporate responsibility goals. Through the project-based learning experiences, students gain applied knowledge in sustaining vital ecosystem services, generating value, and supporting corporate responsibility through environmental stewardship.

DBA 9350. Scholar Practitioner Approach to Mentorship. (3 Credits)
In this course, DBA students will learn to both find and maintain healthy mentors for their career while simultaneously serving as a mentor for others. They will examine the importance of a mentor/mentors in their personal and professional lives, develop trusting relationships amongst one another, and learn the transformational process of mentorship.

DBA 9360. Organizational Consulting. (3 Credits)

DBA 9365. DBA Special Topics. (3 Credits)
This course provides specialized topics within the ever-changing business field. The content will vary from class to class, allowing for flexibility in learning about current and future trends in business.

DBA 9370. Dissertation Seminar and Advising. (1 Credit)
This course will provide students a structured opportunity to work with their Research Advisor every semester. In DBA 9370, students will find resources and be required to submit all major steps in the dissertation writing process from beginning to dissertation completion. At the end of this continual, self-paced, pass/fail course, students will have completed and submitted their proposal, preliminary examination, dissertation, IRB approval, as well as their peer reviewed journal article or approved conference proceedings, in addition to all required forms needed for graduation. DBA 9319, 9327, 9335, 9339, 9360 were all cut when we did the specialization consolidation.

DBA 9380. Dissertation DBA Capstone. (3 Credits)

Education - CUAA (EDU)

EDU 508. Differentiating Instruction. (3 Credits)
This course presents the knowledge and skills needed to differentiate instruction in an academically diverse classroom in an urban school. Demographic changes suggest that teachers must be deeply engaged with creating classrooms that work well for students whose learning may be affected by culture, language, race and poverty as well as by academic performance. Even though there may be a range of learning capacities in any classroom or school, it is equally the case that teachers become much better judges of the level of possibilities that the individual students possess. This course will provide guidance for teachers seeking to create learning environments that address the variety typical of academically diverse environments. It will help teachers determine what differentiated instruction is, why it is essential for all learners, how to begin to plan for it, and how to become comfortable enough with student differences to make school comfortable for each student.

EDU 510. Adolescent Development. (3 Credits)
In this course, candidates will make critical examinations of physical, cognitive, moral and social developmental theories, methods and findings on human growth and development during childhood with emphasis on social personality and problems of adjustment as they relate to educational experiences. Candidates will explore typical versus atypical development of children and the implications development has on educational, social, cognitive and moral experiences.

EDU 512. Secondary Literacy Instruction. (3 Credits)
In this course, candidates will examine and create instructional strategies in which students use reading, writing, speaking and listening to learn subject matter in a given discipline. Candidates will focus on instructional tools and strategies that effectively develop content knowledge.

EDU 514. Secondary Instructional Methods. (3 Credits)
Candidates gain an understanding of the content, methods, and materials for teaching in the secondary school setting. Candidates will focus on Core Practices as well as the Danielson Evaluation model as means of instructional assessment. Candidates will further work to address content specific standards in teacher preparation.

EDU 516. Student Teaching in the Secondary Classroom. (6 Credits)
Candidates will design, deliver and implement innovative lessons rooted in Core Teaching Practices and the Danielson Framework. Candidates will use reflective practice and formative assessment methods to create authentic summative assessments. Candidates will also use complex patterns of teaching performances across the curriculum that are well-aligned, well-differentiated and have a positive effect on student learning.

EDU 520. Educational Leadership: Theory and Practice. (3 Credits)
An exploration of the basic principles of educational leadership within the sociopolitical context of schools. An analysis of the beliefs and practices required for high levels of performance.

EDU 521. Leadership in Curriculum and Instruction. (3 Credits)
This course presents an application of leadership theory, curriculum development theory, educational planning theory, general learning theory, to the understanding of curriculum and instruction from a leadership perspective. It integrates models, research, and practical applications of design and evaluation of curriculum and instruction. Participants examine their own communication and leadership styles, especially as they relate to their role in the classroom and on instructional teams.

EDU 522. Designing Instruction. (3 Credits)
Candidates will understand best practices as they relate to instructional planning, aligning assessment to effective teaching, the use of technology to enhance teaching and learning, pedagogical theories and skills, and classroom management. Candidates will further gain knowledge in student motivation, building relationships with various entities and the dispositions required of an effective educator that lead to individual student success.

EDU 524. Differentiated Instruction. (3 Credits)
Candidates will create challenging, standards-based instruction aligned with curriculum that reflects learners' needs, assets, and interests and connects the learners' language, culture, and experiences to their learning. Candidates will also design and enact appropriate instruction that leverages the strengths and contributions of all learners including the unique developmental needs and related instructional and behavioral goals of adolescents with disabilities, gifted students and English language learners.

EDU 526. Assessment for Educators. (3 Credits)
Candidates will explore the various modes of assessment, including formative and summative, while understanding how assessment forms a vital piece to educational instruction. Data collection, analyzation and feedback to both students and caregivers will be addressed.

EDU 528. Technology Instruction for Educators. (3 Credits)
Candidates will explore the benefits and pitfalls of using technology in the classroom as well as discern how best to use technology for student learning and growth. Candidates will identify, develop and apply a variety of technological skills congruent to current teachings in educational technology for both themselves and their students.

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 school as an institution.

EDU 531. Instructional Design. (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.

EDU 532. Special Education Instruction. (3 Credits)
Candidates will design and enact inclusive instruction that addresses the developmental needs of students with disabilities. Candidates will further apply a variety of strategies, instructional approaches, behavioral assessments and positive behavioral interventions to promote the full participation of students with disabilities.

EDU 540. Strategies for Struggling Readers & Writers in the Elementary Classroom. (3 Credits)
This course focuses on the assessment and remediation of reading disabilities and appropriate instructional intervention strategies for elementary in-service teachers. Content will include: 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.

EDU 545. Teaching for Struggling Readers & Writers in the Secondary Classroom. (3 Credits)
This course focuses on assessment and instructional strategies for students struggling with reading and writing in secondary classrooms. Teachers will research "best practices" in literacy instruction and will assess students through multiple perspectives including interest inventories, learning styles, English language learning, visual and auditory discrimination, decoding skills that include phonetic analysis, syntactic analysis, semantic analysis, sight word vocabulary, and fluency. Reading comprehension and the significance of a learner's prior knowledge in the understanding of content area reading will be addressed as well as writing assessments. Differentiated instructional strategies will be embedded into lesson and unit plans to accommodate varying learning needs.

EDU 550. 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 Educational Leadership and Master of Science in Curriculum and Instruction.

EDU 551. Cross Cultural Communications. (3 Credits)
Students will examine the cultural diversity that exists locally and globally in order to develop a positive appreciation for the contributions of other cultures, society, and traditions. Students will gain appreciation for their interactions with diverse cultures, heritages and traditions while acquiring intercultural and interpersonal communication skills for the progressive, unique and diverse world in which we live. This course will assist educators in understanding and recognizing the emotional and psychological challenges for ELL/ESL and Bilingual/Bicultural students.

EDU 552. Linguistics for ESL Teachers. (3 Credits)
The course is centered on an analysis of language systems, phonology, syntax, morphology, from the perspective of linguists and teachers of English language learners. The graduate students have an opportunity to engage in systematic applications and study of the complex phenomenon of language and different aspects of the English language: phonetics, phonology, morphology, semantics, dialects, and social context that determine changes in language and how these changes affect the students' language acquisition.

EDU 553. ESL Literacy: Reading, Writing, and Grammar. (3 Credits)
This course is centered on practical strategies and practices for teaching reading, writing, listening, speaking, and grammar to English learners. Students will gain from the course a better understanding of the unique needs of ELs as they relate to literacy, and develop a repertoire of teaching tools to differentiate instruction and meet student needs.

EDU 554. Integration of Language and Content. (3 Credits)
This course will equip graduate students with the knowledge, strategies, and ability to develop, integrate, and implement ESL literacy strategies within the core content.

EDU 555. Assessment in ESL. (3 Credits)
Assessment in ESL is a course designed in conjunction with other courses to achieve an endorsement in English as a Second Language (NS). Assessment in ESL will prepare students to make assessment decisions that are age, level, and language appropriate as well as accommodate assessments for diverse learners, utilizing many research-based methods of assessment. Students will learn to interpret and analyze assessment results on both language proficiency assessments and other assessments for identification and placement of English learners, and to inform instructional practices.

EDU 556. Methods of Teaching ESL. (3 Credits)
Students will learn effective teaching methods for teaching English language learners. The students will view and practice activities for reading, writing, listening and speaking that are considered best practices for developing English language skills that align with the Michigan English Proficiency standards.

EDU 557. Observation, Analysis and Practicum. (3 Credits)
This course is the capstone for the ESL certificate program. Students will develop skills and techniques with ELL students in general education classrooms or in ESL classrooms. Observation analysis and feedback will be provided by host teachers. Students will report in to an online weekly discussion board to discuss their experiences and the relationship to the state standards. A digital journal will be created by each student to document their experiences and to show progress in the teaching of ELL students.

EDU 558. Art of Teaching. (3 Credits)
This course presents a comprehensive framework for effective teaching including effective instructional strategies, effective management strategies, and effective classroom curriculum design strategies. Altogether the framework components present a logical planning sequence for effective instructional design. This course is a required component of the CUAA Experimental Teacher Certification Residency Program in Eastpoint Community Schools.

EDU 560. Cultural Issues in Curriculum, Classroom, & 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.

EDU 565. Teaching Diverse Learners. (3 Credits)
This course focuses on the issues and practices facing classroom teachers with the inclusion of special populations of learners. It includes the application of integrated strategies, differentiated instruction, curriculum compacting and adaptations for diverse populations, i.e. students served under special education services.

EDU 566. Elementary Methods: Language Arts and Social Studies. (2 Credits)
In this course candidates will learn methodologies and develop skills for planning, teaching, and assessing in language arts and social studies in the elementary classroom. The course includes clinical experience under the supervision of a cooperating teacher and the course instructor.

EDU 567. Teaching Math and Science in the Elementary School Residency Program. (2 Credits)
This course is a required component of the CUAA Experimental Teacher Certification Residency Program in Elementary Schools. Teacher candidates will learn methodologies and develop skills for planning, teaching, and assessing in math and science in the elementary classroom. The course includes clinical experience under the supervision of a cooperating teacher and the course instructor.

EDU 570. Professional Learning Communities in a Pluralistic Society. (3 Credits)
This course provides an overview of the development of learning communities within the school system. The emphasis in this course is that the school system reflects the community it serves. This includes developing partnerships with parents, the business community, and local/state/federal agencies that serve the community.

EDU 571. 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.

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.

EDU 580. Curriculum Development and Instructional Supervision. (3 Credits)
Candidates 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 personnel in order to create and sustain a positive learning environment.

EDU 591. Introduction to Learning Disabilities. (3 Credits)
The 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.

EDU 592. Special Education Legislation and Legal Guidelines. (3 Credits)
This course will provide candidates with a deep understanding of the history of special education, current legal and ethical standards, and emerging issues which will provide them with a strong base to advocate for educational policy and appropriate resources to support high quality education and legal rights of individuals with exceptional learning needs.

EDU 593. 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 database assessment and practices. Candidates will be able to apply knowledge to create positive learning environments for all students.

EDU 594. Collaboration with Parents, Students, and Other Professionals. (3 Credits)
This course will provide candidates advanced understanding of the educational and societal needs of students with Learning Disabilities as well as skills to advocate for educational policy, services, programs, and resources to support high quality education. Candidates will apply deep understanding to promote ethical, legal, and evidence-based practices for collaboration and professional development with stakeholders.

EDU 595. Determining Eligibility and Designing Educational Programs. (3 Credits)
This course will provide candidates with expertise in the assessment procedures required to identify a specific learning disability. Candidates will demonstrate skill in using assessment data to develop individualized educational plans which take into account a full continuum of program options and services. Candidates will demonstrate the ability to provide extensive information regarding the results of assessments and educational recommendations to all stakeholders.

EDU 596. 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.

EDU 597. 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.

EDU 598. Instruction Across the Content Areas for Students with Learning Disabilities. (3 Credits)
This course will provide candidates with the knowledge and skill required to assist general educators with understanding the educational and emotional needs of students with disabilities along with the ability to implement accommodations, modifications and best practice instructional strategies in the general education setting.

EDU 599. Directed Student Teaching in Special Education with Seminar. (6 Credits)
Candidates will complete 8 weeks of Directed Student Teaching under the direction of a certified special education teacher along with a student teaching seminar to include weekly online journals and lesson plan submissions. Note: All course requirements for the LD Endorsement program must be fulfilled prior to student teaching.

EDU 610. Legal, Ethical & Policy Issues for School Leaders. (3 Credits)
Candidates 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.

EDU 611. Evaluation and Assessment. (3 Credits)
This course is designed to provide students with the evaluation techniques necessary to analyze curriculum, educational resources, and instructional strategies. Students will apply procedures for evaluating and recommending strategies for improving the quality and effectiveness of curriculum and assessment as they relate to instruction.

EDU 620. Instructional Technology and the Reflective Educator. (3 Credits)
This course examines the theory/practice of implementing curriculum plans that include methods and strategies for applying technology to maximize student learning.

EDU 630. The Principal: Current Issues & 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.

EDU 632. Literacy Instruction for Lower Elementary (PreK-3). (3 Credits)
Candidates will identify and address literacy challenges for readers and writers in the lower elementary classroom. Candidates will create literacy specific assessments and further learn how to use assessment data to adjust instructional strategies, monitor student progress and modify pedagogy to meet the unique needs of every student.

EDU 634. Instructional Methods for Lower Elementary (PreK-3). (3 Credits)
Candidates will discover methodologies and develop skills for planning, teaching and assessing students in the lower elementary classroom with an emphasis on integration of all content areas. Candidates will learn how to apply concepts of differentiation as well as implement research based strategies for effective teaching.

EDU 638. Methods of Content Reading in Secondary Schools. (3 Credits)
Candidates will develop an in-depth understanding of assessment and instructional strategies for students in secondary classrooms, with an emphasis on English language learners and students who struggle with reading and writing. Teachers will research “best practices” in literacy instruction and will assess students through multiple perspectives including interest inventories, learning styles, English language learning, visual and auditory discrimination, decoding skills that include phonetic analysis, syntactic analysis, semantic analysis, sight word vocabulary, and fluency. Reading comprehension and the significance of a learner’s prior knowledge in the understanding of content area reading will be addressed. Differentiated instructional strategies will be embedded into lesson and unit plans to accommodate varying learning needs.

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. The process and function of various leadership roles are explored as they contribute to the overall success of the instructional program, particularly through the ongoing evaluation and improvement of personnel, facilities, programs, schedules, services, and staff development.

EDU 641. Directed Student Teaching for Elementary Certification-Residency Program. (3 Credits)
Candidates will complete 8 weeks of directed student teaching under the direction of a university supervisor along with a student teaching seminar to include weekly online journals and lesson plan submissions.

EDU 642. Literacy Instruction for Upper Elementary (3-6). (3 Credits)
Candidates will identify and address literacy challenges for readers and writers in the upper elementary classroom. Candidates will create literacy specific assessments and further learn how to use assessment data to adjust instructional strategies, monitor student progress and modify pedagogy to meet the unique needs of every student.

EDU 644. Instructional Methods for Upper Elementary (3-6). (3 Credits)
Candidates will discover methodologies and develop skills for planning, teaching and assessing students in the upper elementary classroom with an emphasis on integration of all content areas. Candidates will learn how to apply concepts of differentiation as well as implement research based strategies for effective teaching.

EDU 646. Directed Student Teaching for Secondary Certification. (6 Credits)
Candidates will complete 8 weeks of directed student teaching under the direction of a university supervisor along with a student teaching seminar to include weekly online journals and lesson plan submissions.

EDU 648. Teaching Reading In Elem. (3 Credits)
Candidates will develop an in-depth understanding of the reading and writing processes. Candidates will apply current research of Best Practices to develop the skills needed to teach students the symbolic system of written language, including word recognition, phonemic awareness, phonics/word study, vocabulary, fluency and comprehension strategies. Candidates will utilize formal and informal inventories, assessments, and observational skills to monitor student progress and gain student data to plan future instruction.

EDU 649. Teaching Strug Readers Elem. (3 Credits)
This course focuses on the assessment and remediation of reading disabilities and appropriate instructional intervention strategies for elementary in-service teachers. Topics will include interest inventories, English language learners, visual and auditory discrimination, language expression and processing, phonemic awareness, phonics, vocabulary, fluency, comprehension, spelling, and writing.

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.

EDU 652. Literacy Instruction for Middle Levels (5-9). (3 Credits)
Candidates will take a comprehensive approach to literacy instruction through instructional strategies, specific to students in grades 5-9, which use reading, writing, speaking and listening skills to learn content matter in their specific content area. Candidates will further explore language development as well as how contextual factors of students and their environment influence literacy acquisition.

EDU 654. Instructional Methods for Middle Levels (5-9). (3 Credits)
Candidates will understand effective approaches to address the cognitive, physical, behavioral, social, and emotional development of middle level (grades 5-9) learners through a wide lens of teaching and learning. Candidates will further incorporate reflective practices to design, monitor and adapt instruction in order to develop professionally.

EDU 662. Literacy Instruction for Upper Levels (7-12). (3 Credits)
Candidates will take a comprehensive approach to literacy instruction through instructional strategies, specific to students in grades 7-12, which use reading, writing, speaking and listening skills to learn content matter in their specific content area. Candidates will further explore language development as well as how contextual factors of students and their environment influence literacy acquisition.

EDU 664. Instructional Methods for Upper Levels (7-12). (3 Credits)
Candidates will understand effective approaches to address the cognitive, physical, behavioral, social, and emotional development of upper level (grades 7-12) learners through a wide lens of teaching and learning. Candidates will further incorporate reflective practices to design, monitor and adapt instruction in order to develop professionally.

EDU 736. Lower Elementary (PreK-3) Student Teaching. (6 Credits)
Candidates will design, deliver and implement innovative lessons rooted in Core Teaching Practices and the Danielson Framework. Candidates will use reflective practice and formative assessment methods to create authentic summative assessments. Candidates will also use complex patterns of teaching performances across the curriculum that are well-aligned, well-differentiated and have a positive effect on student learning.

EDU 746. Upper Elementary (3-6) Student Teaching. (6 Credits)
Candidates will design, deliver and implement innovative lessons rooted in Core Teaching Practices and the Danielson Framework. Candidates will use reflective practice and formative assessment methods to create authentic summative assessments. Candidates will also use complex patterns of teaching performances across the curriculum that are well-aligned, well-differentiated and have a positive effect on student learning.

EDU 756. Middle Levels (5-9) Student Teaching. (6 Credits)
Candidate will design and deliver instruction and assessments to students in a middle level (grades 5-9) classroom. Candidates will further develop and improve instructional skills and practice, through self-reflection and feedback from a mentor teacher and a university supervisor, managing the classroom and all related activities.

EDU 766. Upper Levels (7-12) Student Teaching. (6 Credits)
Candidate will design and deliver instruction and assessments to students in a upper level (grades 7-12) classroom. Candidates will further develop and improve instructional skills and practice, through self-reflection and feedback from a mentor teacher and a university supervisor, managing the classroom and all related activities.

EDU 795. Seminar on Guided Research and Practice. (3 Credits)
The graduate student will work with his/her university research supervisor to write and submit the final Action Research Report. The focus of this course is the completion of the research report. This report is written according to Concordia University's prescribed format and writing style.
Prerequisites: EDU 550 or 850.

EDU 796. 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.

EDU 798. Internship for Educational Leadership. (2 Credits)
The Internship in Educational Leadership is completed in a school under the supervision of a school building administrator and CUAA Internship Coordinator. This course is designed to provide candidates with practical experiences related to Michigan's Standards for the Preparation of School Principals. Practicum hours can be completed before, during and after the school day across a broad array of activities that reflect all aspects of the principal's role in education.

Education Family Life (EFL)

EFL 515. Family Life 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.

EFL 5100. The 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.

EFL 5110. 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.

EFL 5120. Marriage and 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.

EFL 5130. 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.

EFL 5140. Contemporary Issues of Family and 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.

EFL 5150. 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.

EFL 5160. Curriculum and 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.

EFL 5300. The Family in Society and Culture. (3 Credits)

EFL 5310. Development of the Family. (3 Credits)

EFL 5320. Relationships in Marriage and Family. (3 Credits)

EFL 5330. Human Sexuality and Culture. (3 Credits)

EFL 5340. Issues of Family and Parenting - Childhood. (3 Credits)

EFL 5350. Issues of Family and Parenting - Adolescence. (3 Credits)

EFL 5360. Family Law within Current Society. (3 Credits)

EFL 5370. Family Therapy. (3 Credits)

EFL 5380. Family Education Curriculum and Methods. (3 Credits)

EFL 7100. Family Life Capstone. (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.

Education-Cert Elem Ed (EDC)

EDC 535. Student Teaching Elementary. (1-6 Credits)
is the final phase of the experiential component to the Graduate Teacher Certification Program. Prerequisite: Approval of Director and all coursework and clinical work completed satisfactorily. 1-6 credits

EDC 611. Language Development and Early Literacy. (4 Credits)
This course 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.

EDC 613. Books and Pictures. (4 Credits)
This course 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.

EDC 615. Curric & Methods in ECE I. (4 Credits)
This course 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.

EDC 5400. Foundations of the Teaching Profession. (3 Credits)
This 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.

EDC 5405. Educational Psychology: Understanding Theory of Teaching and Learning. (3 Credits)
This course 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.

EDC 5410. Interdisciplinary Instruction: Teaching in the Middle School. (3 Credits)
This course 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.

EDC 5415. Analysis of Instruction and Assessment. (3 Credits)
This course 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.

EDC 5420. Teaching Diverse Students, Families, and Classrooms. (3 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 how students' learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family, and community values.

EDC 5425. Co-Planning and Planning for all Students. (3 Credits)
This course 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.

EDC 5430. Language Arts Development and Strategies. (3 Credits)
This course 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.

EDC 5435. Curriculum and Methods: Language Arts and Social Studies. (3 Credits)
This course 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.

EDC 5440. Curriculum and Methods: STEAM. (3 Credits)
This course 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.

EDC 5445. Curriculum and Methods of Mathematics. (3 Credits)
This course will examine the requisite math topics and skills of the early childhood, 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.

EDC 5480. 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.

EDC 5485. Teaching Writing. (3 Credits)
The purpose of this course is to introduce and immerse students in writing, offering opportunities to explore what being a writer and teaching writing looks like, feels like, and sounds like in the 21st century, and at the K-12 level. This course will examine both the theory and practice of the composing process and the teaching of writing in schools. It will also consider the multiple ways in which writers compose (think technology), writing's connection to reading and other language arts topics, like speaking and listening, and word study. Specific foci will include the rhetorical modes, state standards and assessment, instructional strategies, writing in the disciplines, public, professional and business writing, the writing conference, plagiarism citation, and working with exceptional writers. Class participants will also design and implement writing lessons for real student writers.

EDC 5490. Organization and Administration of Cooperative Programs. (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.

EDC 5495. Principles of Career and Technical Education. (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.

EDC 6400. Disciplinary Literacy in Secondary Education. (3 Credits)
This course 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 curricula.

EDC 6405. Secondary Teaching Methods. (2 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.

EDC 6410. English Methods. (1 Credit)
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.

EDC 6411. Social Studies Teaching Methods. (1 Credit)
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.

EDC 6412. Mathematics Teaching Methods. (1 Credit)
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.

EDC 6413. Science Teaching Methods. (1 Credit)
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.

EDC 6414. Business Methods. (1 Credit)
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.

EDC 6415. World Languages Methods. (1 Credit)
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.

EDC 6416. Art Teaching Methods. (1 Credit)
This course presents curriculum, methods, and special concerns for teaching art in the elementary, 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 art. This course includes the construction of unit and lesson plans using a variety of resources and instructional tools, and special topics related to teaching art.

EDC 6417. Physical Education Teaching Methods. (1 Credit)
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.

EDC 6418. Computer Science Methods - Grades 4 to 8. (3 Credits)
This course combines principles and specific methods of teaching computer science in the grades 4 to 8 classroom. National trends and current philosophy of teaching computer science are discussed.

EDC 6419. Computer Science Methods - Grades 9 to 12. (1 Credit)
This course combines principles and specific methods of teaching computer science in the grades 9 to 12 classroom. National trends and current philosophy of teaching computer science are discussed.

EDC 6420. Foundations of Special Ed: 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).

EDC 6422. 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.

EDC 6424. 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.

EDC 6426. Classroom and Behavior Management in Special Ed. (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).

EDC 6428. Foundational Reading and Literacy Strategies. (3 Credits)
This course delves into the Five Pillars of Literacy and how to instruct in 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.

EDC 6430. Differentiated Reading Interventions for Special Ed. (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.
Prerequisites: EDC 6428 or 839.

EDC 6432. Evidence-Based Instructional Strategies in Special Ed. (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.

EDC 6434. 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.

EDC 6436. Assessment and Progress Monitoring in Special Ed. (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.

EDC 6438. 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.

EDC 6470. Writing with Young Children. (3 Credits)
This course examines the development of children as writers. Strategies for writing instruction and planning are also explored resulting in an understanding of the process writing approach.

EDC 6472. Early Childhood Literacy. (3 Credits)
This course examines the importance of story in the language development of young children. This 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.

EDC 6474. Curriculum for Early Childhood Education. (3 Credits)
This course examines developmentally appropriate practices including play, 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.

EDC 6480. 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.

EDC 7400. Clinicals. (0 Credits)
This course 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.

EDC 7405. Pre-Student Teaching Field Experience. (1 Credit)
Pre-Student Teaching Field Experience 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 Concordia's Accelerated Program for Teacher Licensure, pre-student teaching students will develop and teach a minimum of a 5-lesson unit, based on Wisconsin Model Academic Standards and the specific classroom's curriculum.

EDC 7410. Student Teaching Placement 1. (3 Credits)
EDC 7410 is the first of two phases of the final licensure component in the CAPTL Program. Student Teaching allows the student to practice the variety of theories they have studied throughout the program. All CAPTL coursework, licensure, and Praxis I and II requirements have been met. Portfolio I and II have been successfully completed. Director approval is required.

EDC 7415. Student Teaching Placement 2. (3 Credits)
EDC 7415 is the second of two phases of the final licensure component in the CAPTL Program. Student Teaching allows the student to practice the variety of theories they have studied throughout the program. All CAPTL coursework, and Praxis I and II requirements have been met. Student Teaching Placement 1, Portfolio I and II have been successfully completed.

EDC 7418. CAPTL Student Teaching Add-On. (1 Credit)
EDC 7418 is the final component in the CAPTL Program for students completing an add-on license. Student Teaching allows the student to practice the variety of theories they have studied throughout the program. All CAPTL coursework, clinicals and portfolio requirements need to be met prior to the start of this course.

EDC 7420. CAPTL 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.

EDC 7421. CAPTL 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.

EDC 7422. CAPTL 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.

EDC 7440. CAPTL Capstone Research. (2 Credits)
The CAPTL Capstone Research course is the first of two related courses that are the final courses in the CAPTL Licensure Program. The second related course is the CAPTL Capstone Project. In EDC 7440, students will identify an educational problem, issue, or need on a topic of interest and begin the process of writing and developing the Capstone project. It consists of both virtual sessions and independent work. Completion of the course relies upon the graduate student's participation in four virtual sessions and the successful completion of all assignments including the first two chapters of the Capstone project.

EDC 7445. CAPTL Capstone Project. (1 Credit)
The CAPTL Capstone Project course is the second of two related courses in the CAPTL Licensure Program with the first course being EDC 7440. EDC 7440 and EDC 7445 are the final courses in the CAPTL Licensure Program. The Capstone Project course consists of independent work. Completion relies upon the graduate student developing and writing chapters three and four of the Capstone Project and submitting and presenting the final Capstone Project in a methodical and systematic way.

Education-Graduate (EDG)

EDG 676. SLED - School Leadership Development Practicum. (3 Credits)
This course is designed to provide the student with resources, practices, and professional experiences in specific elementary administration, leadership, and supervision skills.The course will focus on goal setting, decision making, conflict resolution, self and professional management, communication skills, developing a servant life, faith commitment, and self evaluation.

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.

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.

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.

EDG 5000. Assessment for Special Education. (3 Credits)
This course provides a foundation in utilizing formal and informal evaluation and assessment concepts, tools and reporting which impact eligibility, placement, and instructional decisions for students who may be eligible for special education services. Topics include FBA/BIP; IEP; selecting, administering, scoring, and interpreting norm- and criterion-referenced assessments; among others.

EDG 5005. Principles of Behavior Management. (3 Credits)
This course introduces concepts of behavior management for exceptional students. Topics include developing appropriate academic and social behaviors, decreasing challenging behaviors and creating positive learning environments that facilitate student learning and effective social interaction. Principles of applied behavior analysis (ABA), functional behavior assessments (FBA), behavior intervention plans (BIP) and manifestation determination review (MDR), and other topics are examined.

EDG 5010. Legal Issues 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 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 also be examined.

EDG 5015. Literacy for Diverse Students. (3 Credits)
This course provides instruction in teaching literacy to diverse students including those with disabilities. Content includes developmentally appropriate practices in the teaching of phonological awareness, phonics, vocabulary, reading comprehension, fluency, theoretical models of evidence-based instructional approaches, literacy in the content areas, curriculum development, and literacy assessment within the focus of culturally responsive teaching of diverse students, including students with disabilities who need adaptations. Student videos of literacy teaching segments with coaching and feedback are also included in the course.

EDG 5020. Assistive Technology for Special Education. (3 Credits)
This course introduces assistive technology (AT) for students with disabilities. Topics include AT frameworks and assessments, AT in schools, AT devices and services, AT for accommodations, and other topics as technology progresses.

EDG 5025. Collaboration in Special Education. (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.

EDG 5030. Teaching Methods for Exceptional Students. (3 Credits)
This course examines teaching methods for exceptional students related to interventions, adaptations, and collaboration for the successful inclusion and transition of exceptional students. Characteristics of exceptional students, Universal Design for Learning (UDL), and the development of Individual Education Plans (IEP) are also explored.

EDG 5035. Language and Communication Disorders. (3 Credits)
This course introduces language and communication disorders. Issues in assessment, treatment, and classroom intervention strategies are explored and applied to the full range of language and communication skills with an emphasis on oral and written language abilities, among other topics.

EDG 5040. Reading Diagnosis and Instruction in Special Education. (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.

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.

EDG 5050. Curricular Adaptations in Special Education. (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.

EDG 5055. Faith and Worship for Children and Youth with Disabilities. (3 Credits)
This course requires the development of lessons and inclusive worship strategies that will help children with special needs gain a better understanding of God's love. This course is also designed to assist special educators in the practices of making adaptations in religious materials and curriculum to meet the needs of all children. The course provides students with knowledge regarding the use of sensory materials and resources, hands on experiences, varying activities, special aids and equipment for adapting tasks or environments to support children as they experience and express their faith.

EDG 5060. Sign Language for Teachers. (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.

EDG 5065. Strategies for Teaching 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.

EDG 5070. Teaching Methods for Students with Autism. (3 Credits)
This class examines medical and educational diagnostic models, characteristics of, and teaching methods for students with autism spectrum disorders with an emphasis on students' educational needs. The development of Individual Education Plans (IEP), Individualized Family Service Plans (IFSP) and Individual Transition Plans (ITP) will also be covered.

EDG 5075. Intervention Strategies in Special Education. (3 Credits)
Intervention Strategies in Special Education 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.

EDG 5100. 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, as well as techniques of literature review and the reporting of research. After successful completion of the course, students will have a draft of the first three chapters for either a thesis or graduate seminar project.

EDG 5130. Leadership for Curriculum and Instruction. (3 Credits)
This course will develop awareness of the role and responsibilities of a Director of Instruction as a leader within a learning institution. While defining the purpose of the position, students will also consider how to foster collaborative relationships while developing curriculum. The construction of a continuous improvement plan for curriculum will require students to consider elements such as: modalities of instruction and learning; strategies to encourage community engagement for curriculum development; approaches to selecting resources that are aligned to school/district missions; assuring curriculum and resources are culturally relevant and equitable to all students, for the purpose of improving student learning and achievement.

EDG 5135. Curriculum Development. (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. Additionally, the course will focus on K-12 curriculum and how to support all content area curriculum development at the district and school level.

EDG 5200. 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), EDG 5200 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.

EDG 5205. Language and Literacy Development. (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.

EDG 5210. 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.

EDG 5220. Literacy Assessment for Instructors. (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: EDG 5205.

EDG 5225. 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 Literacy programs.

EDG 5230. Improvement in 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.

EDG 5240. Current Topics and Research in 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.

EDG 5245. Supervision of Instruction for Literacy. (3 Credits)
This course is designed to provide 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.

EDG 5300. Comfort Dog Handler Training and Skill Development. (3 Credits)
This course begins with a 3-day face-to-face training in August before the start of the traditional undergraduate semester through the Lutheran Church Charities Comfort Dog Program. Students will learn concepts and practice skills utilized by effective handlers. Following the face-to-face training, students will gain proficiency in these skills throughout the semester in rotations working with one of the campus Comfort Dogs. Dog psychology and reflective practice as related to being a handler will be addressed. Students will examine the social and cultural factors of Animal Assisted Education, potential applications of Animal Assisted Education, and how to maximize the potential for safe interactions between people and animals.

EDG 5301. Trauma Informed Practices. (3 Credits)
Trauma Informed Practices provides foundational knowledge about the impact of trauma on the brain and learning, how trauma affects the physical, social, emotional, and academic development of children and adolescents, and trauma informed practices to promote trust. Students will learn to recognize and de-escalate behaviors related to fight, flight, and freeze responses to stress. In addition, students will practice non-violent crisis intervention skills. Self-care to prevent and mitigate secondary traumatic stress will also be addressed.

EDG 5302. Social Emotional Learning. (3 Credits)
Social Emotional Learning prepares students to identify and develop tools to nurture skills like compassion, leadership, conflict resolution, self-awareness, and resilience. Students will examine strategies to help children and adolescents understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

EDG 5303. Comfort Dog Practicum. (3 Credits)
Comfort Dog Practicum provides students with a practical approach to developing educational experiences supported by Comfort Dogs. In this course, students will explore a variety of opportunities for Animal Assisted Education. Students will learn thru readings, observation, educational interviews. Additionally, students will develop, implement and assess face-to-face learning experiences enhanced by a Comfort Dog. Students will also develop and implement assessment tools to measure the effectiveness of the program.

EDG 5310. Human Learning and 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.

EDG 5315. Instructional Strategies for Effective 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).

EDG 5320. 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.

EDG 5330. The Adult Learner. (3 Credits)
This course emphasizes adult developmental and the social context of learning within formal, non-formal and informal settings.

EDG 5335. Strategies for Teaching and Learning with Adults. (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.

EDG 5505. Developmentally Appropriate Assessment Practices in Early Childhood Education. (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.

EDG 5510. Developmentally Appropriate Practice in Early Childhood Education. (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.

EDG 5515. Curriculum, Design and Development in Early Childhood Education. (3 Credits)
In this course students will design, implement and evaluate curriculum. Current research in curriculum as well as pedagogy will also be examined.

EDG 5600. Educating Students at Risk. (3 Credits)
This course examines students who are or may become at risk due to academic, social, emotional, behavioral, physical, personal, cultural, socio-economic, environmental, or other issues or circumstances. The course also explores prevention, and the attitudes, skills, and strategies needed to be effective teachers of students who are at-risk.

EDG 5605. Alternative Education. (3 Credits)
This course explores the nature of alternative education programs in public schools, and other alternative educational settings, studying delivery systems, collaboration, transition, and role of the teacher or program leader including compliance with legislative statutes and policies. Current trends and issues are discussed. Note: successful completion of EDG 5600 or permission from the professor are required for registration.
Prerequisite: EDG 5600.

EDG 5610. Alternative Education Portfolio. (0 Credits)
A professional portfolio demonstrating student competence in the alternative education standards is the required assessment process for licensure. Steps include initial setup of the portfolio, rationale for each standard, three artifacts and description for each standard, and other tasks.

EDG 6000. Teaching Methods for Young Children with Disabilities. (3 Credits)
This course examines pedagogy used in programming for young children with disabilities. Adapting learning environments, curriculum, and materials; developmentally appropriate practice; and accommodations are explored, among other topics through Individualized Family Service Plans (IFSP), and Individual Education Plans (IEP).

EDG 6005. Assessment for Young Children with Disabilities. (3 Credits)
This course provides a foundation in utilizing formal and informal evaluation and assessment concepts, tools and reporting which impact eligibility, placement, and instructional decisions for young children with developmental disabilities who may be eligible for birth to 3 and/or special education services. Topics include selecting, administering, scoring, and interpreting norm- and criterion-referenced assessments; the IFSP and IEP; among other topics.

EDG 6010. Language and Literacy Development in Young Children with Disabilities. (3 Credits)
This course introduces language acquisition and literacy development of children from birth to age eight through the IFSP and IEP. Oral and written language is explored as a basis for curriculum planning and adaptations. Literacy skills and early intervention strategies necessary to support literacy development are also included.

EDG 6015. Lifespan Development and Disabilities. (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.

EDG 6020. Teaching Methods for Students with Significant Disabilities. (3 Credits)
This course examines the characteristics of, and effective instruction, assessment, and intervention for students with moderate to severe disabilities, including multiple disabilities. The course also focuses on skills and issues relevant to transitions in school and from school to adult life. The development of Individual Education Plans (IEP), Individualized Family Service Plans (IFSP) and Individual Transition Plans (ITP) will also be covered.

EDG 6025. Assessment for Vision Disabilities. (3 Credits)
This course provides a foundation in utilizing formal and informal evaluation and assessment concepts, tools and reporting which impact eligibility, placement, and instructional decisions for students referred for special education services in the area of vision disabilities. Topics include Functional Vision Assessment; CVI Range; IEP; selecting, administering, scoring, and interpreting norm- and criterion-referenced assessments; FBA/BIP; among others.

EDG 6030. Assistive Technology for Vision Disabilities. (3 Credits)
This course introduces assistive technology (AT) for students who are blind or have low vision. Students will examine AT frameworks and assessments, accessible instructional materials (AIM), AT in schools, AT devices and services, in addition to other related topics.

EDG 6034. Braille for Teachers I. (3 Credits)
This course introduces literary Unified English Braille (UEB) and teaches skills in reading and writing of UEB. A component of this class addresses application to literacy instruction for students with visual impairments.
Prerequisites: (EDG 6045 or 5045).

EDG 6035. Braille Code I. (3 Credits)
This course introduces literary Unified English Braille (UEB) and teaches skills in reading and writing of UEB. A component of this class addresses application to literacy instruction for students with visual impairments.

EDG 6036. Braille for Teachers II. (3 Credits)
This course builds on the literary concepts of Unified English Braille (UEB) that were covered in Braille for Teachers I and introduces advanced concepts in braille, to include UEB math, notation of foreign language words in English text, and transcription of braille music.
Prerequisite: EDG 6034.

EDG 6038. Braille for Teachers III. (3 Credits)
This course focuses on the Nemeth Code within the context of Unified English Braille (UEB) and related methods for teaching braille to students with visual impairments.
Prerequisites: EDG 6034 and 6036.

EDG 6040. Braille Code II. (3 Credits)
This course introduces advanced concepts in braille, to include Nemeth Mathematics Code within the Context of Unified English Braille (UEB), braille music notation, foreign language notation, and components of teaching these codes to students with visual impairments.

EDG 6045. Fundamentals of the Vision System and Vision Loss. (3 Credits)
This course is an introduction and overview of visual impairment. It includes study about the field of visual impairment in education; anatomy, physiology and function of the human eye; and understanding information from medical specialists. Teaching students who are blind or visually impaired is also introduced.

EDG 6050. Orientation and Mobility for Vision Disabilities. (3 Credits)
Orientation and Mobility is a specialized field in the area of blindness and visual impairment that focuses on development of safe, efficient, independent travel skills. This class introduces students to the philosophy and history of orientation and mobility in addition to human guide techniques.

EDG 6055. Teaching Methods for Students with Vision Loss. (3 Credits)
This course examines teaching methods for students with vision loss including blindness, low vision, and CVI, through the IFSP and IEP. Pedagogy for students with vision loss include content area subjects, the Expanded Core Curriculum (ECC), transition in school and to adult life. Curriculum development, technology, adaptations in various education settings including the general education classroom, and obtaining appropriate materials are explored.
Prerequisites: EDG 5045 and 6045.

EDG 6058. Special Education Summer Residency. (0 Credits)
The Special Education Summer Residency is a required week-long synchronous on-campus experience for graduate students enrolled in the visual impairment, DHH, or other special education graduate programs. Graduate students in the VI and DHH programs are required to attend the summer residency (after meeting prerequisites) on the CUW Mequon campus and participate in classes, field trips, other activities, and submit assignments as required. The Summer Residency is optional for graduate students in other special education programs. In the event of special circumstances, all or part of the summer residency may be held in a virtual format with similar requirements to the on-campus experience.
Prerequisites: (EDG 6030, 6050 and 5045 or EDG 6045) or (EDG 6060, 6075 and 5045 or EDG 6085).

EDG 6060. ASL and Communication I. (3 Credits)
This course is an introduction to American Sign Language (ASL), and other forms of visual language and communication. Topics include expressive and receptive sign language skills, fingerspelling, d/Deaf community and culture, among other topics.

EDG 6065. ASL and Communication II. (3 Credits)
This course continues building knowledge and skills in American Sign Language (ASL) and other forms of visual language and communication. Topics include expanding expressive and receptive sign language skills, fingerspelling, knowledge of the d/Deaf community and culture, among other topics. Note: successful completion of EDG 6060 or professor's permission is required.
Prerequisite: EDG 6060.

EDG 6070. Assessment for Hearing Disabilities. (3 Credits)
This course provides a foundation in utilizing formal and informal evaluation and assessment concepts; selecting, administering, scoring, and interpreting norm- and criterion-referenced assessments tools; and reporting results which impact eligibility, placement, and instructional decisions for students referred for, and/or receiving special education services in the area of hearing disabilities. Prerequisites: All 3-credit courses. This is to be taken right before EDG7025, the DHH practicum.

EDG 6075. Assistive Technology for Hearing Disabilities. (3 Credits)
This course introduces assistive technology (AT) for students who are deaf or hard of hearing. Students examine AT frameworks and assessments, assistive listening devices, AT in schools, AT devices and services, and other related topics.

EDG 6080. Aural Rehabilitation and Speechreading. (3 Credits)
This course introduces aural habilitative and rehabilitative principles and methods to assist people with hearing loss across the life span. It includes topics on hearing loss, amplification, speech reading, auditory training, psychosocial and educational issues, intervention, and prevention among other topics.

EDG 6085. Fundamentals of the Auditory System and Hearing Loss. (3 Credits)
This course is an introduction and overview of hearing and hearing loss. It includes study of the field of hearing impairment in education; anatomy, physiology, and function of the auditory system; and understanding information from audiologists and medical specialists. Teaching students who are deaf or hard of hearing is also introduced.

EDG 6090. Teaching Methods for Students with Hearing Loss. (3 Credits)
This course examines teaching methods for students with hearing loss including deaf, hard of hearing, deafblind, and auditory processing. Pedagogy, and evidence-based strategies for students with hearing loss in content area subjects, the Expanded Core Curriculum (ECC), transition in school and adult life, among other topics.

EDG 6095. Language and Literacy for Hearing Disabilities. (3 Credits)
This course examines language and literacy development in children and youth who are deaf or hard of hearing, and the knowledge and skills teachers need to support these students. Topics include language development and needs of children with hearing loss, language assessment, evidence-based instructional strategies for language and literacy development, among other topics.

EDG 6098. Partnering with Families of Exceptional Children. (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.

EDG 6100. Leadership in Administration and Cultures of Change. (3 Credits)
This course is a foundations course in educational administration and leadership. Students will 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. Major topics include decision-making, authority, communication, conflict management, and leadership for change. Additionally, this course explores the nature and processes of change that affect everyone associated with schools and provides an overview of the sources, processes, and outcomes of change and the implications for facilitating change.

EDG 6105. Legal and Ethical Leadership in Schools. (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.

EDG 6110. Financial and Human Resource Management for School Leaders. (3 Credits)
This course is designed for administrators and other school personnel who desire to learn the principles, concepts and procedures of budgeting and financial planning, school finance and accounting, as well as human resource issues.

EDG 6115. Teacher Development, Supervision, and Continuous Improvement. (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.

EDG 6120. Teacher and Leader Assessment Designed for Continuous 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 setting. 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.

EDG 6125. Compensation and Benefits. (3 Credits)
Students will study various options for providing compensation and benefits for school district teachers, staff, and other professionals. The class will review the history of employment compensation and how school law, including Act 10, has impacted compensation models. Students will also get an opportunity to plan for the processing of compensation and benefits through the payroll procedure.

EDG 6130. School Business Management Auxiliary Services. (3 Credits)
This graduate level course will concentrate on the management of services such as food services, buildings and grounds, transportation and other support services. This course recognizes the importance of auxiliary services in the success of the schools. It is common for auxiliary services to be handled by a director/manager that reports to the business administrator or alternatively be partially or completely outsourced to a private vendor.

EDG 6135. School Bus Mgmt Strategy. (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. Additionally, the course will focus on K-12 curriculum and how to support all content area curriculum development at the district and school level.

EDG 6140. School Business Management Strategy II. (3 Credits)
This graduate level course will focus on the process required to take the budget from the preliminary stage to the final approved budget. This will involve estimating equalization aid and property taxes. Special education funding will also be estimated and allocated. These estimates, once developed, will be prepared for presentation at the annual meeting. Following the annual meeting, final budget numbers received from the state will then be applied to finalize the budget and tax levy for final Board approval. Emphasis will be on presenting and explaining the school finance topics explored in this course.

EDG 6145. Foundations of Budgeting, Finance and Planning in Athletic Administration. (3 Credits)
This course will introduce students to the school athletic administration role. Student will develop a philosophy of educational athletics and learn the accepted management practices and strategies to develop a strong athletic program. Additionally, students will understand the budget management as demonstrated by developing a budget model that includes timelines and long-range planning.

EDG 6147. Strategies for Organizational Management in Athletic Administration. (3 Credits)
This course will further students' knowledge in the fundamentals and methods of athletic administration. Students will explore potential problems and possible solutions in areas such as chain of command, scheduling, contest management, and personnel management. Additionally, students will begin to recognize the potential challenges regarding eligibility, critical incident planning, financial responsibilities, legal, law, liability, equipment and facilities. The organizational management in regards to special events, public relations, awards, fundraising, and Booster Clubs will also be assessed, as well as ways to improve citizenship and sportsmanship through positive initiatives.

EDG 6149. Legal Issues in Athletic Administration. (3 Credits)
This course will focus on the legal aspects regarding athletic programs. Topics will include liability for sports injuries and risk management, Title IX, sexual harassment and other topics that will require careful attention of a school athletic administrator. Strategies will be developed to provided for developing, implementing, and documenting an effective risk management program for interscholastic athletics.

EDG 6150. 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.

EDG 6155. Professional 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.

EDG 6160. Organizational and Policy Development. (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.

EDG 6165. School Improvement and 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.

EDG 6170. 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.

EDG 6175. 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.

EDG 6180. Leadership for Inclusive Instruction, Classrooms and Schools. (3 Credits)
This course is intended to enhance the leadership skills of candidates in the Director of Special Education Pupil Services program in order to prepare them for the many responsibilities of the position. Focusing on the consideration of diversity and equity in public education, and how educational leaders can enable schools to address and promote these aspects through the selection and implementation of curriculum, pedagogical practices, and an inclusive climate as well as by the utilization of pupil services staff and community agencies. An effective Director must be prepared to lead in specific areas such as Title Programs, ELL, McKinney-Vento Homeless Assistance Act, ADA, 504, Gifted and Talented, At-risk, truancy, mandatory reporting, staff development, instructional practices, hiring practices, and special education. Students will consider their local practices, develop action plans, and to the extent allowed by their district, implement practices from this course as part of their growth as leaders.

EDG 6185. Legal and Financial Foundations for Special Education and Pupil Services. (3 Credits)
This course will address two critical topics for a Director of Special Education and Pupil Services: Law and Finance. The legislative and judicial legal history at the federal and state level will be studied as it pertains to critical topics such as IDEA, 504, FERPA, ESSA, and At-risk students, in addition to case law concerned with the education of students with disabilities. The course will further examine various federal funding mechanisms, including IDEA and Title 1, along with state funding formulas for general revenue and categorical aids while gaining knowledge and skills for application of financing of Special Education and Pupil Services. Areas of emphasis will include the coordination of funding source to maximize revenue to service delivery while understanding the impact on overall school funding, as well as aid professionals in making informed and ethical decisions and practices relative to special education and pupil services issues.

EDG 6190. Advanced Research in Special Education. (3 Credits)
A course in topics of current interest in special education. This course will provide students with various viewpoints and opposing positions to provoke critical thinking and discussion while providing a starting point for graduate students to research issues in-depth as thesis or capstone topics.
Prerequisite: EDG 5100.

EDG 6195. Analysis, Evaluation and Application of SPED Research Analysis, Evaluation and Application of SPED. (3 Credits)
This course will continue to develop students' ability to critically evaluate research within educational literature for the purpose of applying best practice and develop new systems or practices that best enhance our educational system and improve learning for all students. This course will include extensive practice of critical analysis of research reports and synthesis of bodies of research information and application of the research. This course should be taken at the end of the student's graduate program, just prior to completion of the thesis or Capstone in special education.
Prerequisite: EDG 6190.

EDG 6300. Cross Cultural Communication for Teachers of Language Learners. (3 Credits)
In this course, 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. Students will gain personal contact with members of other cultures and learn effective intercultural communication skills for our diverse world.

EDG 6302. Basic English Linguistics for Teachers of Language Learners. (3 Credits)

EDG 6304. ELL Literacy: Reading, Writing, and Grammar Strategies. (3 Credits)
This course 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.

EDG 6306. Accommodating Differences in Literacy 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.

EDG 6308. Curriculum and Methods of Teaching English as a Second Language. (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.

EDG 6310. Observation, Analysis, and Practicum in ESL Classrooms. (3 Credits)
This 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.

EDG 6312. History, Politics, and Methodology of Second Language Acquisition. (3 Credits)
This 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.

EDG 6314. Observation, Analysis, and Practicum in Bilingual Classrooms. (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.

EDG 6320. Issues and Trends in Gifted Education. (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.

EDG 6322. Unique Needs of the 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.

EDG 6324. Instruction of Students with Gifts and Talents. (3 Credits)
In this course, 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.

EDG 6326. Coordinating Gifted and Talented Programs. (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.

EDG 6500. 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.

EDG 6505. Language Development and Language Arts in Early Childhood Education. (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.

EDG 7001. Special Education Portfolio I. (0 Credits)
This 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. Note: Permission from the graduate special education program director is required for registration.

EDG 7002. Special Education Portfolio II. (0 Credits)
This 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. Note: Successful completion of Portfolio I and permission from the graduate special education program director is required for registration.
Prerequisite: EDG 7001.

EDG 7003. Special Education Portfolio III. (0 Credits)
This is the third step in the required assessment process for licensure and the Master of Science in Education degree. Students add additional artifacts for each standard into their portfolio, among other tasks. Note: Successful completion of Portfolios I and II, and permission from the graduate special education program director, are required for registration.
Prerequisites: EDG 7001 and 7002.

EDG 7004. Special Education Portfolio - Director of Special Education and Pupil Services. (0 Credits)
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.

EDG 7010. Cross Categorical Special Education Practicum and Seminar. (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: All licensure coursework.

EDG 7015. Early Childhood Special Education Practicum and Seminar. (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: All licensure coursework.

EDG 7020. VI Special Education Practicum and Seminar. (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: All licensure coursework.

EDG 7025. DHH Special Education Practicum and Seminar. (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: All licensure coursework.

EDG 7040. Special Education Capstone Project Seminar. (3 Credits)
This course examines a range of problems and solutions related to students with disabilities, teachers, families, and/or schools. The capstone focuses on a student project creating a product to solve a problem related to special education and/or students with disabilities. A formal capstone paper and capstone product are the culminating activities of the course. This course is the final requirement for the degree of Master of Science in Education with a focus in special education. Note: successful completion of a minimum of 30 graduate credits and the approval of the graduate special education program director is required for registration.

EDG 7100. Ed Admin Practicum. (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.

EDG 7110. Ed Admin Practicum - Additional Licensure. (1 Credit)
Additional practicum for students returning for the #5010 license.

EDG 7120. Ed Admin Portfolio I. (0 Credits)
Portfolio I is the first in a series of three portfolio submissions for the Educational Administration program. The purpose of the portfolio is to demonstrate mastery of the (12) program standards. The purpose of Portfolio II is to provide a continuation of students' knowledge and understanding of the Wisconsin State Administration Standards (11) and Concordia University's Christian Servant Leadership standard. (1). Within Portfolio I students will provide a written statement of application to each of the twelve standards to demonstrate their understanding of the standard and assessments to demonstrate knowledge of each standard.

EDG 7121. Ed Admin Portfolio II. (0 Credits)
Portfolio II is the second in a series of three portfolio submissions for the Educational Administration program. The purpose of the portfolio is to demonstrate mastery of the (12) program standards. The purpose of Portfolio II is to provide a continuation of students' knowledge and understanding of the Wisconsin State Administration Standards (11) and Concordia University's Christian Servant Leadership standard. (1). Within Portfolio II students will provide an artifact to each of the twelve standards to demonstrate their understanding of the standard and assessments to demonstrate knowledge of each standard.

EDG 7122. Ed Admin Portfolio III. (0 Credits)
Portfolio III is the final in a series of three portfolio submissions for the Educational Administration program. The purpose of the portfolio is to demonstrate mastery of the (12) program standards. The purpose of Portfolio III is to provide a continuation of students' knowledge and understanding of the Wisconsin State Administration Standards (11) and Concordia University's Christian Servant Leadership standard. (1). Within Portfolio III students will provide two-three artifacts to each of the twelve standards to demonstrate their understanding of the standard and assessments to demonstrate knowledge of each standard. Additionally, students will demonstrate proficiency by completing a written self-assessment of reflective statements in relationship to his/her leadership on each disposition as part of their requirement for Portfolio III.

EDG 7130. Advanced Internship in Superintendency I. (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.

EDG 7131. Advanced Internship in Superintendency 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 an reflect upon at least two School Board meetings.

EDG 7135. Superintendency 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.

EDG 7140. Ed Admin Capstone. (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.

EDG 7201. Literacy Portfolio I. (0 Credits)
This 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.

EDG 7202. Literacy Portfolio II. (0 Credits)
This 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.

EDG 7203. Literacy Portfolio III. (0 Credits)
This 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.

EDG 7216. 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.

EDG 7217. Literacy Internship. (3 Credits)
This course provides opportunities for each aspiring literacy specialist to relate reading and administrative theory to the applied professional understanding of the position of literacy specialist.

EDG 7240. Literacy Capstone. (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.

EDG 7320. Teaching and Learning Portfolio I. (0 Credits)
This is the first step in the required assessment process for the Masters in Education degree.

EDG 7321. Teaching and Learning Portfolio II. (0 Credits)
This is the second step in the required assessment process for the Masters in Education degree.

EDG 7322. Teaching and Learning Portfolio III. (0 Credits)
This is the culmination of the required assessment process for the Masters in Education degree.

EDG 7323. Instructional Leadership 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.

EDG 7324. Instructional Leadership Portfolio: Bilingual. (0 Credits)
This course is the 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.

EDG 7325. Instructional Leadership Portfolio: Gifted and 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.

EDG 7326. Instructional Leadership Portfolio I. (0 Credits)
This 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.

EDG 7327. Instructional Leadership Portfolio II. (0 Credits)
This 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.

EDG 7328. Instructional Leadership Portfolio III. (0 Credits)
This 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.

EDG 7330. Teaching Pharmacy Students I. (3 Credits)

EDG 7331. Teaching Pharmacy Students II. (3 Credits)

EDG 7332. Teaching Pharmacy Students III. (3 Credits)

EDG 7335. Practicum in Teaching Gifted and Talented Students. (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.

EDG 7340. Teaching and Learning Capstone. (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.

EDG 7345. Instructional Leadership Capstone. (3 Credits)
This capstone provides an opportunity to examine a range of problems in teaching, school administration, curriculum, planning, organizing and evaluating. It focuses on student projects and problems related his or her professional development.

EDG 7600. Graduate Education Thesis Seminar. (3 Credits)
As true research, the Graduate Education Thesis Seminar (for Ed Admin, Teaching Learning, Special Education, Family Life, Early Childhood Graduate Programs) is an independent, highly individualized course. Completion relies upon the graduate student taking on the role of researcher, and moving thru the chapters in a methodical, systematic way. As an authentic research study in our field, the Grad Ed Thesis identifies an educational issue or concern, expresses it as a problem, develops a research question, and sets out to answer it. It will have a well-designed research methodology; with a research instrument for collecting data; and also research participants or subjects.

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.

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.

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.

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.

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.

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.

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.

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.

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. The 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.

EDG 9170. Branding Strategy 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.

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.

EDG 9185. Futures Thinking and Change in 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.

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.

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.

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.

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.

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.

EDG 9225. "Other Duties as Assigned" – Innovative and Essential Business Practices in School Leadership. (3 Credits)
This course will focus on building awareness, knowledge (the hidden curriculum of school leadership), skills, dispositions, and habits administrators and heads of school must effectively use to lead and fund their schools in an ever-changing world. Units will focus on the best and new practices in visioning, building relationships, fundraising and advancement, human resource development and management, financial management, communication, academic innovation, admission and enrollment practices. In addition, throughout the course, students will also explore and implement time management, health and wellness strategies. While this course is designed for parochial, private, and charter school leadership in particular, public school administrators will also benefit greatly from the material and topics at hand.

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.

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.

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.

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.

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.

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.

EDG 9290. Diversity, Belonging, 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.

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.

EDG 9310. Developing Meaningful Assessments for Effective Learning. (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.

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.

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.

EDG 9345. Dissertation Research Seminars. (1-10 Credits)
Students work individually with their dissertation chair on the research process and writing the dissertation. Students will complete 8 research seminar units in order (Research Seminars 2 through 9) which guide the dissertation process.

EDG 9350. Dissertation. (1,3 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.

EDG 9410. LICI Special Topics Independent Study. (1 Credit)
The goal of the independent study is to allow students to delve more deeply into a topic of study, and the topic may be related to pillars of the LICI program (leadership, innovation and continuous improvement, research, business, education) or to a student's own scholarly interests and/or dissertation topic.

EDG 9420. LICI Special Topics Independent Study. (2 Credits)
The goal of the independent study is to allow students to delve more deeply into a topic of study, and the topic may be related to pillars of the LICI program (leadership, innovation and continuous improvement, research, business, education) or to a student's own scholarly interests and/or dissertation topic.

EDG 9430. LICI Special Topics Independent Study. (3 Credits)
The goal of the independent study is to allow students to delve more deeply into a topic of study, and the topic may be related to pillars of the LICI program (leadership, innovation and continuous improvement, research, business, education) or to a student's own scholarly interests and/or dissertation topic.

Educational Technology (EDT)

EDT 5000. Digital Citizenship and Ethics. (3 Credits)
This course explores the ethical issues involved in technology in education and everyday life. Students will analyze resources to create a plan for implementing digital citizenship education in their professional contexts.

EDT 5005. Leadership, Collaboration, and Coaching. (3 Credits)
Effective leadership in education is often not a top-down process but rather an experience by which leaders come along side educators as learning professionals. In this course, participants will investigate leadership models that focus on working together toward common goals for their organization through collaboration, coaching, and related strategies. Both peer-reviewed and practical research will be utilized to help the participant build their own strategies for effective leadership within their current, and potentially future, educational roles.

EDT 5010. Assessment and Data Analysis. (3 Credits)
This course explores the ethical issues involved in technology in education and everyday life. Students will analyze resources to create a plan for implementing digital citizenship in their professional contexts.

EDT 5015. Theories of Learning and 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.

EDT 5020. Instructional Design. (3 Credits)
This course analyzes a variety of current and emerging instructional design models. Students 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.

EDT 5025. Research in Educational Technology. (3 Credits)
This course provides students with a broad introduction to educational research. The basics of conducting research will be explored and applied for developing an informed thesis or capstone project in the use of technology in education.

EDT 6000. Modalities of Digital Learning. (3 Credits)
This course provides educators with opportunities to explore the different facets of digital teaching and learning. Students will compare and contrast digital with traditional teaching and learning and use that knowledge to build activities and lessons for digital learning environments. Students will develop activities for online or blended learning environments that help facilitate differentiation and UDL practices. Identifying the affordances and potential challenges of different modalities will facilitate decision-making. This course will equip educators with the knowledge and skills necessary to transform their classrooms and become educational leaders.

EDT 6005. 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.

EDT 6010. Creativity and Makerspaces. (3 Credits)

EDT 6015. STEM Education. (3 Credits)

EDT 6020. 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.

EDT 6025. Support and Troubleshooting. (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.

EDT 6030. Applying Technology in Content Areas. (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.

EDT 6035. 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.

EDT 6040. 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.

EDT 6050. Building Online Learning Communities. (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.

EDT 6055. 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.

EDT 6060. 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.

EDT 6070. Special Topics in Ed Tech. (3 Credits)

EDT 6075. LMS Administration. (3 Credits)

EDT 6080. Project Management. (3 Credits)

EDT 7001. Educational Design and Technology Portfolio I. (0 Credits)
Portfolio I is the first in a series of three portfolio submissions for the Educational Design and Technology program. The purpose of the portfolio is to demonstrate mastery of the 8 program standards.
Prerequisite: EDT 5000*.
* May be taken concurrently.

EDT 7002. Educational Design and Technology Portfolio II. (0 Credits)
Portfolio II is the second in a series of three portfolio submissions for the Educational Design and Technology program. The purpose of the portfolio is to demonstrate mastery of the 8 program standards.

EDT 7003. Educational Design and Technology Portfolio III. (0 Credits)
Portfolio III is the third in a series of three portfolio submissions for the Educational Design and Technology program. The purpose of the portfolio is to demonstrate mastery of the 8 program standards.

EDT 7010. Practicum in Educational Design & Technology. (1-3 Credits)
This practicum 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.

EDT 7030. Thesis Completion Seminar. (3 Credits)

EDT 7040. Ed Tech Capstone Project. (3 Credits)
This course 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.

Interprofessional Education (IPE)

IPE 510. Global Education. (3 Credits)
This elective course provides the student with an opportunity for cultural experiences through evaluation, screening and treatment of individuals in a country with limited healthcare resources. This course will encourage compassion for those in need and will provide the student with opportunities to complete evaluations/screenings, create and implement treatment strategies, and/or provide education to the citizens of the area being served.

IPE 525. Spirituality in Healthcare. (2 Credits)
This course will have several modules that will focus on the intersection of healthcare and spirituality. Initially we will explore the history of healthcare and religion. We will then discuss medical literature in a scientific review of religion, spirituality and health. In addition, we will examine other faith/spiritual cultures and how each one interacts with the principles of modern western medicine. As pharmacists we are called to a very special vocation. We will explore the meaning of vocation. We will also discuss the intersection of the Christian faith and healthcare through of variety of means including case studies, spiritual histories and patient encounters.

IPE 527. Applied Improvisation for Health Profession Students. (1 Credit)
This course is designed to use improvisational theater training exercises which have been adapted to health care to improve and strengthen communication and teamwork skills. Armed with strong teamwork and patient-centered communication skills, students who complete this course will be poised to improve clinical outcomes, chronic disease management, and patient satisfaction while avoiding serious medical errors associated with communication breakdown. Successful completion of Pharmacy P2 or consent of course coordinator for other Health Profession programs is required prior to registratoin. No previous theater or improvisation experience is necessary.

IPE 550. Special Topics. (1 Credit)
This course provides brief lectures on uses of High-Pressure Liquid Chromatography. Separation and analytical technology (principles and theory of separation science). Sample preparation, solvent extraction, high performance liquid chromatography HPLC. The majority of the class will not be taught in the classroom, but we will meet in Lab 228 and we will do hands-on experience using the HPLC. Students will be asked to perform a project utilizing the HPLC equipment.

IPE 690. Understanding IPE through Critical Reflection and the Experiences of Working Professionals. (1 Credit)
This course will help students develop in mind, body, and spirit to collaborate effectively within an interprofessional environment. This course will provide students with opportunities for growth in well-established interprofessional competencies through engagement with readings, multimedia presentations, and IPEC Domains. Students will be required to complete both short Reaction Papers as well as a longer paper that results from the interviewing of a working professional outside their individual field of study. Finally, students will produce a short video of themselves during an interview scenario discussing their understanding of interprofessionalism. At the conclusion of this course, students will have a nuanced and critically-informed view of IPE as well as the ability to articulate what interprofessionallism means for another profession and for their future careers.

IPE 810. Introduction to Informatics. (3 Credits)
This course provides an overview of informatics with emphasis on the factors that helped create and sustain this field, the key players involved, and the impact information technology is having on various areas including the healthcare profession, business and education in a rapidly changing marketplace.

IPE 820. Inform Systems and Technology. (3 Credits)
This course provides an overview of information technology for those in the field of Informatics. The course emphasizes the factors that helped create and sustain this field, the key players involved, and the impact information technology is having on various areas including the healthcare profession, business, and education in a rapidly changing marketplace. The course covers key components of an information ecosystem, managing the use of technology, tools for personal and managerial problem solving, ethical issues, and security and digital responsibility. Students extend their learning to apply insights to authentic scenarios in their industry.

Master of Product Development (MPD)

MPD 510. Food and Beverage Product Development and 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.

MPD 515. Food and Beverage Product Development and 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.

MPD 516. Strategic Package Design. (3 Credits)
This course is an 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.

MPD 517. Sales and Category Management. (3 Credits)
This course is a 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.

MPD 518. Consumer Insights. (3 Credits)
This course is a 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.
Prerequisites: MPD 510 and 515.

MPD 534. Principles of Drug Design and Development. (3 Credits)
This course 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.

MPD 543. Industry Leader Seminar Series. (1 Credit)
This course 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.

MPD 593. Analytical Characterization of Drugs and Other Chemicals. (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.

MPD 595. Pharmaceutical Manufacturing and Process Chemistry. (3 Credits)
This course 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).

MPD 596. Advanced Pharmaceutical and Process Chemistry. (3 Credits)
This course 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: MPD 595.

MPD 597. Product Development Project. (1-2 Credits)
This course 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.

MPD 598. Introduction to cGMP and Methods of Quality Control in Manufacturing . (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 introduce 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.

MPD 599. Formulation & Delivery Forms. (3 Credits)
This course 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.

Master of Science in Leadership (MSL)

MSL 505. Theories, Strategy, and Visioning for Leaders. (3 Credits)
This course provides an overview of leadership theories as they developed over the past century. Students will be introduced to the concept of vocation from a Christian perspective. Students develop operational and strategic visions and plans around well-defined key performance indicators (KPIs).

MSL 510. Self-Leadership. (3 Credits)
This course provides the student with tools and insights about how we, as humans, think, feel view the world, make decisions, set goals, relate to others, and receive feedback. Students will inventory their own leadership attitudes and skills.
Prerequisite: MSL 505.

MSL 520. The Relational Leader. (3 Credits)
This course focuses on collaboration, managing conflict, building commitment and team building through a coaching framework. Also, students will inventory their own leadership attitudes and skills in relation to others.
Prerequisites: MSL 505 and 510.

MSL 530. Organizational Communication and Negotiation. (3 Credits)
This course focuses on theories of organizational communication and current issues in ethical, interpersonal, cross cultural and competitive communication situations.

MSL 540. Leading Change. (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.

MSL 550. Leadership Competencies. (3 Credits)
In this course, students develop an inventory of competencies and skills, shadow a supervisory leader to assess the leader's unique leadership habits, and then evaluate the leader's habits based on leadership theories.
Prerequisites: MSL 505, 510 and 520.

MSL 560. Financial Analysis & Budgeting. (3 Credits)
This course introduces information and tools essential to understanding corporate financial management.

MSL 570. Ethical Dimensions of Leadership. (3 Credits)
This course prepares students to understand and apply what is required to strengthen Christian ethics in organizational cultures.

MSL 580. Leadership in Diverse Communities. (3 Credits)
This course provides students with an intergenerational approach to the implications of equity, diversity and inclusion through the examination of the drivers of successful engagement initiatives. Also, the student will learn behaviors and skills needed to create an inclusive environment. Students complete a project identifying equity, diversity and inclusion gaps in a group or organization.

MSL 599. MSL Graduate Research Project. (3 Credits)
Students will learn how to focus a topic and submit a prospectus including a time line to finalize the project and complete Project Defense. Students meet with their instructor, culminating in the defense.
Prerequisites: MSL 505, 510, 520 and 550.

Master of Social Work (MSW)

MSW 535. Social Work and Social Welfare. (3 Credits)
This course is an elective in MSW program. It will assist students to begin the process of establishing a knowledge base for practice. Students will study the history of social work through the eyes of those who set out to change the world through the establishment of the profession of social work and their advocacy in the field of social welfare. They will be introduced to the roles and responsibilities of professional social workers, the mission of the profession as it relates to social and economic justice, and the importance of advocating for the poor and the disadvantaged. Students will learn skills of self-reflection and self-regulation in the management of personal values and professionalism. Students will learn the importance of ethical behavior. They will learn about advocacy and the importance of research and life-long learning. This course addresses the multitude of current and dynamic issues facing social workers today. It addresses the importance of professional social work in critical practice settings and how the profession is making a difference in changing the world through advocacy for social and economic justice.

MSW 545. Psychopathology in Social Work. (3 Credits)
This course provides a general introduction to the fields of clinical social work. Specifically, this course will acquaint students with the epidemiology, classification, and etiology, of the major forms of mental illness identified in the DSM 5. It is the primary aim of this course to develop the student's diagnostic skills in clinical settings. Specific attention is paid to the ethical and social work value-related problems associated with diagnosing and labeling clients with a psychiatric disorder, and issues of race, ethnicity, culture, class, gender, sexual orientation, religion, disabilities or illness, age and national origin as they influence the manifestations of behaviors that may be diagnosed as mental illness or affect the presentation of mental illness. Case studies and videos will be used to ensure that students have an effective working knowledge of: (a) the biological and psychosocial bases of the major mental disorders; (b) the behavioral symptomatology that characterizes them; and (c) their classification according to the American Psychiatric Association system of classification of mental illness and the World Health Organization (WHO) International Classification of Diseases (ICD).

MSW 555. Social Work in Groups. (3 Credits)
This course develops knowledge and skills for social work practice with groups in agency and community systems. The course prepares students to use different types of groups as a helping resource for clients, and to effectively participate as a member of committees, interagency teams, and other task groups. The practice of work with groups and natural helping systems will be presented through role-plays, lecture and discussion, readings, and other assignments.

MSW 560. Advanced Trauma: Interventions for the Healing Process. (3 Credits)
This course is designed to provide a framework for practice with individuals, families, organizations and communities who are coping with trauma. The advanced coursework presented will enhance the skills and knowledge base of all students and will be particularly useful to students interested in working with survivors of trauma. The impact of trauma is surrounded by a complex set of issues and topics that will be addressed such as survivors of human trafficking, domestic violence, veterans, and individuals struggling with addictions, as well as abuse and neglect. This course will cover treatment choices, sociocultural forces that shape care provision and coping, multicultural perspectives on trauma, psychosocial challenges and secondary stresses connected with this type of work. Specific skills vital to the work of the healing process will be examined including psychosocial assessment, crisis intervention, supportive care, psychoeducation, psychosocial intervention, advocacy, program development and prevention/community organizing.

MSW 565. Drugs, Society and Human Behavior. (3 Credits)
The purpose of this course is to introduce students to the effects of drugs on the brain and how drugs affect cognition, personality, and behavior. Students will learn how drugs get into the body/brain and how they exert their psychoactive effects. The course will cover the role of drugs throughout history and in today's society; the biological actions of drugs and the influence on society and behavior; and drug treatments and prevention.

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.

MSW 600. Advanced Human Behavior in Social Environment. (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.

MSW 610. Advanced General Practice I. (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.

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.

MSW 620. Social Policy & Advocacy. (3 Credits)
This 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.

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.

MSW 670. Advanced Field Education I. (3 Credits)
This course 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.

MSW 675. Advanced Field Education II. (3 Credits)
This course 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.

MSW 680. Advanced Field Seminar I. (3 Credits)
This course 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.

MSW 685. Advanced Field Seminar II. (3 Credits)
This course 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.

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.

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.

MSW 715. Advanced Practice: Diverse and Vulnerable Populations. (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.

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.

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.

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.

MSW 770. Advanced Field Education III. (3 Credits)
This course 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.

MSW 775. Advanced Field Education IV. (3 Credits)
This course 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.

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.

MSW 785. Advanced Field Seminar IV. (3 Credits)
This course 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.

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.

Master Sci Rehabilitation Sci (MSRS)

MSRS 505. Scientific Writing in Rehabilitation Science. (4 Credits)
This course is intended to provide international students with writing skills required for coursework in the Master of Science in Rehabilitation Science program. This course is designed to: increase knowledge of the writing, editing and proofreading processes; develop skills in organizing paragraphs and compositions; refine skills in creating and formatting standard documents in MS Word®; increase knowledge of the formatting standards of the American Psychological Association used at Concordia University Wisconsin; increase knowledge of acceptable writing style and common terminology in academics and research; increase understanding of plagiarism and related ethical issues; and develop skills in paraphrasing, summarizing, and connecting ideas.

MSRS 515. Evidence-Based Practice in Rehabilitation. (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. 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.

MSRS 550. Adult Neurological Conditions and Practice. (4 Credits)
This 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) interventions, 3) theoretical basis of assessments and interventions, 4) anatomy and physiology, 5) differential diagnosis and imaging, and 6) evidence-based practice.
Prerequisite: MSRS 505.

MSRS 560. Pediatric Conditions and Practice Environments. (4 Credits)
The Pediatric Conditions and Practice Environments preceptorship is designed to provide an introduction to internationally trained therapists to the practice of pediatric occupational and physical therapy in the United States and to the most up to date pediatric rehabilitation standards internationally. The students will apply critical reading and appraisal skills by reviewing the literature supporting or questioning various rehabilitation techniques used with children.

MSRS 610. Industrial Rehabilitation and Practice Environments. (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.

MSRS 620. Gerontology Conditions and Practice Environments. (4 Credits)
The course will provide a common basis of scientific knowledge associated with practice in the area of gerontology. This will include information on the following: 1) assessment; 2) theoretical basis of assessment and intervention; 3) performing clinical 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.
Prerequisite: MSRS 505.

MSRS 630. Adult Orthopedic Conditions and Practice Environments. (4 Credits)
This 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.

MSRS 650. Research Project and Applications in International Practice. (4 Credits)
Course Description: This course is designed to prepare the students to be good consumers of research and 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: MSRS 505.

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. Prerequisites: Consent of the Graduate Music Faculty. 1 - 2 credits.

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. Prerequisites: Consent of the music faculty based on audition. 1 - 2 credits.

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.

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, sightsinging, aural training, and composition.

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.

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.

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.

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.

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.

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.

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.

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.

MUS 596. Independent Study. (1-3 Credits)
Course will be developed by the instructor and student.

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.

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.

Natural Products Science (NPS)

NPS 500. Pharmacognosy. (3 Credits)
Pharmacognosy is the study of natural product compounds that have been used for their medicinal, ecological, chemical and other uses. Concepts in this course will include but are not limited to understanding the source of natural products from the different kingdoms including plants, fungi, bacteria and marine organisms. This course will discuss the scientific disciplines that Pharmacognosy unifies such as Social Sciences as Ethnobotany; Chemistry and Pharmacology such as drug discovery, medicinal properties of natural products; Clinical Pharmacy, Medicine and Toxicology such as bioactivity; and Molecular Biology and Genetics such as the genetic manipulation of organisms and Microorganisms.

NPS 501. Plant Biochemistry. (3 Credits)
Understanding the fundamentals of molecular mechanisms, genetics and physiology among the plant world. Concepts will include but are not limited to understanding plant biological functions (photosynthesis, energy production), and applications of specialized (secondary) plant metabolites. Exploration of plant derived vitamins, minerals, hormones and their influences in food and animal health.

NPS 597. Natural Products Seminar I. (1 Credit)
The main objective of this seminar series is to illustrate the past, present, and future of Natural Products Sciences and Research (NPSR). This task will be accomplished by combining weekly readings of milestone scientific papers, as well as inviting known scientists in this area of research for seminars and discussion on the recent development of natural products and drug discovery. This seminar series is designed to educate and disseminating the knowledge of NPSR. This series will include, but is not limited to the following areas of interest: Chemistry of Bioactive Natural Products, Medicinal Chemistry, and/or Pharmaceutical Chemistry and Pharmacognosy.

NPS 598. Natural Products Seminar II. (1 Credit)
The main objective of this seminar series is to illustrate the past, present, and future of Natural Products Sciences and Research (NPSR). This task will be accomplished by combining weekly readings of milestone scientific papers, as well as inviting known scientists in this area of research for seminars and discussion on the recent development of natural products and drug discovery. This seminar series is designed to educate and disseminating the knowledge of NPSR. This series will include, but is not limited to the following areas of interest: Chemistry of Bioactive Natural Products, Medicinal Chemistry, and/or Pharmaceutical Chemistry and Pharmacognosy.

NPS 599. Natural Products Seminar III. (1 Credit)
The main objective of this seminar series is to illustrate the past, present, and future of Natural Products Sciences and Research (NPSR). This task will be accomplished by combining weekly readings of milestone scientific papers, as well as inviting known scientists in this area of research for seminars and discussion on the recent development of natural products and drug discovery. This seminar series is designed to educate and disseminating the knowledge of NPSR. This series will include, but is not limited to the following areas of interest: Chemistry of Bioactive Natural Products, Medicinal Chemistry, and/or Pharmaceutical Chemistry and Pharmacognosy.

NPS 600. Medical Cannabis I - History of Medical Cannabis in the World. (3 Credits)
This course is dedicated to understanding how the Cannabis species influenced world history. This course will prepare students for future courses that will expand on the pharmacology and pharmacotherapy of the plant and its products. Topics will cover anthropology, ethnopharmacology, and pharmacology/toxicology. Students will compare and contrast how different peoples have used cannabis throughout history, including medicinal, recreational, and spiritual uses. Finally, we will cover the impacts that medical cannabis has had on public health. Upon successful completion of this course, students will be able to contextualize the use of cannabis across diverse contexts, and differentiate between the therapeutic and adverse effects of the plant and plant products.
Prerequisites: NPS 500 and 501.

NPS 602. Medical Cannabis II - Cannabis Science. (3 Credits)
The course is dedicated to understanding the mechanisms by which medical cannabis generates its therapeutic and adverse pharmacologic effects. This course builds upon the historical background introduced in the first course, and prepares students to understand the therapeutic effects of cannabis products in future courses. Topics will cover neurochemistry, neuropharmacology, phytochemistry, and drug delivery. Students will understand how the constituents of the cannabis plant operate on a molecular level. Upon successful completion of this course, students will be able to communicate the mechanisms by which cannabis products produce their therapeutic and adverse effects.
Prerequisite: NPS 600.

NPS 604. Medical Cannabis III - Clinical Efficacy of Cannabis. (3 Credits)
This course is dedicated to understanding the clinical evidence behind the therapeutic and adverse effects of medical cannabis products. This course builds upon the pharmacologic basis introduced in the second course, and prepares students to critically evaluate the literature in the fourth course. Topics will cover pharmacotherapy and clinical pharmacology of medical cannabis products in: stress and anxiety; neurologic disorders and epilepsy; pain and inflammation; cancer and chemotherapy; nausea and vomiting. Upon successful completion of this course, students will be able to communicate the clinical evidence surrounding the medical use of cannabis products.
Prerequisite: NPS 602.

NPS 606. Medical Cannabis IV - Cannabis in the Interprofessional Setting. (3 Credits)
This course is dedicated to critically evaluating the literature surrounding the use of medical cannabis in various settings. This course applies the history, science, and clinical efficacy background gained in the previous courses toward case studies dealing with medical cannabis products. We will discuss issues relevant to pharmacy, medicine/PA, dentistry, and nursing fields. Guest speakers from the respective fields will be invited to provide their expertise to the discussion. This course will include an active learning component that will encourage students to work together to solve problems. Upon successful completion of this course, students will be able to work with stakeholders from various disciplines to evaluate cases concerning medical cannabis products.
Prerequisite: NPS 604.

NPS 620. Nutraceuticals I. (3 Credits)
This course provides and introduction into nutraceuticals, their classification and scope. Students will be introduced to the various classifications of nutraceuticals and compare them to drug and biologic classifications. We will then delve into the phytochemical (i.e. bioactive component) of nutraceuticals and their role in health while highlighting the most popular therapeutic areas where nutraceuticals provide the most health benefits. Students will be introduced to multiple examples of nutraceuticals being sold on the market and the pharmacological mechanism of action of the bioactive component that results in health benefits. Although nutraceuticals provide numerous health benefits, safety and toxicity are important considerations which will be discussed in this course.
Prerequisites: NPS 500 and 501.

NPS 622. Nutraceuticals II. (3 Credits)
This course will focus on discovery and development strategies and consideration for nutraceuticals development. The course will provide students an overview of the processes involved in progressing a nutraceutical from an idea to market. Students will consider what they learned in pharmacognosy, plant biochemistry and nutraceuticals I courses, apply that knowledge in discovery strategies while building upon that knowledge to include development and manufacturing strategies that will allow for successful market sustainability and safety of nutraceuticals. In this course, students will learn about good manufacturing practices (GMP), Good laboratory practices (GLP), SOPs /Good Documentation practices, Quality Assurance and Quality Control (QC) to ensure consistency and safety of nutraceuticals. We will also highlight the role of regulatory agencies around the world with an emphasis on US regulatory agency in nutraceutical development and commercialization.
Prerequisite: NPS 630.

NPS 624. Nutraceuticals III. (3 Credits)
Building upon Nutraceuticals II which introduced discovery and development processes, we will introduce the science of distribution of the active components which informs the efficacy and safety of the nutraceuticals. Students will also learn of various formularies, their components and their utility.
Prerequisite: NPS 622.

NPS 626. Nutraceuticals IV. (3 Credits)
This course will cover the business aspect of the nutraceutical industry, regulation and intellectual property. This course is designed to assist and guide students to navigate the business world of nutraceuticals that includes, the current regulatory framework, global market and demand trends, intellectual property considerations and sourcing of nutraceuticals. Thus, we will highlight and analyze the global leaders in the industry to demonstrate these core learning concepts. A large component of this course will involve students completing a business plan considering regulations, market trends / marketing, intellectual property, etc., that is a continuation of their capstone project.
Prerequisite: NPS 624.

NPS 700. Toxic Natural Products. (3 Credits)
Natural products have great medicinal, spiritual, and cultural value; however, the natural defense systems of many plants, animals, and fungi have strong central and peripheral toxic effects that can cause great harm to those that threaten them. The misconception that “natural equals safe” has been responsible for countless instances of illness and death for centuries and continues to this day. In this course, we will examine the mechanisms that different organisms use to protect themselves from harm. We will discuss the ways in which organisms cause damage to various organ systems, highlight some key examples of organisms that contaminate products, and determine strategies for overcoming those toxicities.
Prerequisites: PHAR 606 or 626.

NPS 702. A Historical Perspective on Natural Products in the Marketplace. (3 Credits)
The progression of natural products from traditional medicine sources to drug identification to commercialization is presented. Both successful and unsuccessful examples are presented, along with principles of product development.
Prerequisites: NPS 606 or 626.

NPS 704. Natural Products from Microorganisms: Bacteria, Fungi, Algae. (3 Credits)
The microbiome has been a rich source of biotherapeutic products, and presents a significant opportunity for entrepreneurs to exploit. Discovery, identification, and production techniques are discussed.
Prerequisites: PHAR 606 or 626.

NPS 706. Research Design, Methods, and Ethics. (3 Credits)
The course will introduce graduate students to the processes involved in research design. This class will introduce the approach to generating a research question, conducting scientific inquiry (i.e. Literature Review), choosing a research design methodology that adequately addresses the research question, data collection and management methods, sound approaches to optimize the reproducibility of research and reporting relevant to basic pharmaceutical sciences, social/behavioral, and health services research. We will also discuss the purpose of review bodies such as IRB and IACUC. Lastly, we will discuss guiding principles of conducting ethical research. At the end of the course, each student should develop a research proposal that must be approved by a faculty mentor and evaluated by the course coordinators.
Prerequisites: NPS 606 or 626.

Nursing - Grad (NURS)

NURS 510. Applied Epidemiology. (3 Credits)
This course will introduce students to tools and concepts in the field of epidemiology. Students will be introduced to descriptive and analytic epidemiology, determinants of health and disease in populations, and application of epidemiologic methods to disease control. Students will also learn to use resources to improve outcomes in their practice through experiential applications in quality improvement, population health, prevention, and critical appraisal of the health literature.

NURS 520. Basic Statistics for the Health Care Professions. (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.

NURS 530. 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.

NURS 534. Theoretical Foundations for Advanced 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.

NURS 536. Advanced Pathophysiology Across the Lifespan. (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.

NURS 540. 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.

NURS 560. Fundamentals of Health Care 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.

NURS 621. Information Systems Management and Leadership. (2 Credits)
This course introduces students to the current state and emerging perspectives for information systems/technologies (IS/T) and their strategic role within organizations. Foundational informatics knowledge is explored including basics of computer science, systems development/implementation processes, manipulation of data for meaningful use, privacy and security threats to IS/T, human factors and usability effects on IT/S.

NURS 622. Health Systems Analysis. (3 Credits)
In this course, the student's study and apply tools for Thinking in systems (TiS) and systems analysis.

NURS 624. Knowledge Management and Representation. (2 Credits)
This course examines knowledge management, knowledge representation, organization of data within databases, and the core concepts of interoperability. Knowledge and skills in this course help students understand how clinical data is collected, stored, and retrieved for the purpose of health information exchange to address the challenges of data transfer across the continuum of care.

NURS 626. Foundations of Clinical Decision Support. (3 Credits)
This course applies a systems thinking approach to the selection, configuration, implementation, and evaluation of clinical support decision tools (CDS). Knowledge and skills in this course are used to create CDS to get the right information to the right person using the right CDS intervention format through the right channel at the right time in the workflow, ensuring decision-making is based on evidence and customized based on the clinical situation.

NURS 628. Data Analysis, Application, and Transformation. (3 Credits)
Traditional approaches to scientific inquiry, while still relevant, have changed due to the increased capacity to collect, store, and process data. Many disciplines use large, complex data sets to advance knowledge and improve outcomes. The informaticist must have the ability to analyze large datasets and derive knowledge from them. This course is an introduction to data science with a focus on data analytics. Students will have hands-on practice to understand, process, extract value, and communicate information from datasets, resulting in actionable knowledge that is contextual and goal driven.

NURS 638. Advanced Health Assessment. (3 Credits)
This course is designed to provide the nurse practitioner student with knowledge and skills in advanced health assessment techniques and diagnostic reasoning. The focus of this course is on advanced clinical history, taking and physical and psychosocial assessment of individuals/families across the lifespan. Differentiation of normal variations and pathophysiologic changes are emphasized integrating advanced clinical reasoning within the scope of advanced practice nursing.

NURS 639. Physical 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.

NURS 645. Role Transition for the 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.

NURS 677. Evaluation and Testing in Nursing Education. (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.

NURS 692. Global Perspectives/Primary 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 the country they visit, and the beliefs, customs, and practices of the people who reside there in order to develop a global perspective of culture.

NURS 710. Health Promotion and Disease Prevention in Primary Care for the Family Nurse Practitioner. (3 Credits)
This first health care management course focuses on the role of the Family Advanced Practice Nurse in care of diverse populations across the lifespan. This course emphasizes the use of evidence based-practice as the framework for health promotion and disease prevention strategies and introduces the role of the advanced practice nurse in diagnosis and management of common episodic and chronic conditions.

NURS 711. Adult Chronic and Acute Disease Management - FNP. (3 Credits)
This second didactic course builds upon the previous health care management course and focuses on the role of the Family Nurse Practitioner in the care of diverse adolescent and adult patients. This course emphasizes the use of evidence-based guidelines as a framework for the diagnosis and management of acute and chronic health conditions and restorative health in addition to formulating differential diagnoses.
Prerequisite: NURS 710.

NURS 712. Pediatrics, Women's Health, and the Older Adult - FNP. (3 Credits)
This didactic course builds upon the two prior health care management courses and focuses on the role of the Family Nurse Practitioner in providing complex care for diverse patients with a focus on pediatric, women's health, and the older adult populations. This course emphasizes the use of evidence based-practice as the framework for health promotion and disease prevention strategies and furthers the role of the advanced practice nurse in diagnosis and management of common episodic and chronic conditions, and restorative health.
Prerequisite: NURS 711.

NURS 713. Diagnostic Skills for APRN. (3 Credits)
This fourth health care management course introduces students to the process of incorporating an evidence-based, cost-conscious approach when ordering and interpreting laboratory and diagnostic testing within the primary care setting. Students will also receive training on commonly performed office procedures, billing and coding, as well as considerations for working with third-party payers.

NURS 720. Health Promotion and Disease Prevention in Primary Care for the Adult Gerontology Nurse Practitioner. (3 Credits)
This first health care management course will focus on the role of the Adult Gerontology Advanced Practice Nurse in care of diverse populations from adolescence through older adulthood. This course emphasizes the use of evidence based-practice as the framework for health promotion and disease prevention strategies and introduces the role of the advanced practice nurse in diagnosis and management of common episodic and chronic conditions.

NURS 721. Adult Chronic and Acute Disease Management - AGPCNP. (3 Credits)
This second didactic course builds upon the previous health care management course and focuses on the role of the Adult/Gerontology Primary Care Nurse Practitioner in the care of diverse adolescent and adult patients. This course emphasizes the use of evidence-based guidelines as a framework for the diagnosis and management of acute and chronic health conditions and restorative health in addition to formulating differential diagnoses.
Prerequisite: NURS 720.

NURS 722. Women's Health and the Older Adult - AGPCNP. (3 Credits)
This third didactic course builds upon the two prior health care management courses and focuses on the role of the Adult/Gerontology Primary Care in providing complex care for diverse patients with a focus on women's health and the older adult populations. This course emphasizes the use of evidence based-practice as the framework for health promotion and disease prevention strategies and furthers the role of the advanced practice nurse in diagnosis and management of common episodic and chronic conditions, restorative health and palliative and supportive care.
Prerequisite: NURS 721.

NURS 731. Informatics Capstone. (3 Credits)
Students demonstrate mastery of essential skills and knowledge from core coursework through application to a project focusing on health informatics in a practical setting.

NURS 751. Advanced Primary Care Clinical 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.
Prerequisites: MSN 538 or NURS 638.

NURS 752. Advanced Primary Care Clinical 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.
Prerequisites: MSN 851 or NURS 751.

NURS 753. Advanced Primary Care Clinical 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.
Prerequisites: MSN 852 or NURS 752.

NURS 765. Advanced Primary Care Clinical 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.
Prerequisites: MSN 538 or NURS 638.

NURS 766. Advanced Primary Care Clinical 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.
Prerequisites: MSN 865 or NURS 765.

NURS 767. Advanced Primary Care Clinical 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.
Prerequisites: MSN 866 or NURS 766.

NURS 771. NE I: Role Transition for the 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.

NURS 772. NE II: Instructional Design in Nursing Education - Didactic 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.

NURS 774. NE III: Instructional Design In Nursing Education - 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.

NURS 775. 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.

NURS 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.

NURS 910. Business Management for the Doctor of Nursing Practice. (3 Credits)
This course is designed to provide students with the financial management tools necessary to support decision making, at the system level, in order to create effective and sustainable solutions.

NURS 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.

NURS 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.

NURS 923. FNP Primary Care Clinical Residency I. (1 Credit)
In the first of three practicum courses, students will develop the skills required to conduct comprehensive history and physical examinations on patients across the lifespan. Using an evidence-based framework, students will focus on developing a diagnostic approach to performing a detailed history and physical exam.
Prerequisites: (BIO 542, NURS 536 and 638).

NURS 924. FNP Primary Care Clinical Residency II. (5 Credits)
In the second of three practicum courses, students will integrate assessment and diagnostic skills when performing comprehensive health evaluations of patients across the lifespan. Using an evidenced-based framework, students will apply concepts of health promotion and disease prevention to assess and manage patients with acute and chronic health conditions.
Prerequisite: NURS 923.

NURS 925. FNP Primary Care Clinical Residency III. (5 Credits)
In the third and final practicum course, students will demonstrate proficiency when performing comprehensive health evaluation and management of patients with complex acute and chronic health conditions across the lifespan. Students will integrate leadership and systems-based practice with increasingly independent decision making while improving clinical, diagnostic, and procedural skills.
Prerequisite: NURS 924.

NURS 926. AGPCNP Primary Care Clinical Residency I. (1 Credit)
In the first of three practicum courses, students will demonstrate the skills required to conduct comprehensive history and physical examinations on patients from adolescence through older adulthood. Using an evidence-based framework, students will focus on developing a diagnostic approach to performing a detailed history and physical exam.
Prerequisites: (BIO 542, NURS 536 and 638).

NURS 927. AGPCNP Primary Care Clinical Residency II. (5 Credits)
In the second of three practicum courses, students will integrate assessment and diagnostic skills when performing comprehensive health evaluations of patients from adolescence through older adulthood. Using an evidenced-based framework, students will apply concepts of health promotion and disease prevention to assess and manage patients with acute and chronic health conditions.
Prerequisite: NURS 926.

NURS 928. AGPCNP Primary Care Clinical Residency III. (5 Credits)
In this third and final practicum course, student will demonstrate proficiency when performing comprehensive health evaluation and management of patients with complex acute and chronic health conditions from adolescence through older adulthood. Students will integrate leadership and systems-based practice with increasingly independent decision making while improving clinical, diagnostic, and procedural skills.
Prerequisite: NURS 927.

NURS 930. DNP Project Practicum Immersion I. (1 Credit)
This is the first of four sequential courses to develop and complete the DNP project. In this course, students will solidify the focus of the project and lay groundwork for the culminating DNP project. The course emphasizes using assessment data and available literature to identify a nursing practice issue focused on a population of interest to support change and involvement. Students work with a mentor from a selected health care agency, along with stakeholders, as part of an interdisciplinary team to increase leadership competencies and business practice interventions. The student also collaborates with their faculty chairperson to review the project progress.
Prerequisites: NURS 540, 915 and 940.

NURS 931. DNP Project Practicum Immersion II. (1 Credit)
This is the second of four sequential courses to develop and complete the DNP project. The focus of this course is on designing a scholarly project that addresses a specific problem of interest. Students use evidence-based findings from the literature to identify a theoretical framework to support the project intervention. Students will apply practice inquiry skills to synthesize and integrate knowledge to design the steps of the project implementation. Students continue to work with a mentor from the selected health care agency, along with stakeholders, as part of an interdisciplinary team to increase leadership competencies and business practice interventions. Students also collaborate with their faculty chairperson to review the DNP project progress.
Prerequisite: NURS 930.

NURS 932. DNP Project Practicum Immersion III. (1 Credit)
This is the third of four sequential courses to develop the DNP project. This course focuses on implementing the proposed plan with evidence-based interventions to address the selected problem of interest. Students continue to work with a mentor from their selected health care agency, along with stakeholders, as part of an interdisciplinary team to increase leadership competencies and business practice interventions. Students also collaborate with their faculty chairperson to review the DNP project progress.
Prerequisite: NURS 931.

NURS 933. DNP Project Practicum IV. (1 Credit)
This is the fourth of four sequential courses to develop and complete the DNP project. This course focuses on data analysis and evaluation of the project to assess its impact. Students continue to work with a mentor from their selected health care agency, along with stakeholders, as part of an interdisciplinary team to increase leadership competencies and business practice interventions. Students also collaborate with their faculty chairperson to review the DNP project progress.
Prerequisite: NURS 932.

NURS 935. FNP Clinical Residency I. (5 Credits)
This residency includes comprehensive health evaluation of patients across the lifespan within the context of family, community, and diverse populations. Using an evidenced based, person-centered framework, the student will apply concepts of health promotion and disease prevention to assess and manage patients with acute and chronic health conditions.
Prerequisites: NURS 710, 711 and 712.

NURS 936. FNP Clinical Residency II. (5 Credits)
This residency builds upon the student's proficiency in comprehensive health evaluation and management of patients with complex acute and chronic health conditions across the lifespan within the context of family, community, and diverse populations. The student integrates leadership and systems-based practice with increasingly independent decision making while improving clinical diagnostic and procedural skills.
Prerequisite: NURS 935.

NURS 937. AGPCNP Clinical Residency I. (5 Credits)
This residency includes comprehensive health evaluation of patients from adolescence through older adulthood within the context of family, community, and diverse populations. Using an evidenced based, person-centered framework, the student will apply concepts of health promotion and disease prevention to assess and manage common acute and chronic health conditions.
Prerequisites: NURS 638, 720, 721 and 722.

NURS 938. AGPCNP Clinical Residency II. (5 Credits)
This residency builds upon the student's proficiency in comprehensive health evaluation and management of patients with complex acute and chronic health conditions from adolescence through older adulthood within the context of family, community, and diverse populations.
The student integrates leadership and systems-based practice with increasingly independent decision making while improving clinical diagnostic and procedural skills.
Prerequisite: NURS 937.

NURS 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.

NURS 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.

NURS 6500. Neuropathophysiology & Psychopharmacology for Advanced Nursing. (3 Credits)
This course is designed to provide advanced practice nurses with knowledge of the fundamental neuropathophysiology of mental illness as well as advanced concepts in neuroscience, pharmacokinetics and pharmacodynamics across the lifespan. This course includes clinical management of targeted psychiatric illness and the use of psychotropic medications for treatment of symptoms.

NURS 6510. Psychiatric Mental Health Theory I. (3 Credits)
This course provides the theoretical content and clinical practice guidelines for assessing, diagnosing, and intervening in dysfunctional coping patterns and psychiatric disorders of individuals across the lifespan. The DSM-5 (Diagnostic Statistical Manual of Mental Disorders) will be used as the basis for diagnostic nomenclature. Emphasis will be placed on the assessment, diagnosis, and evidence-based non-pharmacological treatment of mental health disorders.

NURS 6515. Psychiatric Mental Health Theory II. (3 Credits)
This course provides theoretical basis for psychotherapeutic interventions across the life span while focusing on cognitive treatment and evidence-based therapy techniques. This course focuses on management of common psychiatric disorders using clinical practice guidelines.
Prerequisites: NURS 6500 and 6510.

NURS 6520. Psychiatric Mental Health Theory III. (3 Credits)
This course addresses issues and roles essential to the psychiatric mental health nurse practitioner. Promotes skill refinement in assessment, diagnostic formulation, and evidence-based treatment planning.
Prerequisite: NURS 6515.

NURS 7510. Psychiatric Mental Health Practicum I. (2 Credits)
Supervised clinical practicum focuses on the development and application of advanced assessment and clinical management skills of patients with psychiatric disorders.

NURS 7515. Psychiatric Mental Health Practicum II. (2 Credits)
Supervised clinical practicum focuses on the diagnosis and treatment of patients with complex psychiatric disorders.
Prerequisite: NURS 7510.

NURS 7520. Psychiatric Mental Health Practicum III. (2 Credits)
This is the third of a three-sequence practicum. This supervised clinical practicum focuses on on developing progressive competence in diagnosis and treatment of patients and families with complex needs.
Prerequisite: NURS 7515.

Occupational Therapy-Grad (OT)

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.

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.

OT 505. Research in Practice I. (4 Credits)
This course will assist students in learning the basic skills of clinical research and scientific writing. Students will learn about evidence-based practice, research methodology, and how to retrieve, organize and synthesize information to effectively support an argument statement or research question in APA style and format.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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: OT 509.

OT 604. Pediatric Summer 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. Students will observe and practice in the clinical setting performance of assessments, guided interventions, and OT management processes.

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.

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: OT 512.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

OT 655. Professional Advocacy&Ldrshp. (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.

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.

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.

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.

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).

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).

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.

OT 710. 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.

OT 6121. Integration & Practice I. (1 Credit)
The first of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 6122. Occupation as Meaning. (2 Credits)
Explores the use of occupation as a healing modality, the historical development of the profession of occupational therapy, and the foundations of occupational science. The concept of occupation as both an outcome and a modality of assessment and intervention will be emphasized.

OT 6123. Foundations of an OT Professional. (2 Credits)
Introduces the student to culture and expectations of the program and the profession of occupational therapy. Provides an overview of ethics, therapeutic use of self, principles of critical reasoning, and documentation skills.

OT 6124. OT Process. (2 Credits)
Introduces students to the Occupational Therapy Practice Framework: Domain Process and the role of theory in occupational therapy practice. Students utilize the Occupational Therapy Intervention Process Model (OTIPM) to develop a true top-down reasoning approach to occupational therapy evaluation, intervention, and outcome phases of service delivery. Intervention focuses including compensation, acquisition, and restoration are introduced.

OT 6125. Scientific Inquiry in OT: Evidence-based Practice. (1 Credit)
The first of five research-focused courses. Students are introduced to scientific inquiry and provided with tools to effectively locate, analyze, and use evidence. APA writing style is emphasized. The skills necessary to critically evaluate specific evaluation and intervention methods are taught and practiced, building a foundation from which students can confidently prepare for upcoming treatment courses.

OT 6211. Integration & Practice II. (1 Credit)
The second of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 6212. Anatomical Structures Underlying Occupational Performance. (4 Credits)
An in-depth study of the musculoskeletal and nervous system of the human body as it relates to structure and function. The major body systems are discussed in a regional presentation. Surface anatomy is incorporated throughout the course. Materials will be presented in lecture/lab format with the use of cadaver, anatomical models, and human skeletal materials.

OT 6213. Lifespan Perspective of Occupation. (2 Credits)
Explores occupation from birth through death, taking into consideration human growth development and societal influences on the meaning of occupational participation. Explores typical roles and routines across developmental milestones and the impact of occupational disruption on health, well-being, and quality of life at the individual, family, and societal level. Also begins to introduce students to the impact of culture, sociopolitical climate, and policy development on occupation across the lifespan.

OT 6214. Occupational Analysis. (2 Credits)
The ability to analyze tasks and activities is foundational to facilitating the client's occupational engagement and participation. Students will develop their observational, critical evaluation, and documentation skills to analyze occupational demands including objects used and their properties, space demands, social demands, sequencing and timing, required actions and performance skills, and required underlying body functions and body structures. The basis of activity and occupational analysis as the foundation to treatment planning will be introduced.

OT 6219. Introduction to Capstone. (1 Credit)
Provides an overview on the purpose and process of the entry-level doctoral capstone, including both the capstone experience and the capstone project. The doctoral capstone provides an in-depth exposure to a concentrated area in one or more of the following areas: clinical practice skills, research skills, scholarship, administration, leadership, program and policy development, advocacy, education, and theory development. Students will be oriented to the process and timeline of the capstone throughout CUAA's OT Program and begin to explore topic areas of interest.

OT 6221. Integration & Practice III. (1 Credit)
The third of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 6222. Assessment of Person Factors. (2 Credits)
Knowledge and hands-on skill development of evaluation and analysis techniques for human performance factors that underlie occupational performance. Students will learn to apply knowledge gained from OT 6212 Anatomical Structures Underlying Occupational Performance to assess range of motion, strength, gross and fine motor coordination, sensation, functional mobility, and vision/perception. A variety of assessment tools will be utilized including clinical observation, functional performance, and standardized assessment. Documentation, analysis, and application to treatment planning will also be addressed.

OT 6223. Assessment of Occupational Roles. (2 Credits)
This course explores the relationship between person factors, occupational tasks, and context and how they combine to form occupational roles. Students will apply theory and critical reasoning to select and administer standardized and non-standardized screening and assessment tools, interpret evaluation findings, and develop occupation-based intervention plans and strategies.

OT 6311. Integration & Practice IV. (1 Credit)
The fourth of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 6312. Healthcare Continuums. (2 Credits)
Examines traditional and nontraditional practice environments and how occupational therapy intersects with quality service provision in each. Emphasizes the role of the interprofessional team to plan, deliver, and evaluate patient- and population-centered care. Students will gain understanding of the influence of policy, legislation, and funding on service delivery, evaluate available resources, and practice communication and documentation skills to optimize occupational performance of clients across all healthcare and community settings.

OT 6313. Neuroanatomy, Learning & Behavior's Role in Occupation. (2 Credits)
An in-depth study of the anatomy and function of the brain and central nervous system. Includes a focus on cognition, personality, learning theory, and behavior across the lifespan and how these systems and functions impact occupational performance.

OT 6314. Preparatory Intervention Strategies. (3 Credits)
Students will engage in a series of skill-focused labs to design and implement preparatory interventions according to current theory and evidence. By the conclusion of the course, students will demonstrate basic competency in biomechanical approaches, transfers and mobility, splinting and orthotics, physical agent modalities, and wheelchair seating and positioning.

OT 6321. Integration & Practice V. (1 Credit)
The fifth of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 6322. Motor Learning. (2 Credits)
This course examines occupational therapy's role in assessing, developing, and remediating motor performance in order to support participation in meaningful occupation. Common pathophysiology including cerebral palsy, cardiovascular accident (CVA), and traumatic brain injury will be studied and evidence-based theories of motor learning will be applied.

OT 6323. Psychosocial & Emotional Aspects of Occupation. (3 Credits)
Provides an in-depth study of psychological, emotional, and social interaction skills that impact occupational performance. Common pathophysiology including mental illness and autism will be studied. The holistic nature of occupational therapy which requires that these aspects of occupation be of concern in all clients, regardless of the nature of their health status or care setting, is emphasized.

OT 6325. Scientific Inquiry in OT: Quantitative Design. (2 Credits)
The second of five research-focused courses. Having previously learned to analyze and use evidence, students now examine scientific inquiry in greater detail. Students will select, apply, and interpret quantitative methods for data analysis. Basic descriptive, correlational, and inferential quantitative statistics will be practiced.

OT 7111. Integration & Practice VI. (1 Credit)
The sixth of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 7112. Occupation-Centered Practice for Children I. (3 Credits)
The first of two pediatric-focused courses, students will apply clinical reasoning to a variety of case studies focused on birth to adolescence to design and implement client-centered assessment and intervention grounded in theory and evidence.

OT 7113. Spirituality & Occupation. (2 Credits)
Spirituality is recognized as a client factor that influences performance in occupations, and religious and spiritual expression is identified as a distinct instrumental activity of daily living (IADL). Students will examine spirituality from a variety of perspectives and gain skills in evaluation and intervention planning to support full integration of spirituality into occupational therapy practice.

OT 7121. Integration & Practice VII. (1 Credit)
The seventh of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 7122. Occupation-Centered Practice for Children II. (3 Credits)
The second of two pediatric-focused courses, students will apply clinical reasoning to a variety of case studies focused on birth to adolescence to design and implement client-centered assessment and intervention grounded in theory and evidence.

OT 7123. The Intentional Practitioner. (2 Credits)
Therapeutic use of self is one of the most important tools at the therapist's disposal. Students will continue to explore concepts of effective interpersonal skills, examining their personal strengths and areas of growth. A personal plan of development will be created.

OT 7125. Scientific Inquiry in OT: Qualitative Design. (2 Credits)
The third of five research-focused courses. Students will select, apply, and interpret qualitative methods. Analysis and synthesis of qualitative data will be practiced.

OT 7211. Integration & Practice VIII. (1 Credit)
The eighth of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 7212. Occupation-Centered Practice for Adults I. (3 Credits)
The first of two adult-focused courses, students will apply clinical reasoning to a variety of case studies focused on young adult to end of life to design and implement client-centered assessment and intervention grounded in theory and evidence.

OT 7213. Wellness & Population Health. (2 Credits)
An exploration of concepts related to health, wellness, disability, and quality of life. Students will explore social determinants of health for persons, groups, and populations, and analyze epidemiological factors that impact the public health and welfare of populations. The role of occupation in the promotion of health and the prevention of disease, illness, and dysfunctions will be emphasized. Provides students with the theory, process and skills to evaluate and design effective and evidence-based occupational therapy services at the group and population level.

OT 7214. Environment & Occupation. (2 Credits)
Occupation occurs within and is shaped by a variety of contexts, including the physical environment. Students will explore relevant characteristics of the physical environment and practice hands-on skills to assess and modify environmental structures. Applicable legislation and policy, as well as funding resources, will also be applied.

OT 7221. Integration & Practice IX. (1 Credit)
The ninth of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 7222. Occupation-Centered Practice for Adults II. (3 Credits)
The second of two adult-focused courses, students will apply clinical reasoning to a variety of case studies focused on young adult to end of life to design and implement client-centered assessment and intervention grounded in theory and evidence.

OT 7225. Scientific Inquiry in OT: Applied Research. (3 Credits)
The fourth of five research-focused courses. Students will work in small groups and with faculty supervision to design and implement a research project with Institutional Review Board (IRB) oversight. Quantitative, qualitative, or mixed methods studies may be chosen, with a focus on scholarship of application.

OT 7311. Integration & Practice X. (1 Credit)
The tenth of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 7312. Community-based Intervention. (2 Credits)
This course reviews theory and skill development within occupational therapy to serve the needs of the community. Students will evaluate access to community resources and design community or primary care programs to support occupational performance for persons, groups, and populations.

OT 7313. Case-based Critical Reasoning & Practice. (3 Credits)
This competency-based course will allow the student to demonstrate integration of all previously learned professional knowledge, skills, and attitudes. Students will develop thorough plans for assessment, intervention, and discharge management for a serious of complex cases across the lifespan and practice areas.

OT 7314. Innovation in Intervention. (2 Credits)
The rapidly changing healthcare environment requires that occupational therapists remain flexible and creative when designing occupation-based interventions. This course encourages students to explore the latest trends in practice, as well as critically review the evidence behind them. Emerging practice areas, and the resources available to support them, are also examined.

OT 7321. Integration & Practice XI. (1 Credit)
The eleventh of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 7322. Professional Roles & Responsibilities. (2 Credits)
Occupational therapists have many roles beyond practitioner, from advocate to consultant to manager. Students will explore those roles and the responsibilities inherent in them for ethical practice. Utilizes key documents from the American Occupational Therapy Association to review the requirements of certification and licensure, supervision of occupational therapy personnel, student supervision and mentorship, and lifelong professional development.

OT 7323. Specialty Topics in OT. (2 Credits)
Occupational therapy is a diverse field with a wide variety of practice areas. The focus of entry-level education is preparing a generalist therapist, however many students have a specific area of interest or are preparing for fieldwork and capstone experiences that are specialized. This course consists of a series of seminars that allow deeper exploration of areas such as upper extremity rehab/splinting, neurorehabilitation, pediatrics, private practice, education, geriatrics/dementia, or assistive technology. Specific topic offerings will vary depending on student and faculty interests.

OT 7325. Scientific Inquiry in OT: Dissemination & Translation. (2 Credits)
The final of five research-focused courses. Students will explore options for dissemination of research. Utilizing quantitative and qualitative data obtained in previous courses, students will create scholarly products appropriate for presentation or publication in a peer-reviewed journal that support skills of clinical practice. Knowledge translation to both clinical and community audiences will also be applied.

OT 7329. Capstone Proposal. (1 Credit)
Under the guidance of the Capstone Coordinator, students will prepare a written proposal for capstone experience and project including a literature review, needs assessment, goals/objectives, and an evaluation plan. Faculty mentor will be identified and a list of potential sites and capstone mentors will be prepared.

OT 8111. Fieldwork Level IIA. (6 Credits)
Full-time, twelve week internship under the guidance of a licensed and experienced occupational therapist in a traditional and/or emerging practice area, designed to develop competence in entry-level, generalist occupational therapy practice skills.

OT 8122. Advanced Occupation-based Assessment & Treatment. (2 Credits)
Utilizing practical clinical experience gained in Fieldwork Level II, students will apply critical reasoning and evidence-based practice to explore supports and barriers to occupation-based assessment and treatment.

OT 8129. Capstone Plan & Process I. (1 Credit)
Under the guidance of the Capstone Coordinator and the Faculty Capstone Mentor, students will advance their completed capstone proposal to the operational stage. Site Mentor will be confirmed and Memorandum of Understanding will be prepared, including individualized learning objectives, plans for supervision and mentoring, and responsibilities of all parties.

OT 8211. Fieldwork Level IIB. (6 Credits)
Full-time, twelve week internship under the guidance of a licensed and experienced occupational therapist in a traditional and/or emerging practice area, designed to develop competence in entry-level, generalist occupational therapy practice skills.

OT 8222. Communication & Advocacy for Strategic Change. (2 Credits)
Effective communication and leadership are key to managing change in today's complex practice environments. Students will explore theories related to advocacy, empowerment, and engagement in order to be positive agents of change. Examines the principles and processes of quality program design, implementation, assessment, and quality improvement. Personal development plans will continue to be refined as a tool to prepare the student for upcoming capstone experiences.

OT 8229. Capstone Plan & Process II. (1 Credit)
Under the guidance of the Capstone Coordinator and the Faculty Capstone Mentor, students will advance their completed capstone proposal to the operational stage. Site Mentor will be confirmed and Memorandum of Understanding will be prepared, including individualized learning objectives, plans for supervision and mentoring, and responsibilities of all parties.
Prerequisite: OT 8129.

OT 9319. Experiential Capstone. (6 Credits)
Full-time, fourteen week internship under the mentorship of a qualified individual with expertise consistent with the student's area of focus. The doctoral capstone experience provides an in-depth exposure to a concentrated area in one or more of the following areas: clinical practice skills, research skills, scholarship, administration, leadership, program and policy development, advocacy, education, and theory development.
Prerequisites: OT 8229 and 8211.

OT 9329. Capstone Dissemination. (1 Credit)
Upon completion of the Experiential Capstone and in accordance with the student's specified plan, an individual doctoral capstone project demonstrating synthesis of in-depth knowledge in the focused area of study will be developed and disseminated to the local practice community.

Pharmacy (PHAR)

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: PHAR 314.

PHAR 513. Community Compounding Practice. (2 Credits)
This course is designed to expose the student to dosage forms not seen in their previous required pharmaceutics 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.
Prerequisites: PHAR 322 and 426.

PHAR 515. Veterinary Pharmacy Practice. (1 Credit)
This is an elective course designed to give students the opportunity to understand the basics of Veterinary Pharmaceutics. 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 pharmaceutics to be better prepared for this growing field.

PHAR 517. Global Pharmacy Experience - Spanish World of Pharmacy – Parts 1, 2, and 3. (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.

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. .

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: PHAR 434.

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. Prerequisitis: Satisfactory completion of the Pharmacology and medicinal chemistry series.
Prerequisite: PHAR 434.

PHAR 535. Global Pharmacy Experience - Study of Culture and Medicinal Plants of the Amazon Rainforest. (3 Credits)
This experience is designed to allow students to study and experience the history, culture, and health beliefs of a developing country with a culture different from their own in order to expand their understanding of culture's influence on the health care experience in another part of the world. The pre- trip will involve lectures, discussions and assignments that will help students to gain a better understanding of these attributes. Visiting the country will enable participants to get a firsthand view of the health care system available and potential roles of pharmacists during a 2-week trip to the country. Pharmacists serve in diverse cultures, so the need for skills in cultural competence is important. This course provides the opportunity for "hands on" study in the rainforest of Peru. Students will live on a reserve, and travel to meet with botanists, taxonomists, pharmacists, shamans, and farmers. Time in the classroom will focus on the pharmacology, physical chemistry, and ethnobotany of a variety of indigenous plants. Note: Successful completion of all P-1 courses or permission of instructor is required for enrollment.

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: PHAR 434.

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: PHAR 434.

PHAR 540. Epidemiology and Pharmacoeconomics. (2 Credits)
The course provides an overview of epidemiology and identifies principles and methods of pharmacoeconomic analyses including the strengths and weaknesses of specific methods. Practical examples for successful implementation of these concepts are discussed.
Prerequisite: PHAR 462.

PHAR 542. Poisontations Seminar. (1 Credit)
This course will focus on the clinical management of the "poisoned" patient through a series of selected cases. Students will be exposed to the clinical presentation and treatment of patients experiencing toxicity from medications, chemicals, and biologicals. This course will review and reinforce the student's knowledge of the fundamentals of pharmacology and toxicology, and medical literature evaluation. The course will re-emphasize critical objectives with regard to mechanism of action, absorption, distribution, metabolism, elimination, in addition to clinical practice and treatment.
Prerequisite: PHAR 434.

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.

PHAR 546. Quality and Performance Management in Healthcare. (3 Credits)
This course provides an introduction to concepts and topics related to quality and performance management principles in healthcare. Students are introduced to performance management principles including human resource, operational and financial management of healthcare. Additionally, students are introduced to quality and patient safety principles including topics in error reporting systems and disclosure, principles of human error and human factors engineering, and the ability to apply quality improvement initiatives within a health system. Students will apply the didactic knowledge learned in the course through interprofessional team activities that include: root cause analysis and failure mode effect analysis.

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.

PHAR 548. Pharmacy Law. (2 Credits)
This course covers federal and state statues, 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.

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.

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: PHAR 452.

PHAR 551. Critical Care Pharmacy 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.)
Prerequisites: PHAR 434 and 452.

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: PHAR 550.

PHAR 553. Infectious Diseases Pharmacotherapy Seminar. (1 Credit)
This once-weekly seminar series serves to introduce timely Infectious Diseases (ID) Pharmacotherapy topics to the student, and it will facilitate a more detailed discussion of select ID conditions. The role of the pharmacist in ID state management will be emphasized using an interactive Grand Rounds type format. Students will be asked to prepare in advance and will be expected come to seminar with analytical questions for the speaker. In addition to presentations by CUW SOP faculty members, local expert pharmacists will present in their areas of expertise. Students will be assessed based upon participation and targeted assignments that correlate with select seminar presentations. Students will also complete a service project as part of this elective course.
Prerequisite: PHAR 452.

PHAR 557. The Diabetes Experience. (1 Credit)
This course is designed to enhance and expand student’s knowledge base, empathy, and ability to effectively work people that have diabetes 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 and as a peer educator. Student activities will include attending education classes on the basics of diabetes care, self-recording various aspects of their daily lifestyle including 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 of motivational interview and goal setting to make changes as if they were the person with diabetes. This course matches the CU Mission and SOP curricular goal to develop student pharmacists in mind and spirit to provide value-based patient centered care for service to the world.
Prerequisite: PHAR 452.

PHAR 559. Ambulatory Care Pharmacy Practice. (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.
Prerequisites: PHAR 452 and 472.

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: PHAR 462.

PHAR 563. Pharmacy Practice 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: PHAR 462.

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: PHAR 550.

PHAR 566. Research Design, Methods, and Ethics. (2 Credits)
The course will introduce graduate students to the processes involved in research design. This class will introduce the approach to generating a research question, conducting scientific inquiry (i.e. Literature Review), choosing a research design methodology that adequately addresses the research question, data collection and management methods, sound approaches to optimize the reproducibility of research and reporting relevant to basic pharmaceutical sciences, social/behavioral, and health services research. We will also discuss the purpose of review bodies such as IRB and IACUC. Lastly, we will discuss guiding principles of conducting ethical research. At the end of the course, each student should develop a research proposal that must be approved by a faculty mentor and evaluated by the course coordinators.

PHAR 567. Specialty 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 may 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.

PHAR 569. Pharmaceutical Sciences Journal Club. (1 Credit)
This twice-monthly journal club serves to develop pharmacy students in the latest pharmaceutical science research and scholarship trends. Advanced reading and discussion skills of current pharmaceutical science literature will build skills useful for APPE rotations and practice settings and knowledge that can impact pharmacy practice. It will facilitate discussion of student ideas for scholarship projects and provide an opportunity for students to network with potential faculty mentors who will facilitate discussions. Students will be asked to prepare in advance and will be expected to come to journal club prepared to interact with the class and the facilitating faculty or student. Topics for discussion will be chosen based on CUW SOP faculty research, P3 and P4 Laboratory Research Pathway student projects, or other student interests.
Prerequisite: PHAR 460.

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: PHAR 472.

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.

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. (Includes patient care skills teaching laboratory.)
Prerequisite: PHAR 570.

PHAR 573. Advanced Mental Health Pharmacotherapy. (2 Credits)
This elective course serves to build upon mental health knowledge learned in Pharmacotherapy IV (Phar 550) 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: PHAR 550.

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: PHAR 372.

PHAR 577. Women's Health Issues in Pharmacy Practice. (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: PHAR 550.

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: PHAR 550.

PHAR 581. Longitudinal Pharmacy Practice Experience and Project Management (IPPE-5). (4 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.
Prerequisites: PHAR 462 and 482.

PHAR 583. Introductory Pharmacy Practice Experience-6 (IPPE-6). (3 Credits)
During the elective IPPE-6 course, 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, applying knowledge and skills obtained in the required curriculum. Additionally, students will continue growing their project management skills by formulating a research question and then methodically gathering, analyzing, and using information to improve/change practice.
Prerequisite: PHAR 581.

PHAR 591. Pediatric Pharmacology and Therapeutics. (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: PHAR 452.

PHAR 593. Analytical Characterization of Drugs and Other Chemicals. (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: PHAR 434.

PHAR 597. Critical Care Pharmacy Practice 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.)
Prerequisites: PHAR 434 and 452.

PHAR 601. Special Topics. (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.

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

PHAR 607. Study of the Culture, Traditional Medicine, and Health Care of Japan. (3 Credits)
This experience is designed to allow students to study and experience the history, culture, and health beliefs of a developing country with a culture different from their own in order to expand their understanding of culture's influence on the health care experience in another part of the world. Pharmacists serve in diverse cultures, so the need for skills in cultural competence is important. This course provides the opportunity for "hands on" study of pharmacy (both traditional and modern) in the Japanese culture.

PHAR 671. Clinical Pharmacy and Pharmacy Law Continuing Professional Development. (2 Credits)
Continuing professional development and life-long learning are central to success in the profession of pharmacy. This includes both clinical content and laws related to the practice of pharmacy. Building on the knowledge, skills, and attitudes from the earlier and concurrent coursework in the Doctor of Pharmacy program, this course further develops learners' abilities to be life-long learners in the profession of pharmacy.

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.)

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.)

PHAR 684. Hospital-Health System Pharmacy / Advanced Pharmacy Practice Experience. (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.)

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.)

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.)

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.

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.

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.

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.

DPT 535. Clinical Problem Solving Elective. (1-6 Credits)

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.

DPT 550. Pathophysiology/Pharmacology 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. Prerequisites: 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.

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.

DPT 580. Management of 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.

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.

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.

DPT 602. Community Clinic I. (1 Credit)
The Community Clinic 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 fall semester of year two.

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.

DPT 610. Management of Neuromuscular Disorders - Adult 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.

DPT 611. Management of Neuromuscular Disorders - Adult II. (3 Credits)
The course presents therapeutic intervention from a human movement perspective, emphasizing principles introduced in DPT 615 (Movement Science) and DPT 610 (Management of Neuromuscular Disorders – Adult I). Students are provided with opportunities to expand clinical decision-making skills in the physical therapy management of adults with acquired central nervous system dysfunction.

DPT 612. Community Clinic II. (1 Credit)
The Community Clinic 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 fall semester of year two.

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.

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. Prerequisites: 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.

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.

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.

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.

DPT 650. Pathophysiology/Pharmacology 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 pathophysiologic 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. Prerequisites: 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. Introduction to Management of Musculoskeletal Disorders. (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.

DPT 660. Management of Musculoskeletal Disorders 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.

DPT 661. Management of Musculoskeletal 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.

DPT 665. Management of Integumentary Disorders. (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.

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 extermities. 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.

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.

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.

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.

DPT 723. Cardiopulmonary Systems/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. Prerequisites: successful completion of the first semester in the Physical Therapy program at CUW as a DPT student.

DPT 738. Psychosocial Dimensions of Healthcare II. (1 Credit)
This course is the second 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 second course focuses on issues of cultural sensitivity 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 742. Psychosocial Dimensions of Rehabilitation I. (1 Credit)
This course is the first in a 2-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 first course focuses on issues of client-centered practice. The course is offered in relation to the student's previous clinical practice experiences and assignments encourage application of course content to clinical practice.

DPT 743. Psychosocial Dimensions of Rehabilitation II. (1 Credit)
This course is the second in a 2-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 course focuses on issues of loss, grief, and coping as it affects clients seen in clinical practice. The course is offered concurrent with a student clinical-practice experience and assignments encourage application of course content to clinical practice.
Prerequisite: DPT 742.

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.

DPT 750. Selective Topics in Pediatric Physical Therapy. (3 Credits)
This course will be appropriate for those students interested in working with pediatric clients. The class is designed to improve your ability to perform clinical and standardized evaluations; interpret and organize the data based on the ICF model and to 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 the 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, and client practicum.

DPT 751. Selective Topics in Adult Neurological and Geriatric Physical Therapy. (3 Credits)
The Adult Neuro/Geriatrics elective is designed to improve students' ability to design and perform evaluations, data interpretation, and evidence-based treatment plans with implementation that addresses problems commonly seen in aging adults especially with neurological disorders. The course will expand and refine the clinical reasoning and treatment skills from previous courses. Learning strategies include lecture, group discussion and literature reviews, labs, guest speakers, field trips, and individual projects and presentations. Topics of focus will include normal and pathological changes in the geriatric client, psychosocial aspects of aging, cognitive changes and communication strategies, appropriate exercise prescriptions, falls prevention strategies, and health promotion for maintaining a high quality of life.

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.

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.

DPT 786. Community Clinic III. (1 Credit)
The Community Clinic 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 fall semester of year two.

DPT 800. Medical Screening and Examination for the Orthopedic Resident. (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. Prerequisites: Acceptance into the CUW Orthopedic Residency Program

DPT 801. Clinical Examination and Treatment of the 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.

DPT 802. Clinical Examination and Treatment of the Upper Extremity. (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.

DPT 803. Clinical Examination and Treatment of the Lower Extremity. (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.

DPT 804. Motor Control for the Orthopedic Resident. (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 actication. The movement strategies acquired in this course can be used as complimentary interventions for general strengthening and/ or manual therapy interventions.

DPT 805. Clinical Mentoring for the Orthopedic Resident. (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.

DPT 806. Orthopedic Clinical Specialist 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.

DPT 807. Clinical Research for the Orthopedic Resident. (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.

DPT 5221. Introduction to Professional Formation. (3 Credits)
Students explore the foundational principles related to becoming a professional, an overview of the professional curriculum, learning sciences, reflective practice, relational coordination, communication, evidence-based culture, and ambiguity in practice. Students use knowledge of emotional intelligence to recognize personal emotional reactions during communication. Students begin their portfolio documenting professional growth and reflection on experiences.

DPT 5331. Health Literacy, Patient Education, and Prevention. (2 Credits)
The principles of teaching/learning, health literacy, and barriers/ facilitators of learning are explored and applied to self and others. Students learn a patient-centered approach to patient education, including assessing readiness for learning, adapting instruction to the learner's needs, and evaluating learning outcomes. Students compare/ contrast behavior change theories/models as they apply to individual patients or communities. Historical examples of prevention campaigns (seat belts, helmets, infant sleeping positions, masks) are evaluated. Legal/ethical issues surrounding patient education and physical therapist scope of practice is analyzed as related to screening, health promotion, prevention, and wellness services. Appropriate referral to community resources (smoking cessation, AA, exercise programs) is discussed through case vignettes and/or community experiences.

DPT 5431. Foundations of Patient Management. (3 Credits)
This course introduces frameworks to help students create a schema for physical therapist practice and clinical reasoning, including the International Classification of Functioning, Disability, and Health Framework (ICF), Guide to Physical Therapist Practice (Guide), Patient/ Client Management Model, Patient-centered Care, Lifespan Perspectives, Interprofessional Collaborative Practice, and the Movement System framework. Relational coordination as applied to healthcare systems are also discussed. Principles of pharmacology and imaging are also introduced, as are the categories of tests/measures and interventions described in the Guide to PT Practice. Students learn the fundamentals of documentation as a legal record of patient care.

DPT 5432. Patient Encounter. (4 Credits)
Students engage as a novice in patient management, including physical therapy exam (history, systems review, and tests/measures of body structure/function, activity (gait speed, TUG, chair rise, 6MWT), and participation (i.e. quality of life measures, impact scales), evaluation (including prognosis and diagnosis), and interventions. Using a patient-centered and movement-oriented approach helps students integrate all domains of learning (cognitive, affective, psychomotor). Students learn the fundamentals of documentation of a patient encounter.

DPT 5551. Foundational Science I: Anatomy and Palpation. (6 Credits)
This course consists of an in-depth study of the musculoskeletal and nervous system of the human body as it relates to structure and function. The major body systems are discussed in a regional presentation. Surface anatomy is incorporated throughout the course. Students practice palpating key musculoskeletal landmarks. Palpation skills are then enhanced during dynamic interactive lab sessions with immediate feedback.

DPT 5561. Mobility Training. (2 Credits)
Students integrate principles of motor control and motor learning to the instruction of psychomotor skills to patients. This course focuses on mobility training, including gait training with/without assistive devices and with/without orthotics, and instruction of transitional movements including transfers, sit to stand, stand to sit, bed mobility, and wheelchair navigation. Students learn to document mobility interventions in a manner that demonstrates skilled intervention.

DPT 7222. PTs as Moral Agents and Influencers. (3 Credits)
Moral agents are responsible to act on the behalf of others and to protect society's most vulnerable populations. Students learn to deeply value their professional obligation to become a moral agent, reflected in the profession's code of ethics, core values, standards of practice, practice acts, and the impact of professional misconduct on the profession and society. Case studies and ethical scenarios are used to stimulate curiosity, analysis, and deep learning about the process of becoming a moral agent and advocating for elimination of policies that perpetuate systemic racism and unequal access to healthcare for underrepresented minorities. Vignettes and active learning assignments stimulate students to enhance relational coordination skills and understand their role as an influencer in health care, policies, and in society. An evidence-based culture is introduced through exploration of evidence search strategies, research ethics, principles of measurement, and statistical analysis.

DPT 7223. PTs as Coach and Collaborators. (3 Credits)
Students expand their ability to collaborate with others to provide patient-centered care, in addition, students practice relational coordination skills with co-workers, teams, and patients/families to co-produce patient outcomes. Students gain skills related to patient/client instruction, motivational interviewing, and coaching behavior change with individuals and communities. Students learn to apply principles of negotiation, conflict resolution, and relational leadership with patients, families, teams, and communities. Systems theory as applied to families and organizations provides a framework for navigating conflict and advocating for change. Class discussions and journal clubs guide students through the process of appraising diagnostic and prognostic evidence, comparing research methodologies, and interpreting systematic reviews, clinical practice guidelines (CPGs) and clinical prediction rules.

DPT 7332. Health, Disease and Society. (3 Credits)
Students begin exploring biopsychosocial aspects of health, disease, and society through a personal assessment of their physical (physical activity, exercise, nutrition, social habits), mental (mindfulness, stress, anxiety), emotional, and spiritual health in order to identify priorities for personal change. Evidence-informed strategies for enhancing mindfulness and managing stress and anxiety are discussed. Societal issues and current resources related to illness and death, suicide, addiction, violence, and aging are explored. Students analyze US and global models of healthcare delivery, population health, and begin recognizing social determinants of health. Assignments and discussions facilitate deep understanding of the quadruple aim of healthcare, the economic burden of chronic disease, and the role of physical therapists in optimizing movement to transform the human condition is integrated throughout the course.

DPT 7333. Healthcare Systems, Policy, Social Determinants. (3 Credits)
Students explore a variety of topics related to public health infrastructure, healthcare systems, accessibility to healthcare services, payment/insurance systems, value-based care, and growing movement towards preventive health. Social Determinants of Health (SDOH) are examined in context to the health of society and the provision of PT services, including the role of physical therapists to recognize and address the impact of structural racism on health and access to services. Students investigate and reflect on the impact of poverty, race, genetics, lifestyle, behavior, and the environment (air quality, global warming, water quality, pesticides, etc) on health and chronic disease. Students analyze the impact of health policies on the health of communities and populations, including rural, urban, and other entities (reservations, VA). Social justice and policy issues related to managing the health of people with chronic conditions across the lifespan are considered.

DPT 7443. Musculoskeletal Upper Quarter I. (3 Credits)
This course first introduces students to patient management principles for individuals with musculoskeletal dysfunction. A focus on anatomy, biomechanics, movement dysfunction, and common conditions of the cervical and thoracic spine, craniofacial, and shoulder regions. Diagnostic testing, imaging, and pharmacological / surgical management are integrated with physical therapy patient management, including screening, examination, evaluation, diagnosis and prognosis, plan of care, and interventions. Students gain skills in clinical reasoning and psychomotor skills as applied to patient management across acute, sub-acute, and chronic stages of injury and healing.

DPT 7444. Musculoskeletal Upper Quarter II. (3 Credits)
This course focuses on anatomy, biomechanics, movement dysfunction, and common conditions of the elbow, wrist, and hand regions. Diagnostic testing, imaging, and pharmacological / surgical management are integrated with patient management, including screening, examination, evaluation, diagnosis and prognosis, plan of care, and interventions. Students gain skills in clinical reasoning and psychomotor skills as applied to patient management across acute, sub-acute, and chronic stages of injury and healing. Lifespan perspectives unique to management of pediatric and geriatric patients are presented. The course concludes with a series of cases that tie together all aspects of patient management for the entire upper quarter.

DPT 7445. Musculoskeletal Lower Quarter I. (3 Credits)
A focus on anatomy, biomechanics, movement dysfunction, and common conditions of the thoracic, lumbar, and sacral spine along with pelvic floor and hip regions. Diagnostic testing, imaging, and pharmacological / surgical management are integrated with physical therapy patient management, including screening, examination, evaluation, diagnosis and prognosis, plan of care, and interventions. Students gain skills in clinical reasoning and psychomotor skills as applied to patient management across acute, sub-acute, and chronic stages of injury and healing.

DPT 7552. Foundation Science II: Pathophysiology. (2 Credits)
Students analyze the impact of immobility on all body structures and physiological systems and explore the growing body of knowledge of exercise and genetics. Pain science theory is introduced through the foundations of neuroscience.

DPT 7562. Exercise and Movement Science. (3 Credits)
Students gain knowledge and application of exercise as a critical PT intervention to enhance movement and function. This course focuses on addressing cardiovascular and pulmonary endurance, muscle endurance, strength / power training across the lifespan. Students learn to assess cardiovascular risk factors and to monitor physiological responses of the cardiovascular and pulmonary systems to exercise. Movement science principles applied to analyze movement and hypothesize impairments and restrictions in activities and participation.

DPT 7563. Treating Impairments of Body Structure/Function. (2 Credits)
This course builds skills needed to select and perform interventions addressing pain, weakness, and loss of joint/muscle mobility across the lifespan. Interventions include strengthening, joint mobilization, stretching, and physical agents across the lifespan.

DPT 7564. Treating Activity Restrictions. (2 Credits)
This course builds skills needed to select and perform interventions addressing activity restrictions related to bed mobility, sit-stand and transfers, gait, ADL's, and IADL's. Emphasis is on principles of motor learning including task-specific practice, types of instruction, practice schedules, variability of practice, and the use of auditory, visual, and tactile feedback.

DPT 7800. Clinical Education I. (4 Credits)
This is a full-time, eight-week clinical education experience supervised by a licensed physical therapist in a clinical setting which focuses on the basic musculoskeletal, cardiopulmonary, and integumentary diagnoses and practice patterns. Clinical interpretation and analysis of the interprofessional healthcare team are explored. Students gain experience in all aspects of patient management including examination, evaluation, diagnosis, prognoses and plan of care. Students are expected to practice with integrity, compassion and demonstrating moral agency in all areas of practice.

DPT 8224. Leadership of Self, Teams, and Organizations. (3 Credits)
To begin their journey of leadership development, students navigate presentations, self-assessment tools, and engage in interactive sessions with peers and faculty to identify their personal leadership style and personal leadership plan. Activities include promoting mindfulness needed to support resilience and change. Students are challenged to seek feedback from others and to identify implicit biases and motivators impacting professional growth. Leadership skills needed to lead teams, organizations, and collaborate across organizations requires advanced skills and self-reflection. Students apply leadership principles to team and organizational behavior and policy analysis with an emphasis on influencing change and facilitating social justice. Unique skills sets required for rural, urban, and other distinct communities are discussed.

DPT 8225. Leadership in Practice Management. (3 Credits)
Leadership, practice management, and continuous quality improvement are addressed through case scenarios, directed readings, and active learning assignments related to human resource and operations management, fiscal management and accountability, billing, coding, payer systems, project management, marketing management, and information technology management. Students gain leadership skills needed to address social inequalities and to become change agents in the community, profession, and society.

DPT 8334. Community Needs Assessment and Program Planning. (3 Credits)
Students explore community health assessment and project planning, including the role of physical therapists in increasing physical activity/ exercise, decreasing obesity, minimizing work-related injury, and fall prevention. Through dynamic presentations and active learning assignments, students learn the steps of a thorough needs assessment prior to planning health programs and interventions. Student groups identify a community health issue related to a primary, secondary, or tertiary prevention problem, conduct a basic needs assessment, and based on the findings of the need's assessment develop a community program along with the plan for program evaluation.

DPT 8446. Musculoskeletal Lower Quarter II. (3 Credits)
This course focuses on anatomy, biomechanics, movement dysfunction and common conditions of the knee, ankle, and foot regions. Diagnostic testing, imaging, and pharmacological / surgical management are integrated with patient management, including screening, examination, evaluation, diagnosis and prognosis, plan of care, and interventions. Students gain skills in clinical reasoning and psychomotor skills as applied to patient management across acute, sub-acute, and chronic stages of injury and healing. Lifespan perspectives unique to management of pediatric and geriatric patients are presented. The course concludes with a series of cases that tie together all aspects of patient management for the entire lower quarter.

DPT 8451. Cardiovasular and Pulmonary I. (3 Credits)
Students relate the anatomical structure and physiological function of the cardiovascular and pulmonary systems to common cardiovascular and pulmonary disorders and their impact on human movement across the lifespan. Related cardiovascular and pulmonary diagnostic testing, imaging, and pharmacological/ surgical management across the lifespan are discussed. Students learn both clinical reasoning and psychomotor skills related to cardiovascular and pulmonary screening, history and review of systems; assessment of HR, BP, RR, breath sounds, hearts sounds, as well as the ability to differentiate normal from abnormal EKGs. Students explore continuum of acute to chronic disease, healthcare settings, and the spectrum of practice from health through palliative care related to cardiovascular and pulmonary systems.

DPT 8452. Cardiovascular and Pulmonary II. (3 Credits)
Students advance their clinical reasoning and clinical skills in managing patients with cardiovascular and pulmonary dysfunction. Students focus on PT examination, evaluation (diagnosis and prognosis), interventions, and outcomes for patients with cardiovascular and pulmonary disorders across the lifespan and health-care settings. Students consider the range of practice from prevention through palliative care, from acute to chronic care, and relevant fiscal and regulatory resources or constraints. Cardiopulmonary clinical practice guidelines, available evidence, and interprofessional practice opportunities are incorporated.

DPT 8453. Integumentary, Lymphatic, and Post Amputation. (4 Credits)
Students relate anatomical structure and physiological function of the integumentary, lymphatic, and endocrine systems to their impact on human movement and function. Etiology of limb length (amputation) disorders and resulting changes to biomechanics/kinesiology and function are also addressed. Students apply clinical reasoning and psychomotor skills to engage in patient management of complex system involvement, including patient history, review of systems, examination, evaluation, interventions, and outcomes of patient management. Relevant diagnostic testing, imaging, and pharmacological/ surgical management, and prevention are discussed. Considerations for managing patients across the lifespan as well as across the spectrum of health care settings, acute-chronic conditions, and simple to complex (multi-system) involvement utilizing clinical practice guidelines and emerging evidence is applied to patient management decision making.

DPT 8462. Neuromuscular I. (4 Credits)
Students relate neuroanatomy and neurophysiology to existing knowledge on normal human movement, development, and function. Using patient cases across the lifespan, students explore the impact of peripheral and central nervous system disorders on motor control and function and on neuromotor development. Related diagnostic testing, imaging, and pharmacological/ surgical management are discussed. Students engage in movement analysis of patients with a variety of neurologic disorders to hypothesize underlying impairments, activity restrictions and participation restrictions across the lifespan.

DPT 8463. Neuromuscular II. (4 Credits)
Students learn clinical reasoning, practice guidelines, and psychomotor skills related to patients with neuromuscular dysfunction, including history and review of systems, examination, evaluation, interventions, and outcomes. This course is organized by types of movement problems, including impaired strength and motor control, impaired balance and coordination, abnormal functional mobility and gait, and loss of life roles needed for self-care, play, and work. Progression across the continuum of care and managing varying levels of acuity is emphasized, as is practice across healthcare settings. Lab sessions include coordination and collaboration with interprofessional teams and working with assistive/ adaptive/orthotic devices. Clinical practice guidelines and emerging evidence in neurologic rehab is applied to patient management decision making.

DPT 8572. Participation in Life Roles & Sport. (2 Credits)
Students select appropriate participation standardized tests and interventions, including modifying activities or environments to assess and treat patient/client's ability to participate in life roles (work, play, sport, domestic, education, and social). Students use reasoning skills to write a letter of advocate for patients requiring specific equipment or services as well as to progress a plan of care in order to return a patient to sport using evidence-based interventions and a collaborative team approach.

DPT 8573. Rehab and Cancer. (2 Credits)
Students explore patient/management of persons with cancer, including unique nutritional and exercise needs, precautions and contraindications, as well as the value of interprofessional teams collaborating to enhance function and quality of life for persons with cancer across the lifespan.

DPT 8574. Progression of Care. (3 Credits)
Patient cases across multiple settings drive student learning regarding providing PT services across all healthcare settings, including the ICU, acute care, sub-acute and rehabilitation hospitals, skilled nursing and assisted living facilities, and home care as well as the use of telehealth. Students use clinical reasoning to adapt patient care skills to different settings and with patients across the lifespan and with varying degrees of mobility and independence, as well as progression in documentation skills using electronic medical records. Students apply interventions from Cardio-Pulmonary I-II in context of various settings and with a variety of teams.

DPT 8575. Managing Complex Patients. (2 Credits)
Students apply clinical reasoning, patient management skills, delegation/ supervision skills, time management, and interprofessional practice skills to work with patients with highly complex medical conditions. Emphasis is also on accurate, thorough, and concise documentation of patient care regardless of patient complexity, setting, and patient age. Students investigate community resources designed to support the management of complex cases at home or in residential living centers across the lifespan and diagnostic conditions.

DPT 8880. Clinical Education II. (4 Credits)
This is a full-time, eight-week clinical education experience supervised by a licensed physical therapist in a setting appropriate to allow synthesis of the musculoskeletal, cardiopulmonary, and integumentary practice patterns. Experience with patient/client education, neuromuscular practice patterns, and practice management are also explored. Students participate in all aspects of patient management including examination, evaluation, diagnosis, prognoses and plan of care, as well as interventions and outcome assessment. Students utilize electronic documentation, improve time management, engage in delegation/ supervision, and demonstrate the ability to work as a member of an interprofessional teams. Students are expected to practice with integrity, compassion and demonstrating moral agency in all areas of practice.

DPT 8890. Clinical Experience III. (8 Credits)
This is a full-time, sixteen-week clinical education experience supervised by a licensed physical therapist in a setting appropriate to allow synthesis of the neuromuscular, musculoskeletal, cardiopulmonary, and integumentary practice patterns. Experiences across a variety of health care settings including in-patient environments (acute, sub-acute, rehab, or skilled nursing) and out-patient settings (hospital out-patient, free-standing, and specialty clinics) and/or home health. Students are expected to become more independent with complex cases (management including examination, evaluation, diagnosis, prognoses and plan of care, as well as interventions and outcome assessment), document effectively, demonstrate accountability and effective time management, engage in delegation/supervision, and demonstrate the ability to work effectively with interprofessional teams. Students are expected to practice with integrity, internalizing the core values of the profession and demonstrating moral agency in all areas of practice. During clinical experiences, students apply their knowledge of management, finance, payer systems, regulatory requirements, and quality management to real-world scenarios in a variety of settings. As master adaptive learners, students will continually reassess their gaps in knowledge and seek ways to address the gaps.

Physician Assistant (PHAS)

PHAS 500. Human Anatomy for Physician Assistants. (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.

PHAS 501. Physician Assistant Seminar I. (1 Credit)
PA Seminar I provides an overview and introduction into the Physician Assistant profession. Seminar I provides fundamental knowledge of the history of the Physician Assistant career, information regarding certification and maintenance of the certification, improving quality of work, medical ethics, and cultural sensitivity. This course also discusses PA laws and advocacy of the profession, professionalism, and various settings in which health care is delivered. This course also provides students with introduction to SOAP note writing and insurance terminology.

PHAS 502. Physician Assistant Seminar II. (2 Credits)
This course expands upon the knowledge and skills started in PA Seminar I related to the role of the physician assistant. In particular this course will explore Cases and Clinical Decision Making, Rx writing, documentation, Professionalism, Nutrition, Team STEPPS and IPE, patient provider considerations.

PHAS 503. Physician Assistant Seminar III. (2 Credits)
This Seminar has a major portion conducted as an IPE collaborative course with PH P3 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. Thus, a key purpose of this course is to introduce students to key concepts related to performance and quality related processes, and to develop the foundational skills necessary for the management of operational and safety initiatives in a health system as part of a healthcare team approach. This course will build upon the knowledge obtained and the concepts addressed in the respective core curriculum of the health care practitioner. Additional PA topics important within the profession are scheduled for PA students only.

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 physical examination and evaluation. Topics covered include patient interviewing, history taking, developing a differential diagnosis, and physical exam techniques by organ system. Students will apply a variety of basic physical exam techniques and concepts to clinical diagnosis and topics taught in the Clinical Medicine course. Students will complete OSCEs throughout the semester to demonstrate competency in history and physical exam skills. This is a mixed lecture/laboratory course.

PHAS 505. Physical Assessment II. (2 Credits)
This course is second in a two-part series designed to help students develop and apply basic skills and techniques necessary to perform physical examination and evaluation. Topics covered include patient interviewing, history taking, developing a differential diagnosis, and physical exam techniques by organ system. Students will apply a variety of basic physical exam techniques and concepts to clinical diagnosis and topics taught in the Clinical Medicine course. Students will complete OSCEs throughout the semester to demonstrate competency in history and physical exam skills. This is a mixed lecture/laboratory course.

PHAS 506. Clinical Skills I. (1 Credit)
Clinical Skills I is part one in a three-course series of laboratory courses that focus on development of the skills relevant to procedures performed in clinical practice. The course will further contribute to the development of clinical reasoning related to case scenarios. This course is taught using flipped classroom model.

PHAS 507. Clinical Skills II. (1 Credit)
Clinical Skills II is part two in a three-course series of laboratory courses that focus on development of the skills relevant to procedures performed in clinical practice. The course will further contribute to the development of clinical reasoning related to case scenarios. This course is taught using flipped classroom model.

PHAS 508. Clinical Skills III. (1 Credit)
Clinical Skills III is part three in a three-course series of laboratory courses that focus on development of the skills relevant to procedures performed in clinical practice. The course will further contribute to the development of clinical reasoning related to case scenarios. This course is taught using flipped classroom model.

PHAS 515. Molecular Mechanisms. (3 Credits)
Molecular mechanisms for PAs provides the student with foundational material for biochemistry, cell biology, physiology, microbiology, and human genetics in what should be a review, though a necessary one, for all of the content that will come after in your PHAS coursework. 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), the molecular mechanisms which control those processes, the physiology that combines structure and function of the human body, the genetics that influences all aspects of protein function in the development of the human and ongoing processes within the human body. In addition, a review of the pathogenesis of the major infectious diseases (bacteria, fungi, parasites, viruses) and the pharmacological agents used to combat them will be presented.

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.

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.

PHAS 526. Pathophysiology and Pharmacology I. (5 Credits)
This lecture course is taught concurrently with Clinical Medicine I and covers the basic physiology, related pathophysiology, and pharmacology principles and therapeutics relevant to systems and diseases covered in Clinical Medicine I. The primary systems covered in this course include Mechanisms of Inflammatory and Malignant pathologies, Infectious Disease, Dermatology, Endocrinology, Reproductive Health, and Neurology.

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 throughout the curriculum. The course is taught using lecture and laboratory.

PHAS 530. Clinical Medicine II. (6 Credits)
Clinical Medicine II is the second in a two-course sequence addressing the pathophysiology, epidemiology, signs and symptoms, differential diagnosis, and the 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. 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.

PHAS 531. Pathophysiology and 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. The primary systems covered in this course include Hematology / Pulmonary / Cardiovascular / Renal / Gastrointestinal.

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 and integrated case studies.

PHAS 535. Evidence Based Medicine. (1 Credit)
This course addresses the use of research and evidence to inform clinical practice in medicine. 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. The class will emphasize the responsibility of physician assistants to utilize EBM both at point of care with patients, but also their responsibility to stay current in the medical literature.

PHAS 540. Public Health and 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.

PHAS 545. Emergency Medicine. (4 Credits)
This course is an overview of common disease states and their acute 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. EM 545 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.

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.

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 for you to understand that you will NOT leave this class knowing how to perform surgeries, but that you recognize surgical conditions and know the basic surgical interventions for conditions.

PHAS 570. Behavioral Medicine. (2 Credits)
This course provides introduction to the evaluation, diagnosis and treatment of psychiatric/behavioral medicine disorders. This course also provides instruction into the medications used to treat mental illness. This course also provides instruction into the various tools used to screen patients for mental illness as well as provide instruction on assessment for suicidal risk and ideation. The course will prepare students for clinical rotations in behavioral medicine.

PHAS 575. Obstetrics and 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 and or summer term.

PHAS 580. Introduction to Clinical Practice. (3 Credits)
Introduction to Clinical Practice provides students opportunity to practice patient care skills through the use of OSCEs. Students will take patient histories, perform physical examinations, document findings, come up with patient care plans, and continue their practice of prescription writing. Students will learn components of patient presentations and practice this skill through the use of OSCEs. This course will also cover various other topics that are needed in preparation for clinical rotations in the second year of the curriculum. Students will also expand documentation understanding in relation to the inpatient and outpatient setting. Students will also begin learning about prevention of medical errors, diabetes, and effective communication skills through the use of joint lecture and activities with pharmacy students. Students will also learn how to interpret EKGs during this course.

PHAS 600. Physician Assistant 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.

PHAS 610. Family Medicine Clinical Practicum I. (4 Credits)
This clinical rotation is the first part of a total of 8 weeks required in Family Medicine. The course instruction occurs under the supervision of 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 should be designated as primary. The rotation addresses the evaluation, differential diagnosis, and management of diseases and conditions that occur in the practice of family medicine, to include management of acute and chronic medical disorders, and patient education in maintaining optimum health. Students will have the opportunity to apply what they have learned during the didactic phase in order to interact with patients and families, provide patient education, and conduct appropriate evaluation and management.

PHAS 615. Family Medicine Clinical Practicum II. (4 Credits)
This clinical rotation is the second part of a total of 8 weeks required in Family Medicine. The course instruction occurs under the supervision of 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 should be designated as primary. The rotation addresses the evaluation, differential diagnosis, and management of diseases and conditions that occur in the practice of family medicine, to include management of acute and chronic medical disorders, and patient education in maintaining optimum health. Students will have the opportunity to apply what they have learned during the didactic phase as well as Family Medicine I in order to interact with patients and families, provide patient education, and conduct appropriate evaluation and management.

PHAS 620. Internal Medicine Clinical Practicum I. (4 Credits)
This required 4-week rotation in Internal Medicine occurs with 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 general internal medicine. Students will have the opportunity to manage acute and chronic care and participate in continual care for adult patients in an inpatient or outpatient setting.

PHAS 625. Internal Medicine Clinical Practicum II. (4 Credits)
This required 4-week rotation in Internal Medicine II follows Internal Medicine I, although does not necessarily occur immediately after, and occurs with the supervision of a clinical preceptor. The rotation is a continuation of the Internal Medicine I rotation, and will provide the student continued opportunity to develop competency in the pathophysiology, evaluation, differential diagnosis, and management of diseases and conditions that occur in the practice of general internal medicine. Students will have the opportunity to manage acute and chronic care for adult patients in either the OP or IP setting.

PHAS 630. Women's Health Clinical Practicum. (4 Credits)
This required 4-week rotation in Women's Health occurs with the supervision of a clinical preceptor. This rotation addresses the evaluation, differential diagnosis, and management of diseases and conditions that occur in the practice of obstetrics gynecology as well as female specific health concerns. Students will build on knowledge and concepts encountered in the didactic year and continue to develop competency in gynecologic care through the lifespan from adolescence through menopause, pregnancy care from antenatal to postpartum, and basic infertility concepts. The student will also develop further competency in preventive medicine, including screening in both obstetrics and gynecology.

PHAS 635. Pediatric Medicine Clinical Practicum. (4 Credits)
This required 4-week rotation in Pediatric Medicine occurs with the direct supervision of a clinical preceptor. The rotation addresses the evaluation, differential diagnosis, pathophysiology and management of diseases and conditions that occur in the management of pediatric patients. Students will develop proficiency at performing pediatric history and physical examinations, well child checks, and counseling patients and their families, as well as screening for normal and abnormal developmental milestones.

PHAS 640. Emergency Medicine Clinical Practicum. (4 Credits)
This required 4-week rotation in Emergency Medicine will occur with direct supervision of a clinical preceptor in the Emergency Department. This clinical rotation addresses the evaluation, triage, differential diagnosis, procedural and medical management of patients who present to hospital-based emergency departments.

PHAS 645. Surgical Medicine Clinical Practicum. (4 Credits)
This required 4-week rotation in Surgical Medicine occurs with the supervision of a clinical preceptor. The rotation addresses the evaluation, pathophysiology, and surgical management of patients. Students will participate in the care of pre-operative, peri-operative, and post-operative patients, demonstrating knowledge in the indications, contraindications and complications related to the surgical patient and will assist in surgery.

PHAS 650. Behavioral Medicine Clinical Practicum. (4 Credits)
This required 4-week rotation in Behavioral Medicine occurs with the supervision of a clinical preceptor who will be either a PA, NP, DO, or MD who works with a behavioral medicine/mental health population of patients. The rotation addresses the evaluation, differential diagnosis, and management of diseases and conditions encountered in psychiatry and behavioral medicine. This rotation should improve the student's interpersonal communication skills and foster competency in the identification and management of mental health diagnoses.

PHAS 655. Elective Clinical Practicum I. (4 Credits)
This 4 week clinical course 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 clinical courses require a case presentation at completion. All logging requirements continue. All experiences occur with supervision of a clinical instructor.

PHAS 660. Elective Clinical Practicum 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.

PHAS 5100. Primary Medicine I. (3 Credits)
Primary Medicine I will focus on the physiology and pathophysiology, epidemiology, clinical features, differential diagnosis of disease, and management of the most common disease states in the organ systems of dermatology, ophthalmology, ear, nose throat, hematology/oncology and HIV. 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.

PHAS 5105. Labs & Diagnostics I. (2 Credits)
In this course, students will learn to appropriately select and interpret lab diagnostic testing utilizing laboratory method concepts and incorporate that data into medical decision making. Understand concepts of sensitivity and specificity; variants of normal; pitfalls in interpreting lab results, and identify specific labs diagnostics used in narrowing the differential diagnosis of patients with dermatologic, EENT, and hematologic/oncologic/coagulopathy disease presentations, and infectious disease diagnostic evaluation in the lab. Basics of radiology will be introduced in this course.

PHAS 5110. Patient Care I. (2 Credits)
This course will introduce the student to patient interviewing techniques, physical exam techniques, and documentation of medical notes. The student will focus on identification of normal physical exam findings, proper exam techniques, and the ability to compare and contrast normal findings to abnormal findings anticipated in a particular disease state. Content will include examination of each organ system covered in Primary Medicine I and skills in eliciting the history and documenting all history and physical exam findings in a SOAP format.

PHAS 5115. Pharmacotherapy I. (2 Credits)
This course will cover the basic principles of pharmacology including: mechanism of action and resistance, therapeutic toxicity, adverse drug reactions of the most common medications used in management of the content topics taught in Primary Medicine I. Students will apply prior knowledge from other coursework to the selection of the most appropriate therapeutic options for a particular patient, whether acute, chronic or preventive and in any clinical setting.

PHAS 5120. Skills for Primary Practice I. (1 Credit)
This course teaches students the basic skills needed for family medicine practice in obtaining informed consent, performing and documenting procedures, and providing appropriate discharge information to the patient. Skills taught will mirror the course content of Primary Medicine I. Students will complete educational modules on BBP and biohazard information, learn and practice obtaining informed consent, basic sterile technique, local anesthesia administration, dermatologic procedures, minor procedure skills in EENT, and epistaxis management. Students will begin principles of wound management/suturing.

PHAS 5125. PA Professional Practice I. (1 Credit)
This course will focus on intellectual, academic and professional honesty and ethical conduct; the history of the PA profession, the healthcare delivery system in the U.S., and the changing role of the PA in the US medical system, as well as intro to evidence-based medicine. Students will be introduced to information about the national and state organizations for PA's, PA laws, licensure and advocacy for the profession. This content will be repeated in more depth during the End of Rotation (EOR) experiences in the clinical year closer to the time when students will be entering clinical practice. Students will be introduced to statistical analysis of medical literature, how to differentiate between types of studies, and discern study quality. This information will dovetail with Health promotion content, and will be reinforced in Clinical Medicine throughout all four courses. Evidence-based medicine content will continue throughout the professional practice series of courses.

PHAS 5130. Medical Decision Making I. (1 Credit)
This course will integrate content from all coursework throughout this term, and educate the student in the process of making medical decisions from history and physical exam findings, interpreted lab and diagnostic test results, and epidemiologic information provided in the disease entities covered in Primary Medicine I. This course builds on the process of learning to make medical decisions by creating a broad differential based on the chief complaint and narrowing that differential utilizing patient evaluation methods and creating plans of action for pharmacologic treatment or non-pharmacologic management, or referral as required, and then documenting the entire encounter. Students will effectively and consistently communicate through both verbal and written communication to facilitate collaboration and to enhance patient care. Students will draw relevant conclusions from this activity using an evidence-based approach while demonstrating professionalism and a commitment to advancing the practice of medicine through communications and interactions.

PHAS 5135. Molecular Basis of Disease. (2 Credits)
Molecular Basis of Disease 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 are to review foundational concepts in the medical sciences in order to prepare the student for education in clinical medicine. The student will use this information as the foundation for pathophysiologic principles related to the molecular basis of disease.

PHAS 5200. Primary Medicine II. (3 Credits)
Primary Medicine II will focus on the physiology and pathophysiology, epidemiology, clinical features, differential diagnosis of disease, and management of the most common disease states in the organ systems of urology, nephrology, endocrinology and neurology. 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. Nutrition will be addressed in this course related to disease states such as obesity, diabetes, and patients with renal disease in providing health promotion and disease prevention for the topics in this course.

PHAS 5205. Labs & Diagnostics II. (2 Credits)
This course will follow the content of Primary Medicine II and provide the student with specific focus on patient evaluation using lab diagnostic testing of patients with clinical presentations involving urology, nephrology, neurology, and endocrinology. The student will collect clinical data based on knowledge of various organ systems obtained from other courses, laboratory tests, diagnostic imaging, and procedures to provide an accurate and comprehensive disease diagnosis.

PHAS 5210. Patient Care II. (1 Credit)
This course is the second in a series of four courses encompassing all aspects of patient care. Students will perform and document a complete neurologic physical examination. The second focus is on the integration of the pathophysiology of Diabetes Mellitus with information on the disease process from Primary Medicine, and linking it to the physical examination of a patient with DM, to include all organ systems examined thus far in the series. Students will learn to identify normal physical exam findings and compare and contrast these to abnormal exam findings anticipated in DM. Students will also learn to elicit historical information for all aspects of a complete history of a preventive visit, or for complete history of a patient with a chronic disorder.

PHAS 5215. Pharmacotherapy II. (2 Credits)
This course will build on the basic principles of pharmacology such as mechanism of action and resistance, therapeutic toxicity, adverse drug reactions, and focus on therapeutics for specific medical topics in Primary Medicine II. Students will apply this understanding to the commonly used medications in those topics which are covered in Primary Medicine II, linking prior knowledge in other coursework with selection of most appropriate therapeutic options, and follow up of efficacy and management of adverse drug reactions.

PHAS 5220. Skills for Primary Practice II. (1 Credit)
This course teaches students the basic skills needed for family medicine practice. The student will continue to learn new skills performed in the disease states covered in Primary Medicine II, including Foley placement, suprapubic drainage of the bladder, and straight catheterization skills. Students will also be introduced to ECG and Radiology interpretation and basic suturing skills. The performance and documentation of the procedures and linking them to Primary Medicine topics help students assimilate information in an intentionally step-wise approach to improve retention.

PHAS 5225. PA Professional Practice II. (1 Credit)
This course will encompass issues related to stereotyping, bias, conflicting health beliefs and values, single perspectives, PA and patient expectations. Diversity and culture will be discussed, and ways to include this information in PA clinical practice will be explored. Cases will be used, and this will be primarily a discussion and reflection focused course.

PHAS 5230. Medical Decision Making II. (2 Credits)
This course will integrate content from all coursework throughout this term, and educate the student in the process of making medical decisions from history and physical exam findings, interpreted lab and diagnostic test results, and epidemiologic information provided in the disease entities covered in Primary Medicine I and building upon the material learned in prior term. This course builds on the process of learning to make medical decisions by creating a broad differential based on the chief complaint and narrowing that differential utilizing patient evaluation methods and creating plans of action for pharmacologic treatment or non-pharmacologic management, or referral as required, and then documenting the entire encounter. Students will effectively and consistently communicate through both verbal and written communication to facilitate collaboration and to enhance patient care. Students will draw relevant conclusions from this activity using an evidence-based approach while demonstrating professionalism and a commitment to advancing the practice of medicine through communications and interactions.

PHAS 5235. Anatomy. (5 Credits)
This course is will provide a solid foundation in functional human anatomy. The course will include lecture followed by a combination of supervised cadaver dissection, study of prosected specimens, and teaching models. This course will prepare students to apply anatomy to specific and advanced concepts in the courses that follow and translate that to the clinical setting. Students will gain an understanding of how to correlate anatomical structures to the knowledge of normal and abnormal physical exam findings necessary to clinical practice.

PHAS 5240. Behavioral Medicine. (2 Credits)
This course introduces the evaluation, diagnosis and treatment of psychiatric/behavioral medicine disorders in preparing the student for a Behavioral Medicine clinical rotation. The course will prepare students for managing common presentations of mental health disorders in primary medicine as well as the general management of patients who present with acute or emergent behavioral medicine concerns. It will also prepare the student to evaluate a patient with a mental health complaint prior to admission. While this course will cover the management of all aged patients generally, the content is specific pertains to adults. Children, geriatric patients, and special populations of patients (vulnerable, pregnant women, comorbid psychiatric concerns) will be covered in those specific Primary Medicine IV course. This course will also address health promotion and disease prevention management of patients who must be on chronic neuropsychiatric medications.

PHAS 5300. Primary Medicine III. (4 Credits)
Primary Medicine III 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 gastroenterology, orthopedics, rheumatology, infectious disease, pulmonology, and cardiology. 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 promotion of health and prevention of disease related to cardiovascular risk reduction, smoking cessation strategies for pulmonology, and best practices in patients with chronic GI illnesses.

PHAS 5305. Labs & Diagnostics III. (3 Credits)
This course will remain focused on the appropriate selection and interpretation of lab radiologic diagnostic testing in patient care. This course will follow the content of Primary Medicine III with specific focus on patient evaluation with lab diagnostic testing of patients with pulmonic, cardiologic, gastrointestinal and orthopedic/rheumatologic acute and chronic disorders related to these organ systems.

PHAS 5310. Patient Care III. (2 Credits)
Patient Care III is the third course in this series which will focus on examining the organ systems covered in Primary Medicine III by linking anatomy with the physical exam findings of normal and the recognition of abnormal exam findings. In addition to the physical examination of the cardiac, pulmonary, GI, and orthopedic systems, students will continue to hone skills in eliciting the history from adult patients with continued practice in history-taking and documentation of SOAP notes and HP's in acute, chronic, and preventive disease states.

PHAS 5315. Pharmacotherapy III. (3 Credits)
This course will identify, correlate, and apply pharmacologic concepts in order to select appropriate therapeutic management for specific disease states specific for particular topics covered in Primary Medicine III. Students will apply this content to the commonly used medications in those topics which are covered in Primary Medicine III, linking prior knowledge in previous coursework with selection of most appropriate therapeutic options for a particular disease state.

PHAS 5320. Skills for Primary Practice III. (2 Credits)
This course will focus on procedural skills linked to Primary Medicine III including Orthopedics, pulmonary, cardiac, and GI procedures. Students will continue to improve skills in ECG and Radiology interpretation as well as continued practice in suturing skills. Instruction will include indications for, and performance of ECG's, obtaining spirometry and peak flow measurements; placement of feeding and G-tubes. Besides performing the skill, students will learn how to document the procedure (and in the case of ECG, Radiology, Spirometry and PF's, learn to interpret results) and provide discharge information to the patient, including post-procedure education (if warranted).

PHAS 5325. PA Professional Practice III. (1 Credit)
PA Professional Practice III will focus on public health initiatives for the perspective of societal health. The curriculum will cover global health and emerging diseases, emergency preparedness; environmental hazards, safe food and drug programs. For individual patient care and prevention, the student will focus on nutrition, tobacco use, and diet and physical activity in mirroring topics taught in Primary Medicine III, to provide patient education on health promotion and disease prevention guidelines. The course will also cover healthcare systems and EBM 2 continuing information to prepare students to evaluate the medical literature for patient care needs and evolving medicine.

PHAS 5330. Medical Decision Making III. (2 Credits)
This course will integrate content from all coursework throughout this term, and educate the student in the process of making medical decisions from history and physical exam findings, interpreted lab and diagnostic test results, and epidemiologic information provided in the disease entities covered in Primary Medicine II and building upon the material learned in prior term. This course builds on the process of learning to make medical decisions by creating a broad differential based on the chief complaint and narrowing that differential utilizing patient evaluation methods and creating plans of action for pharmacologic treatment or non-pharmacologic management, or referral as required, and then documenting the entire encounter. Students will effectively and consistently communicate through both verbal and written communication to facilitate collaboration and to enhance patient care. Students will draw relevant conclusions from this activity using an evidence-based approach while demonstrating professionalism and a commitment to advancing the practice of medicine through communications and interactions.

PHAS 5400. Primary Medicine IV. (3 Credits)
Primary Medicine IV will focus on the physiology and pathophysiology, epidemiology, clinical presentation, differential diagnosis of disease, and management of the most common disease states specific to women's health, geriatrics, and pediatrics. Students will receive instruction in preventing STI's, vaccinations and their ability to prevent disease; anticipatory guidance in pediatrics, fall prevention in geriatrics, as well as ways to help patients develop healthy behaviors in the pediatric adolescent populations; maintain health in the pregnant patient; maintain adequate nutrition in the geriatric population, and identify and prevent abuse and neglect across the lifespan.

PHAS 5405. Labs & Diagnostics IV. (2 Credits)
This course will continue to focus on the appropriate selection and interpretation of laboratory and radiologic diagnostic testing, specifically for evaluating women's health. This course will focus specifically on patient evaluation with lab and diagnostic testing of gynecologic and obstetric patients and other women's health issues. Focus will be on identifying the differences in both selection of appropriate lab radiologic testing and variants of normal in the interpretation of testing in these particular patient populations.

PHAS 5410. Patient Care IV. (2 Credits)
Patient Care IV is the final course in this series which will encompass patient care, including eliciting the history and completing a physical exam on pregnant and non-pregnant women, pediatric patients from birth to 18 yr., and geriatric patients (>65 yo). Students will gather and document historical information for both SOAP notes (acute chronic), and HP's (preventive), with focus on obtaining history from these specific populations. Students will acquire experience in obtaining information from family/caregivers/interpreters and previous patient records in patients unable to provide their own historical information. The physical exam component of the course will have students contrast normal and abnormal findings, and document those findings in these specific patient populations. In linking with the surgery and emergency medicine courses in this term, the student will conclude the series with instruction on documentation of admission orders, in-patient progress notes, discharge summaries, and other documents utilized in ER, OR and in-patient hospital care of patients.

PHAS 5415. Pharmacotherapy IV. (2 Credits)
This course will continue with concepts in mechanism of action and resistance, therapeutic toxicity, adverse drug reactions, will a specific focus on treating pregnant women, geriatric patients, and pediatric patients. Students will apply this knowledge to the commonly used medications, as well as medications to avoid, in the topics covered in Primary Medicine IV: Women's Health, Geriatrics, and Pediatrics. Students will apply prior course content in interpretation of lab results for these populations, to provide appropriate dosing alteration as necessary. Unique prescribing will be considered in relation to these patient populations.

PHAS 5420. Skills for Primary Practice IV. (1 Credit)
Procedural skills in this course will link to content in the Emergency Medicine and Surgical Medicine courses. Advanced suturing techniques, procedures commonly provided in an ER setting, and those related to an OB-GYN and pediatric practice will be the focus. This course will include performing pelvic exams and male genitalia exams, pediatric exams, geriatric exams. Students will continue more complicated suturing instruction. Students will continue to document procedures and practice providing discharge information to the patient, including post-procedure education.

PHAS 5425. PA Professional Practice IV. (1 Credit)
This course will focus on barriers to healthcare provision in correctional facilities and their impact on public health, violence and maltreatment as it relates to self, children, intimate partners, and elderly, management of work-related injuries and their impact on the public health, falls prevention in the elderly population as a public health initiative, illnesses and conditions requiring rehabilitation and/or long-term care services and available programs, end of life planning, advance directives, a refusal for life-sustaining treatments, physiological changes associated with death and dying as well as patient's physical and spiritual support during this process.

PHAS 5435. Emergency Medicine for Primary Care. (3 Credits)
This course will enable the student to apply knowledge in the clinical topics learned thus far in Primary Medicine but specifically focused on emergent presentations. The student will find that this course focuses on the most common emergent presentations. Emergency room specific topics include the identification of criteria that suggests a life-threatening illness or event; emergent intervention responses; acute management of emergent conditions; determining the need for hospital admission; ICU admission; surgical intervention; or emergent referral form the basis for entry-level competency in practicing in an ER environment.

PHAS 5440. Surgical Medicine. (3 Credits)
This course will cover common surgical presentations to include pre-op evaluation and preparation for surgery, basics of surgical intervention, and post-operative complication recognition and management. The focus will be primarily on adult surgical management, but pediatrics, pregnancy and management of the elderly surgical patient will be covered. The goal of the course is the pre-operative evaluation of the patient and risk assessment prior to the surgery; basic peri-operative management and post-operative care. Introduction to anesthesia, fluid management; and post-operative complications.

PHAS 6000. Family Medicine Clinical Rotation I. (4 Credits)
This Family Medicine clinical 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.

PHAS 6005. Family Medicine Clinical Rotation II. (4 Credits)
This Family Medicine clinical rotation will provide a continuation of Family Medicine I with 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.

PHAS 6010. Internal Medicine Clinical Rotation I. (4 Credits)
This Internal Medicine clinical 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.

PHAS 6015. Internal Medicine Clinical Rotation II. (4 Credits)
This Internal Medicine clinical rotation will provide a continuation of Internal Medicine I with 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.

PHAS 6020. Women's Health Clinical Rotation. (4 Credits)
This Women's Health clinical 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.

PHAS 6025. Pediatric Clinical Rotation. (4 Credits)
This Pediatric clinical 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.

PHAS 6030. Behavioral Medicine Clinical Rotation. (4 Credits)
This Behavioral Medicine clinical 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.

PHAS 6035. Surgical Medicine Clinical Rotation. (4 Credits)
This Surgical Medicine clinical 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.

PHAS 6040. Emergency Medicine Clinical Rotation. (4 Credits)
This Emergency Medicine clinical 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.

PHAS 6045. Elective Clinical Rotation I. (4 Credits)
This elective rotation is designed to provide students hands-on clinical exposure and experiences to build upon basic medical knowledge and competencies. Students may be assigned a specialty or a general area of medical practice to gain reinforcement of clinical acumen. Students will refine skills in performing the history and exam, ordering and interpreting diagnostic tests, and developing treatment plans. Elective rotations require a case presentation at completion. All logging requirements continue.

PHAS 6050. Elective Clinical Rotation II. (4 Credits)
This elective rotation is designed to provide students hands-on clinical exposure and experiences to build upon basic medical knowledge and competencies. Students may be assigned a specialty or a general area of medical practice to gain reinforcement of clinical acumen. Students will refine skills in performing the history and exam, ordering and interpreting diagnostic tests, and developing treatment plans. Elective rotations require a case presentation at completion. All logging requirements continue.

PHAS 6100. 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 PA Competencies (PACs) required for successful completion of the PA program. The assessment will occur over three days, following a two-day study and review opportunity for students.

Speech-Language Pathology (SLP)

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.

SLP 510. Aural Rehabilitation. (3 Credits)
This course introduces principles of aural (re)habilitation. Perceptual, cognitive, communicative, educational, occupational, social, and emotional aspects of life related to hearing loss will be studied. Methods of management which optimize the use of residual hearing with amplification or other assistive devices are considered for patients across the lifespan. Further techniques for hearing loss intervention, including auditory training, counseling, and speech reading, will be presented.

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 learn about collection evidence-based, literature review, research design, and data analysis.

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.

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.

SLP 530. Augmentative & Alternative Communication. (3 Credits)
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.

SLP 535. Child Language Disorders II. (3 Credits)
This course focuses on application of various theoretical models and research perspectives to the assessment and intervention of school aged children through adolescents with various language impairments. Emphasis is placed on underpinnings of language and related reading disorders and on evidence-based practice. Integration of curriculum-based standards in Individualized Education Plans, including language influences for diverse speakers and clinically significant etiologies (i.e. autism, etc.).

SLP 540. Fluency Disorders. (3 Credits)
This course will provide a detailed introduction to the nature, assessment, and treatment of stuttering. This is likely to be the only course related to stuttering that many of you will complete prior to entering the Speech-Language Pathology profession. Many Speech-Language Pathologists have individuals with fluency problems on their caseload. You will be expected to know how to diagnose and treat this disorder population. Therefore, it is imperative that you are committed to learn as much as possible about stuttering and its clinical management in this course.

SLP 545. Motor Speech Disorders. (3 Credits)
This course focuses on the specific neuro-anatomy and neuro-physiology involved in normal and disordered motor-speech production. Additionally, this course addresses the differential diagnosis of motor-speech disorders, specifically apraxia and the dysarthrias. This course also focuses on evidence-based assessment and intervention strategies for Motor Speech Disorders.

SLP 555. Dysphagia. (3 Credits)
This course provides an in-depth study of normal and disordered swallowing with a focus on the physiology of dysphagia. Current research related to prevention, evaluation and diagnosis, management and treatment of swallowing disorders across the life span is presented. Intervention and treatment strategies will be discussed at length. The purpose of this course is to help each student develop an analytical framework and approach to evaluation and treatment of dysphagia in children and adults.

SLP 560. School Methods. (3 Credits)
School-based Speech-Language Pathologists and Educational Audiologists assume important roles which impact the growth of communication skills of the students in schools. Such professionals must address a variety of issues, procedures, and programs unique to the public school setting in order to be both compliant and effective. An overview of communication disorders and therapy methods in school-aged children and the educational impact. Focus on practical application through understanding of IDEA, RTI, classroom interventions, and student accommodations. A study of procedures and materials used in the public schools by speech language pathologists/Audiologists. Effective strategies within the context of the Christian perspective for managing ethical dilemmas in the school setting will also be addressed.

SLP 565. Fundamentals of Audiology for the SLP. (2 Credits)
This course, intended for prospective speech-language pathologists, is intended to help students identify clients with an auditory disorder or who may be at risk for sustaining an auditory disorder. Knowledge obtained as part of this course will enable students to provide (within their scope of practice) appropriate prevention, assessment, referrals, accommodations, and modifications to the client's treatment plan and activities. Additional course coverage will include disorders of the auditory system and accompanying hearing loss, implications of the audiogram, and communication assessment and management of children and adults with hearing impairment.
Prerequisite: CSD 310.

SLP 570. Neurological Bases of Communication. (3 Credits)
Neurological Bases of Communication is the study of neurological development and function related to speech, language, and hearing. Emphasis is placed on the neuroanatomy and neurophysiology involved in communication.

SLP 610. Cognitive Communication Disorders. (3 Credits)
This course focuses on the etiology, prevention, assessment and treatment of cognitive communication disorders, including but not limited to: attention, memory, executive function, dementia, and traumatic brain injury. It will also include discussion of stroke, RHD and other medical conditions that impact cognitive communication function.

SLP 615. Assessment & Management of Multicultural Populations. (3 Credits)
This course focuses on the application of theoretical models and research perspectives to the assessment and treatment of communication disorders, specifically related to individuals from diverse backgrounds.

SLP 620. Voice Disorders. (3 Credits)
This course will cover the entire output of vocal production mechanisms as reflected in the acoustic signal produced at the level of the vocal folds and modified by the vocal tract and nasal cavities. The major subsystems of vocal behavior will be covered including respiration for vocalization, glottal dynamics, and vocal tract resonance. Acoustic and aerodynamic properties of vocal production will be included. The basic approach to the study of voice and resonance disorders will be a physiologic one, with initial attention focusing on the physiologic and neurophysiologic mechanisms of normal vocal production and resonance. This understanding of normal production will serve as a foundation for discussions of voice and resonance disorders related to growth, neurological disease/disorders, and psychological or psychogenic factors. Prevention methods for voice disorders and vocal hygiene protocols for adults and children will be highlighted. Variations in voice and resonance related to varied cultures and regions will be described. In this course, the various types of voice and resonance disorders typically encountered by the speech-language pathologist in an ENT clinic, hospital in- and outpatient setting, and school will be discussed. Principles for the proper diagnosis of these voice problems and methods for assessing the function of the vocal folds and vocal tract will be included. The principles and specifics of various treatment approaches to voice and resonance disorders will be presented. An introduction to testing methods will incorporate areas of listening, visualization, testing, interpretation of the data and therapeutics. Various medical and surgical approaches to treatment will be explained. The course will prepare students to interpret, express orally and in writing the diagnostic findings and therapy progress to patients, multidisciplinary teams, family members, and other caregivers. Professional practice issues and standards of ethical conduct in the prevention, assessment and treatment of voice and resonance disorders will be assessed.

SLP 630. Genetics of SLP Practice. (3 Credits)
This course introduces the graduate student to genetic inheritance and embryonic development and describes genetic conditions involving the craniofacial complex. Craniofacial anomalies (with emphasis on clefts of the lip and palate) and the impact of such anomalies on speech-language development and functioning are discussed. The specialized role of the speech-language pathologist in instrumental/clinical assessment and management of these disorders is covered. Pertinent theories, philosophies, and current research literature in the area of oral-facial anomalies is reviewed.

SLP 635. Professional Issues and Counseling. (3 Credits)
The purpose of this course is to provide understanding to SLP graduate students of the of knowledge and professional competencies that are expected for ASHA certification and necessary for success in our field. More specifically, we will examine professional ethics and issues, and review regulations/requirements for professional practice. In addition, counseling approaches from a variety of resources will be reviewed. When available we will have guest speakers reinforce specific content during the semester.

SLP 640. Research Practicum. (1-2 Credits)
Research Practicum is a closely mentored empirically based research experience in the context of some aspect of Communication Sciences and/or Disorders. Emphasis is placed on guided independent efforts to prepare, execute, and share research activities and results. Note: Instructor consent is required for participation in this course.

SLP 645. Audiology Practicum. (1 Credit)
This Audiology Practicum course will address aspects of audiology which are considered to be part of the role of a speech-language pathology. Students will gain knowledge and experience with various audiology evaluation and treatment protocols through supervised participation in diagnostic evaluations, aural rehabilitation activities, and didactic meetings.
Prerequisite: CSD 310.

SLP 650. Clinical Practicum. (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.

SLP 651. Clinical Practicum: Level I. (1 Credit)
This course focuses on developing the skill competencies required for ASHA certification in SLP. Students will be placed in a part-time external placement with an ASHA certified, state licensed and DPI licensed (as indicated) Speech-Language Pathologist as a CI. This clinical placement is typically comprised of 2 to 3 half days/week in a community setting. Schedule will depend on clinical site.

SLP 652. Clinic Externship: Level II. (4 Credits)
This course continues to focus on developing the skills and competencies required for certification in Speech-Language Pathology. Students will complete external placements with an ASHA certified Speech-Language Pathologist as a preceptor. This clinical externship is comprised of 16 total weeks including both medical and school placements. Students are expected to follow the schedule of the placement site.

SLP 665. Special Topics:. (2 Credits)
Special Topics: (specific topic name) is an elective 2 credit class that focuses on current topics/issues in Speech-Language Pathology. This is a course that can be repeated with different course content to fulfill elective requirements of 3 credits. Special Topics covers topics that are part of the scope of practice of Speech-Language Pathologists, which are not addressed in the core curriculum.

SLP 670. Thesis Research. (1-6 Credits)
This course is designed to enable students to conduct original research on a specific topic related to some aspect of speech-language pathology. Students will work closely with a faculty mentor to develop a project that includes a literature review, research question(s), procedures and methodologies, data analysis and interpretation with discussion of results and conclusions. The thesis culminates as a substantive piece of scholarship in strict APA style.

Student Personnel-Graduate (SPA)

SPA 5000. Foundations in Student Affairs Administration. (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 student affairs professionals perform, the skills and competencies required for the profession as outlined in the ACPA/NASPA competencies documents, and professional standards of the profession will be addressed. Students interested in athletic administration have the opportunity to explore this aspect as well.

SPA 5005. The Diverse 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 students have on the campus environment and how we as professionals should evaluate what students need in order to succeed and become globally-minded citizens. Using our own ethical foundations, student affairs professionals will learn how to incorporate social justice and inclusion competencies into their personal practice. This will be accomplished through the further exploration of theories and models that help facilitate the diverse college student's holistic development.

SPA 5010. Organizational Leadership & Governance in Higher Education. (3 Credits)
This course explores colleges and universities as complex organizations and examines the leadership and administration of higher education institutions. Students will gain an awareness of organizational and systems theories, intergroup relations, and the implications of different organizational designs and governance structures on institutional operations. Additionally, students will understand how athletic administration and sport economics impact institutional finances and decision-making. By the end of this course, students will learn to identify and apply appropriate theory(s) in their analysis of colleges and universities. The material covered in this course will improve students' knowledge of the higher education system and advance their work as a practitioner, researcher, or instructor.

SPA 5015. Program Planning and Assessment. (3 Credits)
This course examines the role and practical application of assessment as an essential tool in the effective delivery of programs and services in higher education environments. Assessment and evaluation of service provision is viewed through the lenses of student affairs and athletics programs. The Council for the Advancement of Standards (CAS) is discussed and utilized as a method of program evaluation.

SPA 5020. Group Dynamics and Culturally Responsible Leadership. (3 Credits)
This course applies concepts of small task-oriented group communication to the life and vocation experiences of participants, emphasizing servant-leadership skills. Further, the course provides framework for the ongoing, essential work of embedding culturally responsive leadership practices that address the specific needs of minority populations through facilitating discussions about culture and identity, and promoting practices of inquiry and inclusion.

SPA 5025. Current Topics Seminar. (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. In addition, students will have an opportunity to delve into current topics in specific areas of interest, such as student organizations and program advising, athletic administration, and budgeting in student affairs.

SPA 5030. Law & Policy in Higher Education. (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.

SPA 5035. Educational Research Methods. (3 Credits)
This course is to equip professionals for understanding and conducting applied research in higher education. Students will demonstrate knowledge of researches purpose, design, and they will be prepared to conduct an educational research study after the development of a literature review, methodology, and research proposal.

SPA 7000. Experiential Learning for the Aspiring Student Affairs Professional. (3 Credits)
This course provides aspiring student affairs professionals the opportunity to intentionally apply theoretical principals they have learned up to this point in the program to their student affairs area of interest. A minimum of 150 hours is required to be completed under the supervision of a site supervisor and the course instructor. During this course, the student will also compile a portfolio which will illustrate their understanding and competency of the Global Learning Outcomes and Program Learning Outcomes met throughout the program.

SPA 7002. Experiential Learning for the Current Student Affairs Professional. (3 Credits)
This course provides current student affairs professionals the opportunity to intentionally apply theoretical principals they have learned up to this point in the program to their particular student services profession. A minimum of 150 hours is required to be completed under the supervision of a site supervisor and the course instructor. During this course, the student will also compile a portfolio which will illustrate their understanding and competency of the Global Learning Outcomes and Program Learning Outcomes met throughout the program.

SPA 7010. Thesis for Student Personnel Administration in Higher Education. (3 Credits)
This course gives a 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.
Prerequisites: (SPA 515 or 5035).

SPA 7015. Capstone for Student Personnel Administration in Higher Education. (3 Credits)
This course gives a SPAHE student an opportunity to produce and defend a capstone 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 capstone committee chair. The student will carry out a project on a student affairs topic of the student's interest and defend the capstone before the student's capstone committee. The capstone is expected to conform to appropriate standards of scholarship and the final product will be organized under a five-chapter model.
Prerequisites: (SPA 515 or 5035).

Faculty

A

Adams-Qualls, Lisa
Assistant Professor of Social Work
Ph D, Capella University; BS, Tennessee State University; Other, University of Kentucky
At Concordia since 2018

Alfonsi, Elizabeth
Assistant Professor of Physical Therapy
DPT, BS, Marquette University
At Concordia since 2016

Alles, Brad A
Associate Professor of Education-Secondary/K-12
EDD, Concordia University Wisconsin; MA, Concordia University Chicago; BS, Concordia University Nebraska
At Concordia since 2016

Ames, Diane
Associate Professor of Nursing-Grad
Dean
DNP, ; MS, UW-Oshkosh; BS, UW-Eau Claire; BSN, Alverno College; Other, CUW
At Concordia since 2012

Ankerberg, Erik
Professor of English
President
Ph D, MA, Marquette University; BA, Concordia University Chicago
At Concordia since 2023

Aschenbrener, Margaret
Clinical Assistant Professor of Occupational Therapy
At Concordia since 2022

B

Baker, Hannah
Assistant Professor of Physical Therapy
Ph D, Northern Illinois University; DPT, Concordia University Wisconsin
At Concordia since 2021

Balsman, Jonathan
Assistant Professor of Education-Secondary/K-12
MA, Aurora University; BA, Concordia University Wisconsin
At Concordia since 2022

Barnett, Jon J
Associate 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

Beck, Jordan P
Associate Professor of Physical Sciences
Ph D, BS, University of Illinois at Urbana-Champaign
At Concordia since 2011

Becker, Jennifer
Director
Ph D, Marian Univeristy; MS, Concordia University Wisconsin
At Concordia since 2014

Belz, Angela
Associate Professor of Management and Marketing
Department Chair
Ph D, Cardinal Stritch University; MS, Concordia University Wisconsin; BA, Ottawa University
At Concordia since 2004

Bennett, Elisabeth
Assistant Professor of Master of Science in Leadership
Director
At Concordia since 2022

Bennett, Kate
Assistant Professor of Physical Therapy
DPT, College of St. Scholastica; MPT, BA, Marquette University
At Concordia since 2021

Bialkowski, Joey
Associate Professor of Sport and Hospitality Business
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
DMA, Boston University; MM, Concordia University Wisconsin; BME, University of Wisconsin--Oshkosh
At Concordia since 2016

Bonk, Stephanie
Assistant Professor of Occupational Therapy
Coordinator
OTD, Chatham University; MOT, Grand Valley State University; BA, Wartburg College
At Concordia since 2021

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
Professor of Occupational Therapy
OTD, Rocky Mountain University of Health Professions; MS, Western Michigan University; BA, Calvin College
At Concordia since 2007

Brooks, Angela
Assistant Professor of Financial Studies
MBA, BBA, UW Whitewater
At Concordia since 2022

Brown, Michael
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

Bruss, Robert
Assistant Professor of English
Ph D, University of Wisconsin-Milwaukee; MA, Marquette University; BA, Wisconsin Lutheran College
At Concordia since 2022

Buckley, Elizabeth
Professor of Pharmacy-Practice
Pharm D, BS, University of Wisconsin Madison
At Concordia since 2010

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
Assistant Professor of Art
MFA, City University of New York
At Concordia since 2014

Cario, William
Professor of History
Assistant Vice President
Ph D, MA, New York University; BA, Concordia Teachers' College
At Concordia since 1990

Casali, Sara E
Assistant Professor of Social Work
DSW, University of St. Thomas; BA, Marquette University; Other, University Wisconsin-Milwaukee
At Concordia since 2017

Castillo, Uvidelio F
Associate 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

Chappuis, Scott O
Assistant Professor of Communication
Ph D, Bowling Green State University; MA, The University of Akron; BS, BA, Muskingum University
At Concordia since 2019

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

Chreston, Juliane H
Professor of Occupational Therapy
Program Director
OTD, Chatham University; MS, University of Michigan - Flint; BA, Wayne State University
At Concordia since 2020

Chuhran, Kyle B
Associate Professor of Education-Elementary
EDD, Concordia University, Portland; MS, Concordia University - Wisconsin; BA, Concordia College, Ann Arbor
At Concordia since 2014

Clemm von Hohenberg, Sara
Associate Professor of Education-Secondary/K-12
Coordinator
Ph D, Northcentral University; MA, Oakland University; BA, Western Michigan University
At Concordia since 2014

Cole, Susan
Assistant Professor of Nursing-Undergrad
Ph D, MS, Marquette University; RN, Northeast Wisconsin Technical Institute; BSN, Silver Lake College
At Concordia since 2019

Coleman, Lee J
Assistant Professor of Physical Therapy
DPT, Concordia University Wisconsin; BA, Saint Mary's University
At Concordia since 2019

Collins, Sarah
Associate Professor of Social Work
Director
DSW, University of Thomas- St. Catherine's University; BA, Marquette University; Other, Dominican University
At Concordia since 2017

Colucci, Lamont
Professor of Political Science
Ph D, University of London; MS, MA, BA, University of Wisconsin
At Concordia since 2021

Condie, Bradley O
Professor of Qualitative Business
Ph D, Northwestern University; MBA, Keller Graduate School of Management; BA, Wheaton College
At Concordia since 1991

Cope, Steven
Professor of Rehabilitation Science
Sci D, Boston University; MOT, Western Michigan University; BA, University of Minnesota
At Concordia since 1997

Cosgrove, Preston B
Associate Professor of Education-Graduate
Ph D, Cardinal Stritch University; MA, Marquette University; BA, Taylor University
At Concordia since 2018

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

D

Delwiche, Jennifer
Assistant Professor of Nursing-Grad
Ph D, Marquette University; MS, Cardinal Stritch University; BS, Viterbo College; Other, CUW
At Concordia since 2007

Doebele, Alexa
Professor of Music
DMA, MME, University of Colorado; BM, Washington University
At Concordia since 2009

Dougherty, Meagan
Assistant Professor of SEB/HEM
EDD, Concordia Portland / Concordia Chicago; MA, State University of New York at Buffalo; BA, University of North Carolina - Chapel Hill
At Concordia since 2017

Dunne, Joseph
Assistant Professor of Philosophy
Ph D, MA, BA, Wayne State University; M Div, The Southern Baptist Theological Seminary; Other, American Society for Bioethics and Humanities; Other, Henry Ford Hospital
At Concordia since 2022

Dvorak, Leah M
Professor of Life and Earth Sciences
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
Assistant Professor of Speech & Language Pathology
Department Chair
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

Engja, Jennifer
Assistant Professor of Occupational Therapy
Coordinator
OTD, Chatham University; MOT, Dominican University of California; BS, University of Michigan
At Concordia since 2021

Erwin, Courtney
Assistant Professor of Physician Assistant
Director
MS, Medical College of Ohio
At Concordia since 2020

Evans, Dennis
Associate Professor of Mathematics
Program Director
Ph D, MA, University of Illinois at Champaign-Urbana; BS, BA, University of Missouri - Columbia
At Concordia since 2004

Evans, Elizabeth L
Professor of Education-Graduate
CELT Director
Ph D, MS, University of Wisconsin - Milwaukee; BS, Carroll University
At Concordia since 1998

F

Fehrenbacher, Lynne
Professor of Pharmacy-Practice
Pharm D, BS, University of Wisconsin Madison
At Concordia since 2011

Fenske, Cynthia L
Professor of Nursing-Undergrad
Assistant Vice President

DNP, Oakland University; MS, University of Michigan; BSN, Valparaiso University
At Concordia since 2015

Fields, John
Assistant Professor of Quantitative Business
Ph D, Marquette University; MS, Syracuse University; BS, Texas A&M University
At Concordia since 2020

Fisher, Joseph B
Assistant Professor of Life and Earth Sciences
Ph D, Medical College of Wisconsin; BS, Saint Norbert College
At Concordia since 2017

Fleischman, Megan E
Assistant Professor of Pharmacy-Practice
At Concordia since 2022

Folarin, Samson B
Assistant Professor of Mathematics
Ph D, MS, University of Texas at Dallas; MOT, BS, Federal University of Technology Akure
At Concordia since 2021

Fortuine, Heather
Assistant Professor of Rehabilitation Science
DPT, University of Wisconsin-La Crosse; MA, Northpark Theological Seminary; BA, Luther College
At Concordia since 2020

Frampton, Robert M
Professor of Physical Therapy
Assistant Dean
MPT, BS, Other, Duquesne University of the Holy Ghost; Other, Youngstown State University
At Concordia since 2020

Francess, Marwan
Assistant Professor of Occupational Therapy
At Concordia since 2022

Frazier, Tiffany M
Assistant Professor of Physician Assistant
Academic Coordinator
Other, University of Lynchburg; Other, Marquette University
At Concordia since 2016

G

Gerke, Dale
Professor of Physical Therapy
Department Chair
MPT, Concordia University Wisconsin; BA, Wisconsin Lutheran College; Other, Texas Tech University Health Sciences Center
At Concordia since 2009

German, Brian T
Associate Professor of Theology
Ph D, Wycliffe College (Toronto School of Theology); M Div, Concordia Theological Seminary; BA, Concordia University Wisconsin
At Concordia since 2014

Goetz-Sutinen, Emily
Assistant Professor of Physical Therapy
DPT, Concordia University - Wisconsin; BS, St. Norbert College
At Concordia since 2022

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
Pharm D, Drake University; Other, Barnes-Jewish Hospital
At Concordia since 2012

Gray, Amber
Assistant Professor of Quantitative Business
Director
EDD, Concordia University Wisconsin; MS, BBA, Western Michigan University
At Concordia since 2021

Gries, Kevin
Assistant Professor of Physical Therapy
Ph D, Ball State University; MS, University of Wisconsin-La Crosse; BS, Concordia University of Wisconsin
At Concordia since 2022

Griffin, W. Clarke
Assistant Professor of Sport and Hospitality Business
Assistant Dean
EDD, Concordia University-Portland; MBA, McKendree University; BS, Art Institute of Pittsburgh; Other, The Culinary Institute of America
At Concordia since 2020

Grimm, Jessica L
Assistant Professor of Rehabilitation Science
DPT, Concordia University; BS, University of Wisconsin, Green Bay
At Concordia since 2017

Griskell, Holly
Assistant Professor of Psychology
Ph D, MA, Loyola University Chicago; BS, Valparaiso University
At Concordia since 2021

Guajardo, Alexandra
Assistant Professor of Physician Assistant
Ph D, Taganrog State Radiotechnical University; MS, University of Detroit Mercy; BS, Michigan State University
At Concordia since 2022

H

Haendel, Angela D
Associate Professor of Speech & Language Pathology
Clinical Director
Ph D, Marquette University; MS, University of Wisconsin Milwaukee; BS, University of Wisconsin Whitewater
At Concordia since 2015

Haglund, Claire A
Ph D, Institute for Clinical Social Work; MS, Wayne State University; BS, Eastern Michigan University

Halsell, Kristin S
Clinical Assistant Professor of Physician Assistant

Clinical Director
MS, Philadelphia College of Osteopathic Medicine; BS, Smith College

Hansen, Nicole O
Assistant Professor of Occupational Therapy
Coordinator
MOT, Texas Woman's University; MS, Winona State University; BA, West Virginia Wesleyan College; Other, Nova Southeastern University
At Concordia since 2022

Harries, Brian
Professor of English
Department Chair
Ph D, MA, BA, University of Kansas
At Concordia since 2010

Harris, Kenneth E
Department Chair
Ph D, Marian University; MBA, BA, Concordia University Wisconsin; BS, Illinois State University; Other, Cornell University
At Concordia since 2002

Harris, Sandra J
Associate Professor of Education-Graduate
Director
EDD, MA, Other, Eastern Michigan University
At Concordia since 2016

Harrison, Lois
Associate Professor of Physical Therapy
DPT, MS, Rosalind Franklin University of Medicine and Science; BS, University of Wisconsin - Madison
At Concordia since 2006

Hayes, Andrew W
At Concordia since 2023

Heiss, Beth
Assistant Professor of Management and Marketing
At Concordia since 2022

Hendrix, Steve
Assistant Professor of Social Science
Ph D, MS, University of Oklahoma; M Div, Nazarene Theological Seminary; BA, MidAmerica Nazarene University
At Concordia since 2018

Hensel, Linda
Professor of Education-Special
Department Chair
Ph D, MA, Cardinal Stritch University; BS, University of Wisconsin
At Concordia since 2006

Herr, Leah
Assistant Professor of Education-Graduate
Director
MS, University of Wisconsin - Oshkosh; BS, University of Wisconsin - La Crosse
At Concordia since 2022

Hill, R.S.
Assistant Professor of History
Ph D, University of Michigan; MA, University of Alabama; BA, University of Southern Mississippi
At Concordia since 2014

Hollander, Erik
Associate Professor of Human Resources and Healthcare Administration
EDD, University of Southern California; MBA, Concordia University Wisconsin; BS, Cardinal Stritch University
At Concordia since 2015

Holtan, Sarah
Professor of Communication
Ph D, Marquette University; MS, Concordia University Wisconsin; BA, Augsburg College; Other, CUS
At Concordia since 2006

Hopkins, Theodore J
Associate Professor of Theology
Director
Ph D, M Div, Concordia Seminary; BS, Valparaiso University
At Concordia since 2015

Horgan, John
Assistant Professor of History
Ph D, St. John's University; MA, BA, Marquette University
At Concordia since 1991

Huffman, Kelly
Assistant Professor of Nursing-Undergrad
At Concordia since 2022

Hughes, Barbara
Associate Professor of Social Work
Coordinator
Ph D, BS, Michigan State University; MA, MSW, Michigan State University
At Concordia since 2021

Hurtienne, Laura E
Assistant Professor of Education-Graduate
EDD, Concordia University Portland; MS, Concordia University Wisconsin; BA, University of Wisconsin Parkside
At Concordia since 2021

Hurtienne, Matthew
Associate Professor of Business
Dean
Ph D, Colorado State University; MS, Norwich University; BS, Southern Illinois University; Other, Online Learning Consortium
At Concordia since 2017

I

Irabor, Kehinde
Assistant Professor of Mathematics
Ph D, MS, Marquette University; BS, Alverno College
At Concordia since 2020

Ivanets, Oleg
Assistant Professor of Quantitative Business
Department Chair
Ph D, University of Hawaii at Manoa; MS, Shevchenko National University of Kyiv
At Concordia since 2021

J

Jahns, Sandra

Instructor of Communication
EDD, CUW; MBA, University of Wisconsin, Whitewater
At Concordia since 2012

Jastram, Nathan
Professor of Theology
Ph D, Harvard University; M Div, Concordia Theological Seminary; BA, University of South Dakota
At Concordia since 1999

Jobe, Brenda M
Instructor of Nursing-Undergrad
DNP, Marquette University; MS, Other, State University New York: Upstate Medical University; BS, South Dakota State University
At Concordia since 2006

Johnson, Brooke
Assistant Professor of Education-Graduate
Vice Provost
MA, Rockford University; BS, Northern Illinois University
At Concordia since 2022

Johnson, Francesca
Assistant Professor of Pharmacy-Practice
Pharm D, Northeastern University; MS, Other, Concordia University Wisconsin
At Concordia since 2020

Jorvig, Erik
Professor of Pharmaceutical & Admin Sci
Dean
Ph D, University of Minnesota; MS, BS, South Dakota School of Mines and Technology
At Concordia since 2021

Juergensen, Ed.D, James D
Associate Professor of Education-Secondary/K-12
Director of Faith Integration for Athletics
EDD, Cardinal Stritch University
At Concordia since 2011

K

Kamw, Farah S
Assistant Professor of Computer Science
Ph D, Kent State University; MS, University of Zakho; BS, University of Baghdad
At Concordia since 2020

Kannass, Kathleen N
Professor of Education-Graduate
Ph D, The University of Iowa; BS, Carroll University

Kehl, Jenny
Professor of Business
Ph D, MA, University of Colorado at Boulder
At Concordia since 2022

Kehoe, Reggie
Assistant Professor of Rehabilitation Science
OTD, University of Toledo; BA, Adrian College
At Concordia since 2022

Keiper, Val
Professor of Education-Elementary
Program Director
Ph D, University of Missouri; MA, University of Wisconsin Milwaukee; BA, Concordia College
At Concordia since 1981

Kenney, Theresa A
Professor of Art
Ph D, MFA, University of Wisconsin - Milwaukee; Other, Linkedin Learning; Other, IATSE INTERNATIONAL TRAINING TRUST; Other, Milwaukee Public Television; Other, Milwaukee Institute of Art & Design
At Concordia since 1998

Ketchum, Alex R
Assistant Professor of Physical Sciences
Ph D, MS, University of Michigan; BS, Hope College
At Concordia since 2021

Kittleman, Joshua B
Assistant Professor of Social Science
MS, Concordia University Nebraska; BA, Concordia University Ann Arbor
At Concordia since 2017

Knowles, Jennifer
Assistant Professor of Qualitative Business
Ph D, Colorado State University; MS, Eastern Michigan University; BS, University of Michigan
At Concordia since 2021

Kolander, Kurt D
Assistant Professor of Life and Earth Sciences
Ph D, Medical College of Wisconsin; BS, Wisconsin Lutheran College
At Concordia since 2018

Kosinski, Tracy M
Associate Professor of Pharmaceutical & Admin Sci
Pharm D, University of Wisconsin; BS, University of Wisconsin - Eau Claire
At Concordia since 2011

Kostrzewa, Audrey B
Associate Professor of Pharmacy-Practice
Other, Froedtert Hospital; Other, The University of Iowa
At Concordia since 2013

Krell, Jill
Associate Professor of Nursing-Undergrad
DNP, MS, BS, Concordia University WI
At Concordia since 2010

Kremer, Kathleen G
Professor of Education-Adolescence
Ph D, Marquette University; BS, University of Wisconsin - Milwaukee
At Concordia since 2010

Kuerschner, Dawn R
Associate Professor of Nursing-Undergrad
Department Chair
Ph D, Capella University; BSN, Elmhurst College; Other, Rush University
At Concordia since 2017

Kukor, Stacey L
Clinical Assistant Professor of Occupational Therapy
Coordinator
OTD, Mount Mary University; MOT, BA, Concordia University Wisconsin
At Concordia since 2013

L

Lane, Jason D
Associate Professor of Theology
ThD, Universität Hamburg; M Div, Other, Concordia Theological Seminary; BA, Framingham State College
At Concordia since 2013

Laubach, Elizabeth
Assistant Professor of Pharmaceutical & Admin Sci
Pharm D, Concordia University Wisconsin; BS, Cornell University
At Concordia since 2021

Laverick, Erin
Professor of English
Assistant Vice President
Ph D, Bowling Green State University; MA, Illinois State University; BA, University Wisconsin-Green Bay
At Concordia since 2018

Lawler McDonough, Marnie
Assistant Professor of Communication
Ph D, University of Wisconsin - Milwaukee; MA, Fairleigh Dickinson University; BA, University of Scranton
At Concordia since 2022

Lemley, Kathy J
Professor of Physical Therapy
Ph D, Marquette University; MS, University of Wisconsin - Milwaukee; BS, University of Wisconsin
At Concordia since 2007

Lenko, Rachel
Ph D, University of Michigan; BSN, Calvin University
At Concordia since 2022

Leontyev, Anton
Assistant Professor of Psychology
Ph D, Texas A&M University; BS, National Research University - Higher School of Economics
At Concordia since 2022

Liao, Yiming
Assistant Professor of Computer Science
At Concordia since 2021

Liesener, Katherine
Associate Professor of Health & Human Performance
Program Director
Ph D, University of Wisconsin - Milwaukee; MS, University of Akron; BS, University of Wisconsin - La Crosse
At Concordia since 2004

Lindgren, Amy M
Assistant Professor of Education-Early Childhood
Director of Experiential Education
Ph D, Concordia University Chicago; MS, BA, Concordia University Wisconsin
At Concordia since 2011

Litman, Michael
Professor of Computer Science
Department Chair
Ph D, Nova Southeastern University; MS, BS, Western Illinois University
At Concordia since 2006

Little, Donald W
Assistant Professor of Life and Earth Sciences
Ph D, University of Michigan; BS, Purdue University
At Concordia since 2022

Locklair, Gary H
Professor of Computer Science
Department Chair
Ph D, Nova Southeastern University; MS, Univeristy of Idaho; BS, California State University Sacramento; Other, Concordia University Wisconsin
At Concordia since 1986

Locklair, Oliver J
Assistant Professor of Computer Science
Ph D, Capella University; MS, BS, Concordia University Wisconsin
At Concordia since 2015

Lokken, James
Associate Professor of Pharmacy-Practice
Pharm D, CUW School of Pharmacy; MS, Concordia University of Wisconsin; MS, South Dakota State University; BS, University of Wisconsin Stout
At Concordia since 2016

Long, Sheena
Assistant Professor of Physical Therapy
Director of Clinical Education
DPT, MS, Shenandoah University; BA, University of San Francisco
At Concordia since 2022

Loppnow, Jessica J
Associate Professor of Life and Earth Sciences
Ph D, Univeristy of Wisconsin - Milwaukee; BS, University of Wisconsin - Eau Claire
At Concordia since 2013

Lovern, Sarah B
Professor of Life and Earth Sciences
Ph D, University of Wisconsin-Milwaukee; BS, Truman State University; Other, Augustana College; Other, Oregon Institute of Marine Biology
At Concordia since 2008

Lueders Bolwerk, Carol
Professor of Nursing-Undergrad
Program Director
Ph D, University of WI: Milwaukee; BS, University of WI-Eau Claire; Other, Marquette University
At Concordia since 1987

Lund, Cindy M
Associate Professor of Speech & Language Pathology
Ph D, Northern Illinois University; MS, University of Wisconsin - Milwaukee (UWM); BS, Viterbo University
At Concordia since 2015

M

Mac Kelly, Matthew
Associate Professor of Justice & Public Policy
EDD, Regent University; JD, Marquette University Law School; BS, North Dakota State University

At Concordia since 2010

Macafee, Timothy
Associate Professor of Communication
Department Chair
Ph D, University of Wisconsin-Madison; MA, BA, University of Wisconsin-Milwaukee
At Concordia since 2014

Makstenieks, Santa
Professor of Life and Earth Sciences
MD, Tartu University, Estonia
At Concordia since 1996

Malliett, Ashley
Assistant Professor of Physician Assistant
MPAS, Wayne State University; BS, Central Michigan University; Other, University of Lynchburg
At Concordia since 2021

Martin, Alex D
Associate Professor of Physical Sciences
Ph D, Virginia Commonwealth University; BS, University of Michigan
At Concordia since 2016

Martin, Anne E
Assistant Professor of Occupational Therapy
OTD, Creighton University; MOT, BA, St. Ambrose University
At Concordia since 2021

McGraw, Joseph
Professor of Pharmaceutical & Admin Sci
Ph D, BS, Other, University of Illinois
At Concordia since 2010

McHugh, Natalie
Assistant Professor of Nursing-Undergrad
DNP, Rush University; BSN, University of Michigan
At Concordia since 2023

McKinnis, Michael S
Associate Professor of Occupational Therapy
Ph D, Cardinal Stritch Univeristy; MA, Concordia University Wisconsin; BS, Auburn University
At Concordia since 2013

Melick, Amber
Assistant Professor of Health & Human Performance
MS, California State University, Fullerton; BS, California State University, Fresno
At Concordia since 2016

Menchaca, Louis A
Professor of Music
Department Chair
Ph D, MA, The Ohio State University; BA, St. Mary's University of San Antonio
At Concordia since 1992

Menuge, Angus
Professor of Philosophy
Department Chair
Ph D, MA, University of Wisconsin-Madison; BA, University of Warwick; Other, International Academy of Apologetics, Evangelism and Human Rights
At Concordia since 1992

Migan, Neal E
Professor of English
Ph D, Purdue University; MA, BA, Michigan State University
At Concordia since 2005

Millben, LaTonya
Assistant Professor of Physician Assistant
MPAS, University of Detroit Mercy; BS, Lincoln University
At Concordia since 2020

Miller, Brooke
Associate Professor of Physician Assistant
Program Director
At Concordia since 2022

Mobley, Susan
Professor of History
Department Chair
Ph D, MA, University of Wisconsin-Madison; BA, University of Oklahoma
At Concordia since 1998

Mobley, Van A
Professor of History
Ph D, MA, University of Wisconsin-Madison; BA, Vanderbilt University; Other, Indiana University; Other, United States Military Academy
At Concordia since 2000

Moldenhauer, Aaron
Assistant Professor of Theology
Ph D, MA, Northwestern University; M Div, Other, Concordia Theological Seminary; BA, Martin Luther College
At Concordia since 2018

Montreal, Steven R
Professor of Social Science
Dean
Ph D, University Wisconsin - Milwaukee; MA, Mankato State University; BA, University of Wisconsin - Green Bay
At Concordia since 1995

Morgen, Hazel R
Assistant Professor of Pharmacy-Practice
Pharm D, Butler University
At Concordia since 2019

Mueller, Robert
Associate Professor of Pharmacy-Practice
Pharm D, BA, University of Minnesota; Other, Froedtert Hospital
At Concordia since 2013

Muth, Nicole
Professor of Education-Elementary
Department Chair
Ph D, Northcentral University; MA, University of Texas at Dallas; BA, Concordia University Wisconsin
At Concordia since 2006

N

Neal, Timothy
Assistant Professor of Health & Human Performance
Program Director
MS, Syracuse University; BS, Ohio University

At Concordia since 2016

Nelson, Reid
Professor of Health & Human Performance
Ph D, University of Minnesota; MS, Illinois State University
At Concordia since 2002

Nelson, Steven
Professor of English
Department Chair
Ph D, MA, BBA, University of Wisconsin Milwaukee
At Concordia since 2009

Nemec-Kessel, Charlene
Assistant Professor of Art
Other, The School of the Art Institute of Chicago, IL
At Concordia since 2012

Nestor, Olga S
Assistant Professor of Occupational Therapy
DOT, Concordia University of Wisconsin
At Concordia since 2018

Nickerson, Georgia
Professor of English
Director
Ph D, MA, West Virginia University; BS, Frostburg State University
At Concordia since 2012

Nicpon, Jennifer
Assistant Professor of Nursing-Grad
At Concordia since 2022

Niederjohn, Scott
Director
Ph D, University of Wisconsin - Milwaukee; MBA, BS, Marquette University
At Concordia since 2021

Niemiec, Christopher J
Associate Professor of Art
MFA, Vermont College of Fine Arts; MA, Art Academy of Cincinnati; BA, Eastern Michigan University; BA, Hillsdale College
At Concordia since 2007

O

O'Neil, Heather
Assistant Professor of Education-Elementary
Ph D, MA, Cardinal Stritch University; BA, St. Norbert College
At Concordia since 2017

Oduro, Stephanie
Assistant Professor of Occupational Therapy
OTD, Washington University in St. Louis; BA, Augustana College
At Concordia since 2021

Oldani, Michael J
Professor of Pharmaceutical & Admin Sci
Director
Ph D, Princeton University; MS, University of Wisconsin-Milwaukee; BS, University of Wisconsin-Parkside
At Concordia since 2015

Osowski, Kelly
Clinical Assistant Professor of Occupational Therapy
At Concordia since 2022

Ostrowski, Nichole M
Assistant Professor of Social Work
Director
BA, University of Wisconsin-Oshkosh; Other, University of Wisconsin-Milwaukee
At Concordia since 2019

P

Paape, Adam
Professor of Education-Secondary/K-12
Assistant Dean
EDD, George Fox University; MS, BA, Concordia University Wisconsin
At Concordia since 2010

Paavola, Daniel
Professor of Theology
Department Chair
Ph D, Concordia Seminary; M Div, Concordia Theological Seminary; BA, Moorhead State University; Other, Princeton Theological Seminary
At Concordia since 1996

Paly, Elizabeth L
Associate Professor of Physical Therapy
DPT, Concordia University; BS, Marquette University
At Concordia since 2013

Parve, Julie
Associate Professor of Nursing-Grad
Director
DNP, MS, CUW-Mequon; BSN, Marian University
At Concordia since 2013

Paterson, Mark R
Assistant Professor of Life and Earth Sciences
Ph D, Medical College of Wisconsin; BS, Wisconsin Lutheran College
At Concordia since 2019

Paul, Emily
Assistant Professor of Occupational Therapy
At Concordia since 2023

Pauly, Heather M
Assistant Professor of Speech & Language Pathology
Ph D, Cardinal Stritch University; MA, Northwestern University
At Concordia since 2020

Pease, Betsy
Assistant Professor of History
Ph D, Indiana University-Bloomington; MA, University of Chicago; BA, University of Wisconsin-Madison
At Concordia since 2014

Peppard, Sarah R
Associate Professor of Pharmacy-Practice
Pharm D, University of Wisconsin
At Concordia since 2011

Perrine, William M
Assistant Professor of Music
Ph D, Indiana University; BA, Transylvania University; Other, University of Nebraska-Lincoln

At Concordia since 2012

Peterson, Ryan
Assistant Professor of Theology
D Min, Trinity Evangelical Divinity School; M Div, Concordia Seminary; BA, Concordia University Wisconsin
At Concordia since 2013

Pickart, Michael A
Professor of Pharmaceutical & Admin Sci
Director
Ph D, MS, BS, University of Wisconsin
At Concordia since 2012

Pickett, Rachel F
Professor of Psychology
Department Chair
Ph D, MA, Southern Illinois University - Carbondale; BA, Clarke College
At Concordia since 2009

Pieper, Sarah L
Assistant Professor of Physician Assistant
At Concordia since 2019

Pingel, James
Professor of Education-Graduate
Dean
Ph D, Cardinal Stritch University; MS, BA, Concordia University Wisconsin; MA, Marquette University
At Concordia since 2014

Polzin, Elizabeth A
Associate Professor of Education-Graduate
Assistant Vice President
EDD, MA, Other, Lindenwood University; BS, Hannibal-LaGrange University
At Concordia since 2016

Potratz, Jeffrey
Associate Professor of Physical Sciences
Ph D, University of Texas at Austin; BS, Wisconsin Lutheran College
At Concordia since 2015

R

Ray, Sarah
Professor of Pharmacy-Practice
Director
Pharm D, Creighton University; Other, BPS; Other, Aurora Health Care
At Concordia since 2012

Reasor, Jonathan D
Associate Professor of Life and Earth Sciences
Ph D, Meharry Medical School; BS, University of Alabama at Brimingham
At Concordia since 2016

Refenes, James L
Assistant Professor of Life and Earth Sciences
Ph D, MS, Eastern Michigan University; BA, Concordia River Forest
At Concordia since 2004

Regis Bailey, Erin
Assistant Professor of Speech & Language Pathology
Clinical Education Coordinator
MS, BS, University of Wisconsin-Milwaukee; Other, Northwestern University
At Concordia since 2019

Reid, Terry-Elinor
Ph D, BS, Howard University
At Concordia since 2018

Reimer, Lisa
Clinical Assistant Professor of Imaging
Department Chair
MS, University of St. Francis; BS, Marian University; Other, Aurora St Luke's Medical Center - School of Diagnostic Medical Sonography; Other, Theda Clark Medical Center - School of Radiologic Technology
At Concordia since 2016

Reynhout, Timothy A
Assistant Professor of Mathematics
Ph D, MS, Central Michigan University; BS, Ferris State University
At Concordia since 2018

Rinka, Joseph R
Professor of Pharmacy-Practice
Pharm D, University of Wisconsin
At Concordia since 2010

Ross, Natalie
Assistant Professor of Nursing-Undergrad
DNP, Rush University
At Concordia since 2018

Routier, Wanda J
Associate Professor of Education-Graduate
Program Director
EDD, Nova Southeastern University; MA, Hampton University; BA, Bluffton College; Other, Marshall-Wythe School of Law, College of William & Mary
At Concordia since 2011

Rubino, Frank D
Assistant Professor of Social Science
MS, BA, Madonna University; Other, Liberty University; Other, Wayne County Regional Police Training Center
At Concordia since 2020

S

Saleska, Thomas J
Professor of Life and Earth Sciences
Ph D, University of Wisconsin Milwaukee; MA, University of Houston; BA, Concordia River Forest; Other, St. John's Lutheran Junior College
At Concordia since 1993

Samuel, Linda
Professor of Occupational Therapy
Dean
Ph D, Marquette University; MS, BS, University of Wisconsin - Milwaukee
At Concordia since 1995

Schave, Kimberly
Assistant Professor of Financial Studies
Ph D, Eastern University; MA, Concordia Theological Seminary; BBA, University of Cincinnati; Other, Washington University
At Concordia since 2022

Scheppa, Timothy S
Assistant Professor of Quantitative Business

MS, Other, University of Wisconsin - Milwaukee; BS, University of Wisconsin - Madison
At Concordia since 1999

Schmidt, Jessica
Assistant Professor of Occupational Therapy
Ph D, Rocky Mountain University School of Health Professions; MOT, University of Wisconsin Milwaukee
At Concordia since 2020

Schmitz, Mark H
Associate Professor of Life and Earth Sciences
Ph D, University of Wisconsin; Other, LCMS
At Concordia since 2017

Schmitz, Mikaely T
Assistant Professor of Speech & Language Pathology
MS, BS, Marquette University; MA, Western Governors University; Other, University of Wisconsin Milwaukee
At Concordia since 2017

Scholz, Thomas R
Assistant Professor of Quantitative Business
Ph D, University of Southern Mississippi; MBA, University of Chicago; BBA, University of Wisconsin-Madison
At Concordia since 2016

Schulz, Charles R
Associate Professor of Theology
Ph D, M Div, Other, Concordia Seminary; MA, University of Virginia; MA, Washington University; BA, Concordia University
At Concordia since 2001

Schulz, Gregory P
Professor of Philosophy
Ph D, Marquette University; D Min, Concordia Theological Seminary; M Div, Wisconsin Lutheran Seminary; BA, Northwestern College
At Concordia since 2013

Scott, Ann P
Clinical Instructor of Physician Assistant
Director of Clinical Education
MS, Pace University; BS, University of Wisconsin-Madison
At Concordia since 2019

Scudella, Christine
Assistant Professor of Education-Graduate
Director
Ph D, Cardinal Stritch University; MA, Marian University; BA, UW - La Crosse
At Concordia since 2017

Sem, Daniel
Professor of Pharmaceutical & Admin Sci
Vice Provost
Ph D, UW-Madison; JD, MBA, Marquette University; BS, UW-MIlwaukee
At Concordia since 2011

Sendziol, Dana
Associate Professor of Doctor of Business Administration
Director
At Concordia since 2022

Sesing, Kim E
Assistant Professor of Speech & Language Pathology
AuD, University of Florida; MS, University of Wisconsin; BS, University of Wisconsin - Stevens Point; Other, Bureau of Maternal and Child Health
At Concordia since 2017

Shawhan, Jeffrey D
MFA, UW-Milwaukee
At Concordia since 1997

Sheehan, Kathleen
Clinical Assistant Professor of Nursing-Undergrad
At Concordia since 2022

Shepard, Halee
Assistant Professor of Physical Therapy
Coordinator
DPT, BS, St. Ambrose University; EDD, University of the Cumberlands; MBA, Herzing University
At Concordia since 2021

Shultz, Lance M
Assistant Professor of Life and Earth Sciences
MS, University of Michigan; BS, Grand Valley State University
At Concordia since 2016

Shuman, Kristin M
Assistant Professor of Health & Human Performance
MPE, EDD, Idaho State University; BS, Eastern Michigan University
At Concordia since 2017

Sigmund, Kemery J
Assistant Professor of Health & Human Performance
Clinical Education Coordinator
Ph D, University of Wisconsin-Milwaukee; MS, Illinois State University; BA, Hope College
At Concordia since 2014

Simmons, Anita M
Instructor of Nursing-Undergrad
BSN, Anderson University; Other, Lourdes University
At Concordia since 2016

Sipone, Vittoria
Assistant Professor of Psychology
At Concordia since 2022

Slater, Sandy
Ph D, University of Illinois at Chicago; MS, DePaul University; BA, Butler University
At Concordia since 2018

Smith, Darrin M
Associate Professor of Health & Human Performance
Ph D, Rocky Mountain University of Health Professions; MS, Western Illinois University; BS, Concordia University Wisconsin
At Concordia since 2010

Smith, Jeff
Assistant Professor of Occupational Therapy
At Concordia since 2022

Smith, Steven
Assistant Professor of Theology
At Concordia since 2002

Soenksen, Jason R

Professor of Theology
Ph D, Hebrew Union College
At Concordia since 2005

Speck, Bretta
Assistant Professor of Life and Earth Sciences
At Concordia since 2022

Speck, Justin
Assistant Professor of Life and Earth Sciences
Ph D, University of Wisconsin Milwaukee; BS, Bethel University
At Concordia since 2018

Speckhard, Samuel T
Clinical Assistant Professor of Nursing-Undergrad
MS, Chamberlain University; BSN, Concordia University Wisconsin
At Concordia since 2019

Spedoske, Timothy
MD, Michigan State University
At Concordia since 2022

Sproat, Joel C
Assistant Professor of Music
DMA, University of Oklahoma; MM, Indiana University; BA, Concordia University Wisconsin
At Concordia since 2022

Stark, Christopher C
Associate Professor of Psychology
Ph D, MA, Southwestern Baptist Theological Seminary; MS, Texas A&M University; BS, Purdue University
At Concordia since 2014

Steele, Patrick W
Professor of History
Ph D, Marquette University; MA, BA, University of Wisconsin Milwaukee
At Concordia since 2013

Steele, Susannah L
Assistant Professor of Physical Therapy
DPT, Boston University; MS, Grand Valley State University; BS, Michigan State University
At Concordia since 2022

Stinson, Stacy A
Assistant Professor of Quantitative Business
Ph D, Grand Canyon University; MBA, University of Wisconsin - Madison; BBA, University of WI - Milwaukee
At Concordia since 2017

Stoehr, Nancy
Assistant Professor of Pharmaceutical & Admin Sci
Director
Pharm D, University of WI - Madison; MS, Concordia University Wisconsin
At Concordia since 2012

Stolzman, Stacy C
Associate Professor of Physical Therapy
Ph D, MS, BA, Other, Marquette University
At Concordia since 2016

Stremski, Ernest
Professor of Pharmaceutical & Admin Sci
Director
MD, Medical College of Wisconsin; MBA, Cardinal Stritch University; BS, UW LaCrosse
At Concordia since 2010

Strycker, Paul
Associate Professor of Physical Sciences
Ph D, MS, New Mexico State University; BS, University of Notre Dame
At Concordia since 2014

T

Taylor, Kurt
Associate Professor of Theology
Program Director
At Concordia since 2018

Taylor, Steven P
Assistant Professor of Education-Graduate
EDD, Concordia University Portland; MS, BA, Concordia University Wisconsin
At Concordia since 2020

Theesfeld, Melissa L
Professor of Pharmacy-Practice
Assistant Dean
Pharm D, BS, University of Wisconsin; Other, Froedtert Hospital
At Concordia since 2010

Thompson, Dylan J
Associate Professor of Physical Sciences
Ph D, Purdue University; BS, Hillsdale College; Other, CueNET
At Concordia since 2014

Thorpe, Jennifer
Assistant Professor of Health & Human Performance
Clinical Education Coordinator
Ph D, University of Wisconsin-Milwaukee; MS, University of Illinois; BS, University of Wisconsin - Milwaukee
At Concordia since 2006

Tomesch, Harald G
Professor of Theology
ThD, Concordia Seminary; BA, Concordia University Wisconsin; Other, University of Toronto; Other, Brock University
At Concordia since 2010

Toppe, Michael P
Associate Professor of Physician Assistant
Program Director
MS, University of New England; BA, University of Wisconsin, Madison; Other, University of Lynchburg; Other, University of North Carolina, Chapel Hill
At Concordia since 2014

U

Uden, Michael
Professor of Education-Elementary
Vice Provost
Ph D, University of Wisconsin; MS, BA, Concordia University Wisconsin
At Concordia since 1998

Underberg, Daniel L
Assistant Professor of Sport and Hospitality Business
Department Chair

Ph D, MS, Cardinal Stritch University; EDD, Edgewood College; BS, University of Wisconsin-Madison
At Concordia since 2016

V

Van Hart, Rochelle M
Associate Professor of Life and Earth Sciences
Ph D, University of Wisconsin-Milwaukee; MS, University of Wisconsin-Madison; BS, Mount Mary University
At Concordia since 2010

Van Ornum, Scott G
Professor of Physical Sciences
Program Director
Ph D, University of Wisconsin-Milwaukee; BS, University of Wisconsin-Stevens Point
At Concordia since 2010

VanLue, Michael
Professor of Speech & Language Pathology
At Concordia since 2019

Vartanian, Heather K
Associate Professor of Nursing-Grad
Ph D, Marquette University
At Concordia since 2020

Verbeten, AmyJo L
Assistant Professor of Occupational Therapy
Ph D, Concordia University Chicago; MOT, BS, Concordia University Wisconsin
At Concordia since 2018

Verdegan, Rhonda L
Associate Professor of Health & Human Performance
Ph D, Capella University; MS, Illinois State University; BS, University of Wisconsin Stevens Point
At Concordia since 2016

Vergo, Bobbie
Assistant Professor of Occupational Therapy
OTD, Washington University in St. Louis; BA, Capital University
At Concordia since 2022

Vernon, Giannina M
Assistant Professor of Nursing-Undergrad
Other, CUW
At Concordia since 2010

Viets, Aaron D
Assistant Professor of Physical Sciences
Ph D, University of Wisconsin - Milwaukee; BS, Missouri University of Science and Technology
At Concordia since 2017

Voss, Kevin E
Professor of Philosophy
Program Director
Ph D, Saint Louis University; BS, Other, University of Minnesota; Other, Academy of Apologetics, Human Rights, and Evangelism; Other, Concordia Seminary
At Concordia since 2003

W

Wahl, Robert S
Associate Professor of Computer Science
Ph D, Capella University; MS, North Central College; BS, University of Wisconsin - Milwaukee; Other, Milwaukee Area Technical College
At Concordia since 2011

Walz, Jeffrey
Professor of Political Science
Department Chair
Ph D, MA, University of Nebraska-Lincoln; BA, Valparaiso University
At Concordia since 1997

Watry-Christian, Meghan
Associate Professor of Occupational Therapy
Department Chair
Ph D, Northcentral University; MOT, Concordia University Wisconsin; BA, Wisconsin Lutheran College
At Concordia since 2013

Weisenbach, Janice L
Associate Professor of Education-Graduate
MA, BA, Saginaw Valley State University; Other, Central Michigan University
At Concordia since 2007

Wilbanks, Susan
Assistant Professor of Occupational Therapy
Ph D, University of Alabama at Birmingham; MS, Oregon State University; BS, Creighton University
At Concordia since 2021

Witt, Steven
Professor of Education-Graduate
Program Director
Ph D, Curtin University; MS, Concordia University of Austin; MA, University of Texas; BS, Dr. Martin Luther College
At Concordia since 2008

Witte, Cynthia E
Associate Professor of Nursing-Undergrad
Other, Rush University - College of Nursing; Other, Concordia University Wisconsin
At Concordia since 1999

Wojczulis, Donald
Assistant Professor of Sport and Hospitality Business
MS, Cardinal Stritch University; MS, Concordia University of Wisconsin; BS, University of Wisconsin-LaCrosse
At Concordia since 2022

Wolf, Mark J
Professor of Communication
Ph D, MA, BA, University of Southern California
At Concordia since 1995

Woodall-Schaufler, Lori A
Associate Professor of Art
MFA, California Institute of the Arts; BA, University of Wisconsin-Madison
At Concordia since 2014

Wulz, Jordan L
Assistant Professor of Pharmacy-Practice

Pharm D, Palm Beach Atlantic University; Other, Samford University; Other, Samford University/Jefferson County Department of Health
At Concordia since 2017

Y

Yakimow, Scott E
Professor of Theology
Ph D, MA, University of Virginia; MA, Luther Seminary; M Div, Concordia Seminary; BS, Other, Valparaiso University; Other, Arabic Language Institute in Fez
At Concordia since 2017

Young, Michael
Professor of Life and Earth Sciences
Department Chair
Ph D, Washington University in St. Louis; BS, Michigan State University; Other, Colloquy for LCMS teachers - Concordia University Irvine
At Concordia since 2013

Z

Zegrean, Mihaela
Assistant Professor of Nursing-Undergrad
DNP, Maryville University; MS, Wayne State University; MS, BSN, University of Windsor; Other, Athabasca University
At Concordia since 2017

Legal Notices

The Family Education Rights and Privacy Act

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

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

The Act provides that no party may review a student's record with the exception of the following, who do not need written consent of the student to view a record: other school officials, officials of other schools or systems in which the student intends to enroll, authorized representatives of:

1. the Comptroller General of the U.S.
2. the Secretary of H.E.W.
3. administrative head of an education agency
4. state educational authorities. Persons working in connection with a student's application for, or receipt of, financial aid.

Any other than those listed above can obtain access to a student's file only upon written release from the student. This record will be available for inspection only by the student. The following procedure has been established for CUW students.

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

The following types of information are considered directory information and may be included in publications or disclosed upon request without consent of the student, but only after public notice of these categories of information has been given in order to allow sufficient time for the student to inform the institution that any and all of this information should not be released without prior consent, such requests can be made in writing to the Registrar's Office:

- student's name
- address including e-mail
- telephone number
- dates of attendance
- class standing
- previous institution(s) attended
- major field of study
- awards
- honors (including Dean's List)
- degree(s) conferred (including date)
- past and present participation in official recorded sports activities
- physical factors (height, weight of athletes)
- date and place of birth

The Act provides the student the right to file with the U.S. Department of Education a complaint concerning alleged failures by the education institution to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office - U.S. Department of Education
600 Independence Avenue, SW - Washington, DC 20202-4605

Public Notice Designating Directory Information

Concordia University Wisconsin hereby designates the following categories of student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion.

Category I

Name, address, telephone number, dates of attendance, 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/)

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.

INDEX

A

Academic Definitions ... 6
Academic Policies ... 6
Accounting (ACCT) ... 132
Admissions Procedures ... 15
Alternative Education License Program ... 67
Article 1 - Overview ... 109
Article 2 - Policies General ... 110
Article 3 - Policies Student Welfare ... 119
Article 4 - Procedures & Hearings ... 121
Arts and Sciences Programs ... 25
Athletic Training (MSAT) ... 133

B

Bioethics Certificate ... 25
Biology (BIO) ... 136
Business Analytics (BUAN) ... 137
Business Programs ... 34
Business Scholars MBA Program ... 38
Business-MBA Grad (MBA) ... 137

C

Certificate After Graduate Education in Nursing ... 99
Certificate After Graduate Education in Nursing - Psychiatric Mental Health NP ... 100
Chemistry (CHEM) ... 141
Child Life Specialist (CLS) ... 142
Christian Counseling Certificate ... 67
Christian Education Certificate ... 67
Compassion Care Certificate ... 68
Computer Science (CSC) ... 143
Computer Science Scholars Program ... 33
Concordia Center for Bioethics (CCB) ... 144
Counseling-Graduate (COUN) ... 145
Course Descriptions ... 131

D

Digital Age Teaching & Learning Certificate ... 68
Digital Humanities (DH) ... 148
Doctor of Business Admin (DBA) ... 149
Doctor of Business Administration ... 34
Doctor of Education in Leadership in Innovation and Continuous Improvement ... 50
Doctor of Nursing Practice (DNP) Program ... 91
Doctor of Occupational Therapy Entry-Level (CUAA) ... 68
Doctor of Occupational Therapy Entry-Level (CUW) ... 71
Doctor of Pharmacy ... 102
Doctor of Physical Therapy (CUAA) ... 72
Doctor of Physical Therapy (CUW) ... 74

E

Education - CUAA (EDU) ... 151
Education Family Life (EFL) ... 156
Education Programs - CUAA ... 44
Education Programs - CUW ... 50
Education-Cert Elem Ed (EDC) ... 156
Education-Graduate (EDG) ... 161
Educational Technology (EDT) ... 174

F

Faculty ... 220
Financial Aid ... 17
Flowcharts ... 130

G

Graduate Catalog ... 3

H

Health Profession Programs ... 68

I

Important Student Information ... 108
Interprofessional Education Graduate Certificate ... 106
Interprofessional Education (IPE) ... 175

L

Legal Notices ... 233

M

Master of Arts in Digital Humanities ... 25
Master of Business Administration ... 35
Master of Church Music ... 26
Master of Occupational Therapy ... 76
Master of Product Development (MPD) ... 176
Master of Science in Accountancy ... 41
Master of Science in Athletic Training (CUAA) ... 28
Master of Science in Athletic Training (CUW) ... 31
Master of Science in Business Analytics ... 42
Master of Science in Child Life and Interprofessional Practice ... 78
Master of Science in Computer Science ... 32

Master of Science in Curriculum & Instruction - Elementary Teacher Certification 44
Master of Science in Curriculum & Instruction - Secondary Teacher Certification 45
Master of Science In Curriculum & Instruction With ESL Endorsement .. 46
Master of Science in Education - Counseling 52
Master of Science in Education - Educational Administration 54
Master of Science in Education - Educational Design and Technology ... 56
Master of Science in Education - Family Life 57
Master of Science in Education - Instructional Leadership 58
Master of Science in Education - Literacy 60
Master of Science in Education - Special Education 61
Master of Science in Education - Teaching & Learning with Teacher Licensure 63
Master of Science In Educational Leadership 46
Master of Science in Leadership 43
Master of Science in Leadership (MSL) 177
Master of Science in Natural Products Science 105
Master of Science in Nursing - Healthcare Informatics 95
Master of Science in Nursing - Nurse Educator 96
Master of Science in Nursing - Primary Care Nurse Practitioner 97
Master of Science in Physician Assistant Studies (CUAA) 78
Master of Science in Physician Assistant Studies (CUW) 81
Master of Science in Rehabilitation Science 86
Master of Science In Special Education Learning Disabilities 48
Master of Science in Speech-Language Pathology 87
Master of Science in Student Personnel Administration in Higher Education (CUAA) 48
Master of Science in Student Personnel Administration in Higher Education (CUW) 65
Master of Social Work 89
Master of Social Work (MSW) 178
Master Sci Rehabilitation Sci (MSRS) 180
MBA Fast Track 39
Music (MUS) 181

N

Natural Products Science (NPS) 182
Natural Products Sciences Graduate Certificate 107
Nursing - Grad (NURS) 183
Nursing Programs 91

O

Occupational Therapy-Grad (OT) 188

P

Pathways 19
Pharmacy (PHAR) 195
Pharmacy Programs 102
PharmD/MBA 40
Physical Therapy-Doctorate (DPT) 201
Physician Assistant (PHAS) 210
Post BSN to DNP 93
Programs 24

R

Required Reading Courses For Professional Certification 49
Resource Lists 130

S

School Administrator Certificate Program - SACP 50
Speech-Language Pathology (SLP) 217
Student Conduct 108
Student Personnel-Graduate (SPA) 219
Student Services 20
Superintendent License Program 66

T

Technology Requirements 21
The University 3
Tuition and Fees 22