2019-2020

GRADUATE & PROFESSIONAL STUDIES ACADEMIC CATALOG

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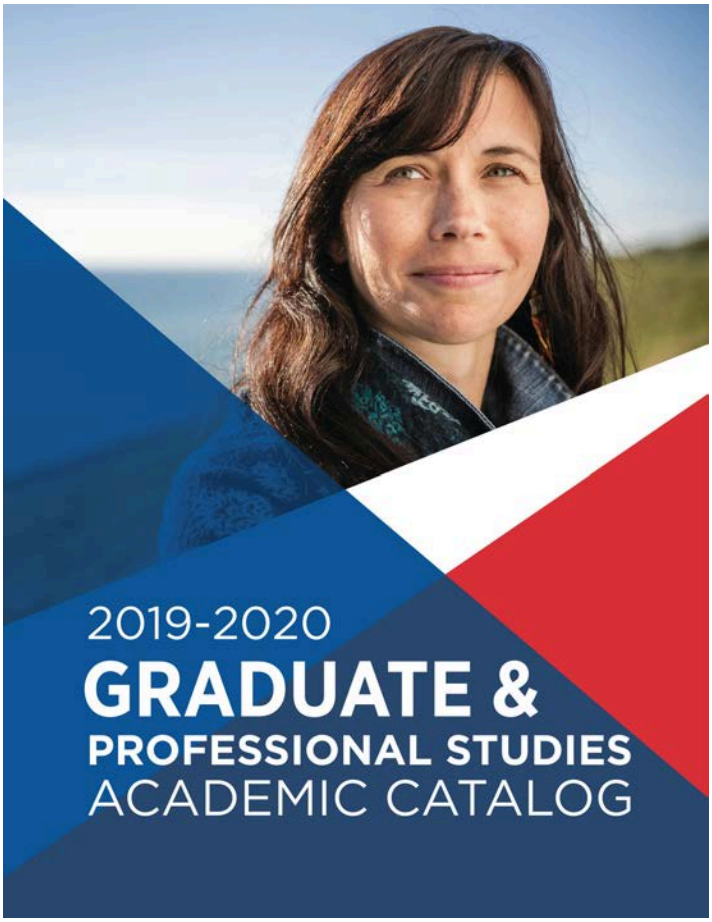
GRADUATE CATALOG



THE UNIVERSITY

Concordia University is one of nine colleges or universities in the Concordia University System, an entity of The Lutheran Church - Missouri Synod.

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.

Campus Contact Information

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

Administrative Officers

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

Deans

Department	Name
School of Arts and Sciences CUAA	Erin Laverick
School of Arts and Sciences CUW	Steven Montreal
Haab School of Business CUAA	Suzanne Siegle
Batterman School of Business CUW	Daniel Sem
School of Education CUAA	Sandra Harris
School of Education CUW	James Pingel
School of Health Professions CUW	Linda Samuel
School of Nursing CUAA	Cynthia Fenske
School of Nursing CUW	Sharon Chappy
School of Pharmacy CUW	Dean Arneson
Student Life CUAA	John Rathje
Student Life CUW	Steven Gerner

2019 - 2020 Academic Year

Semester I

Date	Day	Event
August 19	Monday	Pharmacy classes begin - Mequon
August 25	Sunday	Opening Service - Mequon
August 26	Monday	First Day of Traditional Classes; Opening Service - Ann Arbor
September 2	Monday	LABOR DAY - No Class
September 6	Friday	Last day to add a Regular Semester Class
October 24 & 25	Thursday - Friday	Fall Break - No traditional undergrad. classes
October 23	Tuesday	Mid-Term Grades Due - Traditional Undergrad
November 1	Friday	Last day to drop a regular semester class
November 27	Wednesday	Thanksgiving Vacation begins - no traditional undergraduate classes meet that start after 4:00 pm
November 28	Thursday	THANKSGIVING DAY - No Classes

November 29	Friday	Thanksgiving Break Continues - No Classes
December 2	Monday	Classes Resume
December 9 - 13	Monday - Friday	Final Examinations, Christmas Recess begins after last exam
December 14	Saturday	Commencement 1:30 pm - Mequon
December 25	Tuesday	CHRISTMAS DAY

Winterim

Date	Day	Event
January 7	Monday	Classes Resume – Winterim Begins
January 25	Friday	Winterim Examinations

Semester II

Date	Day	Event
January 14	Monday	Pharmacy classes begin - Mequon
January 28	Monday	Second Semester Begins
February 8	Friday	Last Day to Add a Regular Semester Class
March 11 - 15		Pharmacy Spring Recess - Mequon
March 18 - 22		Spring Recess - Traditional Undergraduates
March 26	Tuesday	Mid-Term Grades Due - Traditional Undergrad
April 5	Friday	Last Day to Drop a Regular Semester Class
April 18	Thursday	Easter break beigins - no classes meet that start after 4:00 pm
April 21	Sunday	EASTER
April 22	Monday	Classes Resume at 4:00 pm
May 13 - 17	Monday - Friday	Final Examinations
May 17	Friday	Graduate Student Commencement 6:00 pm - Mequon
May 18	Saturday	Undergrad Student Commencement 1:30 pm - Mequon
May 19	Sunday	Undergrad Student Commencement 2:00 pm - Ann Arbor

Summer Sessions

3 Weeks

Date	Day	Event
May 20 - June 7		(no school May 27)
June 10 - June 28		

6 Weeks

Date	Day	Event
May 20 - June 28		(no school May 27)
June 10 - July 19		(no school July 4)

Accreditation

Concordia University Wisconsin is accredited by the Higher Learning Commission.

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

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

Academic Policies

Initial Courses

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

Classification of Students

Class	Credits
Graduate Full-time	9+ Credits
Graduate Three-Quarter-time	6-8 Credits
Graduate Half-time	3-5 Credits
Graduate Less than Half-time	0-2 Credits
Degree	Seeking an Doctor of Education, Doctor of Nursing Practice, Doctor of Occupational Therapy, Doctor of Pharmacy, Doctor of Physical Therapy, Masters Degree, Master of Arts, Master of Science, Master of Business Administration, Master of Church Music, Master of Occupational Therapy, Master of Physical Therapy, Master of Science Athletic Training, Master of Science in Occupational Therapy, Master of Science in Physical Therapy, Master of Science in Rehabilitation Science, Master of Science Physician Assistant Studies, Master of Science in Nursing, Master Social Work
Non-Degree	Not seeking a degree

Church Vocation Students	Full-time students who are preparing themselves for one of the church vocations within The Lutheran Church-Missouri Synod and have maintained a grade point average of at least 2.00

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

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

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

Conditional Student Credit Load

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

Probationary Students

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

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

Expiration of Courses

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

Repetition of Courses

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

Grading

Formal reports of the student's progress are available at the close of each semester.

The following grade point systems 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.
WF	0.0 points, withdrawn with penalty, is computed in grade point average. Given for withdrawal after the withdrawal deadline under unauthorized conditions.
I	0.0 points, incomplete, not computed in grade point average, (see policy on incomplete grades below)

Final Examinations

Faculty policy requires a culminating experience, such as a final examination or project during the finals week of a traditional semester. Exemptions to final examinations may be offered to students carrying an A for the course at the discretion of the instructor. First semester freshmen are not eligible for exemptions. Second semester freshmen and sophomores can be exempted from one exam per semester. Juniors and seniors can be exempted from no more than 2 exams per semester. If an instructor offers exemptions and students elect to take them, the instructor must submit the name of the course and the names of students taking the exemption to the office of the Provost's Office before the second last week of the semester.

Incomplete Grades

An incomplete grade given in any term (i.e., first and second semester, Winterim, Summer Session) becomes a failing grade if the work is not completed within three weeks after the end of the final examination period for that term or by the time agreed to between the instructor and student. Requests for extension of time to resolve an I grade will

be approved only when the instructor is satisfied that circumstances prompting the request justify waiving this three-week policy. In unusual circumstances, beyond the control of the student and the approval of the instructor, incomplete grades can be held for one semester.

Individual Instruction/Independent Study/ Guided Study

Students may be given the option of taking a course as Individual Instruction or Independent Study or Guided Study. Further information is available on the CU Portal.

Winterim

Winterim offers students the opportunity either to explore topics not in their regular course of studies or to take courses that are part of their Core, major, or minor programs. Students pay a reduced per credit tuition for these three week January courses. 2-3 credits are typical; 4 is maximum.

Audit Policy

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

Change of Name or Address

Students are to promptly notify the Registrar in writing of any change in name or address.

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 Dishonesty

Academic honesty is the foundation of our education insititution. 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 Adult Education program, the appropriate Regional Director joins the ACB. If the student is a Graduate student, the appropriate Program Director joins the ACB.

Appeal Process

On the Mequon campus 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.

CUW, including online and accelerated, 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.

CUAA students should direct their appeal to the appropriate campus Dean.

General Academic Grievances

The steps listed below are to be carried out with an attitude of Christian love and concern for academic, moral, and spiritual growth. Face-to-face meetings are encouraged throughout the process, but may not be possible because of the situation.

- Step 1: The student meets with the instructor to resolve the matter informally.
- Step 2: Face-to-face Ann Arbor students should proceed to step III. Traditional undergraduate students submit a written grievance to the Department Chair of the program in which the course was taught within 10 working days after meeting with the instructor. Upon receipt of the student's grievance, the Department Chair will notify the instructor, who will then have 10 working days to submit a written explanation of the incident to the Department Chair. Within 5 working days of receiving the instructor's report, the Department Chair will send a written response to the student and the instructor. Adult learners follow this step with their Center Director. Graduate students follow this step with their Program Director. Full-time online students follow this step with the Executive Director of the OCDE.
- Step 3: If the student is still not satisfied, s/he may file a written complaint with the Dean (at Mequon) or campus Dean (at Ann Arbor) of the School in which the course was taught within 10 working days of receiving the step II report (if applicable). The Dean or campus Dean will render a decision and send a written response to the student, the instructor, and the Step II University official (if applicable) within 10 working days of receiving the grievance.

Transcripts

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

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

Federal regulations require the student's signature before the record can be released. You can access the transcript request form by visiting our website: www.cuw.edu or www.cuaa.edul depending on which campus you are enrolled.

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 grade point average of (2.00) or better for all credited work completed at Concordia University;
2. spent at least two semesters in residence, including the one immediately prior to graduation. Evening division degree candidates need not meet residency requirements, but instead must complete a minimum of 18 semester hours of academic work on campus;
3. satisfied any program-specific requirements;
4. met all financial obligations to the University.

Bachelors

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

1. accumulated a cumulative grade point average of 2.00 or better for all credited work completed at Concordia University;
2. earned a minimum of 36 semester credits of academic work on campus, at least 12 of which should be in the major and 6 in the minor, and have spent the last two semesters in residence including the one immediately prior to graduation;
3. satisfied any program-specific requirements;
4. 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 grade point average of 3.00 or better for all credited work completed at Concordia University;
2. earned an appropriate number of credits of academic work, meeting all program-specific residency requirements;
3. satisfied any program-specific requirements;
4. met all financial obligations to the University.

Graduation Application

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

Graduation Fee

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

Commencement Participation

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

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

Change of Enrollment

Adding a Course

Traditional Undergraduate Students

Students may add a seated classroom course before no more than 15% of the scheduled class periods have occurred. The chart below outlines the number of class periods that meet the 15% requirement based on the course credits. After the first week of class, consent of the instructor must also be obtained on the add/drop form to add a course.

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

Graduate and Accelerated Learning Students

Students may add a seated course up to the end of the first week of class. Students may add an online collaborative course up to the end of the first week of class. Students may add an online self-paced course up to eight weeks prior to the end of the non-traditional semester (until 11/1 for fall; until 5/1 for spring).

Dropping a Course

Students may request to drop a course at any point in the term; however, students must meet with their academic advisor and financial aid counselor prior to making changes as dropping a course may have implications on student status, financial aid eligibility, athletic eligibility, or program progression. Please see the *Refund Policies* for details regarding the potential academic and financial implications of dropping a course.

Administrative Drop from a Course

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

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

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

Withdrawal from the University

Students who wish to cease coursework and withdraw completely from the University must notify their academic advisor and financial aid counselor prior to making changes as withdrawing from the institution may have implications on student status, financial aid, and future athletic eligibility or program progression.

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

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

Medical Withdrawal

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

If a medical withdrawal is authorized, the last date of attendance will be used to determine financial responsibility following the *Refund Policy*. The student will receive a "W" in all active courses. If a medical withdraw is not authorized, tuition, room and board responsibility and a grade for courses will follow the *Refund Policies*. Prior to returning following a medical withdraw, students must reapply to the University and complete a Health and Wellness Meeting. Students will not be authorized for a medical withdrawal more than once during their enrollment at CU.

Temporary Stop Out from the University

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

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

Admissions Procedures

Policies apply to all graduate students, both on campus and Distance Education.

Admission to Graduate and Professional Studies

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

Students interested in enrolling in Graduate and Professional Studies are encouraged to contact the Graduate Admission Office at (262) 243-4300 or (800) 330-9866 for information on admission. Information may be found online at the Concordia website, www.cuw.edu.

Admission Requirements - Professional Programs

Admission requirements are specific to professional programs including:

- Nursing
- Occupational Therapy
- Pharmacy
- Physician Assistant Studies
- Physical Therapy

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 of this catalog.

The Admission Process - Graduate Programs

1. Application (Please Submit the Following):
   - Application form available at: www.cuw.edu/apply
   - Non-refundable application fee
   - One page essay describing your reason for obtaining a graduate degree
   - Resumé of your education and employment experience
   - Two professional recommendations
   - All official transcripts leading to your bachelor's degree

   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
   - International students should contact the Office of International Student Services at international.admissions@cuw.edu for additional application requirements
2. Evaluation- When an applicant's file is complete, the file is forwarded to the Admission Committee. The Admission Committee will make one of four decisions:
   - The student is fully admitted to the program with no conditions
   - The student is admitted conditionally and continuation in the program is contingent upon meeting certain conditions that are stipulated in the acceptance letter the student receives.
   - The student is admitted provisionally and is allowed to take prerequisite courses only.
   - The student is denied admission to Graduate Studies. A letter is sent to the applicant, giving the decision of the Admission Committee
3. Admission- If the student is admitted an acceptance letter will be mailed to the student, along with the name and contact information of the student's Advisor, and the student's Falcon One Student ID number. Password information to access my.cuw.edu will be sent separately from the Information Technology office. Students should contact their advisor prior to registering for courses.

International Student Admission

Applicants who are not US Citizens or permanent residents are required to meet all regular admission standards listed for the program they wish to enter. In addition, the following are required:

A score of at least 79 on the internet based TOEFL, a 6.5 overall band score on the academic IELTS, a 60 on the PTE or successful completion of the English Language Institute with the recommendation of the Director of the English Language Institute. An English proficiency result may be waived if the enrolling student has graduated from an English-speaking college or university (as determined by International Admissions, certain countries are not eligible), has completed previous academic coursework at a US institution or has an English as a Second Language program at a partner institution.

All original university transcripts in native language accompanied with a certified English translation. Notary public is not considered certified. The credential evaluation needs to show that the applicant has a degree equivalent to a baccalaureate degree in the United States. If the enrolling student wishes to pursue transfer credit a WES or ECE evaluation may be required.

Adequate medical insurance is required.

If the enrolling student will need to obtain an F-1 or J-1 visa for studies the student will need to submit a certified document guaranteeing adequate financial support for one year of study. All tuition, fees and any other financial obligations to the University must be paid in U.S. dollars at the time of announced financial registration. Immigration regulations prohibit employment outside of the campus community without prior Department of Homeland Security approval.

Concordia University Wisconsin complies with Federal requirements for reporting of non-citizens who are admitted to the University.

Application Deadlines

If there are application deadlines, they are specified on the program pages at www.cuw.edu/graduate.

Transfer Credits

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

Internal Transfer to Another Graduate Program

If a student wishes to transfer from one program to another (e.g. from Education to Church Music), he or she must submit a Change of Program

Form and a new essay explaining the reasons for the transfer. Ordinarily new letters of reference are not required. All admission procedures for the new program must be followed. Even though a student has been admitted to one graduate program, he or she is not guaranteed admission to or transfer to another graduate program.

Continuing and Distance Education

Continuing and Distance Education Concordia University Wisconsin (CUW) is dedicated to providing flexible, accessible and affordable Christian online learning experiences that serve the needs of your career and busy lifestyle. Online learning options range from full degree programs – from the associates level to doctoral – to non-degree certificates, courses, and other forms of continuing education. As a student at CUW Online, you will be assigned a student success advisor to be your personal guide throughout your learning experience. This includes an online student orientation, to go over online expectations and set a new online student up for a successful experience. In addition to a student success advisor we offer online library and tutoring assistance and online text ordering. For further information on programs and courses offered online, please visit our website at http://online.cuw.edu

Financial Aid Information

Financial Assistance

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

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

VETERANS BENEFITS

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

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

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

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

Federal Benefits:

- Chapter 30 Montgomery G.I. Bill®
- Chapter 31 Vocational Rehabilitation
- Chapter 33 Post 9/11 G.I. Bill®
- Chapter 35 Survivors and Dependents Educational Assistance
- Transfer of Post 9/11 to Dependents (TEB)
- Chapter 1606 Selected Reserve
- Military Spouse Career Advancement Accounts (MyCAA)
- Concordia University is a Yellow Ribbon Program School

State of Wisconsin Benefits:

- Veterans Education Grant (VetEd)
- Wisconsin National Guard Tuition Grant

Processing of Military Benefits:

We recommend for all veteran personnel who have not applied for education benefits, to do so at www.vets.gov (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

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

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

Degree	Time
Doctorate in Physical Therapy	3 years
Master's Degree	3 years
Master's in Occupational Therapy	6 years
Bachelor's Degree in Education	5 years
Bachelor's Degree in All Other Programs	4 years
Certificate Program in Medical Assistant	1 year

4. Financial Aid Eligibility Warning Statuses: When a student does not successfully complete a minimum of 67% of cumulative credits earned versus attempted or does not have a CGPA of 2.0, financial aid eligibility status of "WARNING" is imposed. Aid automatically continues through one semester of financial aid eligibility status of "WARNING". If a student does not make satisfactory progress during the semester of financial aid eligibility status of "WARNING", or the student has reached the 150% of normal completion time, the student's eligibility for financial aid in later semesters is terminated. Eligibility can be regained by raising the completion rate of credits attempted to 67% and CGPA to above 2.0, unless terminated for exceeding the 150% of normal completion time. The appeal procedure detailed in Section E exists for those students whose aid eligibility is terminated. Students in graduate programs (excluding the school of pharmacy) are required to have a cumulative GPA of 3.0.
5. Appeal Procedure: Upon receiving a completed Satisfactory Academic Progress appeal form from a student whose financial aid eligibility has been terminated according to the provisions of section D, the Director of Financial Aid may reinstate the student's eligibility. The appeal form will be sent to the students who were terminated, by official University delivery, and must be completed by the student and by the student's academic advisor. Students can only appeal this status under one of the following extraordinary circumstances; illness, injury, death of family member or close friend, short term hardship, change of academic major (for completion time extension), or other significant extraordinary circumstance. The appeal must also include evidence that the academic advisor believes that the student can be successful, as well as including a plan from the student detailing what the extraordinary circumstance(s) were/are and their plan to be successful in future terms. Completed appeal forms must be returned to the Financial Aid Office, and will be reviewed by the Director of Financial Aid, or their designee. The outcome of student's appeals will be sent via official University delivery. Students reinstated will be placed on Satisfactory Academic Progress "Probation", and if they do not meet the standards in the next term will be terminated again. In circumstances where a student has appealed and is unable to meet both the 67% completion rate and the 2.0 CGPA requirements for SAP the outcome of the appeal may include an academic plan. This plan which will be created from the SAP appeal process will outline specific criteria that a student must meet during the semesters that this plan covers. Students who do not meet these criteria will be SAP terminated. Students in graduate programs (excluding the school of pharmacy) are required to have a cumulative GPA of 3.0.
6. Tracking Systems: Those students placed on eligibility warning status or whose eligibility for aid has been terminated will have their progress tracked in the next semester. Once satisfactory progress is resumed, full eligibility for aid consideration will be reinstated and the student's name removed from the tracking system. A student's current SAP status is available for review at any time on their CUW portal account.

Online Course Policies

Concordia University cares about the active engagement of students in coursework. Just as showing up for work is critically important to job security and work effectiveness, showing up for class, whether it is online or face-to-face, is critically important for students to master the career skills and concepts necessary for the degree in which they seek. Every effort should be made by students to attend and be academically engaged in every class and/or laboratory session.

Online Attendance Policy

Attendance in an online course is defined as "active participation in the assignments laid out in the course syllabus". For these purposes, an assignment is an individual discussion, quiz/test or drop box submission that is completed in the Learning Management System and is eligible for grading.

Attendance may include, but is not limited to, participating in a weekly discussion board, completing a journal entry, or submitting/completing assignments in the Learning Management System (LMS). Logging into a course, without engaging in one or more of the above activities, does not qualify as attendance.

As of January 1, 2016, student attendance is tracked for all online courses and failure to be actively participating in a course – without communication to the instructor or response to outreach – will result in a student being administratively withdrawn.

Once a course begins, a student will remain active in the course unless he/she:

- Requests to drop/withdraw from the course;
- Is administratively withdrawn from the course for failure to begin;
- Is administratively withdrawn from the course for non-attendance;
- Is administratively withdrawn from the course for other reasons, e.g., disciplinary suspension, etc.

The University reserves the right to initiate an administrative withdrawal from a course whenever a student violates the Attendance Policy.

PLEASE NOTE: A drop/withdraw – whether requested by the student or performed by the University for one of the reasons listed previously – cannot be overturned. Students are encouraged to speak to their academic advisor AND the financial aid office to understand academic and financial implications BEFORE requesting to drop/withdraw from a class.

Online Non-Attendance Definitions

- Never Attended Class: A student who has not attended class (i.e. submitted work in the LMS) as of 11:59pm CST on the 28th day (for self-paced), or 8th day (for collaborative), will be administratively withdrawn from the course. A $55 non-refundable fee will be charged to the student's account for failure to begin.
- Submitting Work Outside LMS: A student submitting work outside of the LMS (i.e. work emailed to instructor; work submitted in an alternate system such as WILEY, LiveText, etc.) is not considered to be in attendance.
- Attending but Becomes Absent: A student who has attended class but becomes absent per the definitions below, with no contact to the instructor, response to outreach, or documented request to drop the class, will be administratively withdrawn. The student will be assigned a failing grade (F) if the withdraw occurs past the drop deadline. Absence in online courses is defined as not participating in discussion threads or turning in assignments.

Collaborative Courses:

- Absent 4 consecutive weeks of a 16-week collaborative course
- Absent 3 consecutive weeks of a 12-week collaborative course
- Absent 3 consecutive weeks of a 10-week collaborative course
- Absent 2 consecutive weeks of an 8-week collaborative course
- Absent 10 consecutive days of a 6-week collaborative course
- Absent 7 consecutive days of a 4-week collaborative course

Self-Paced Courses:

- Absent 3 consecutive weeks of a 12-week self-paced course (attendance tracking begins once a student submits work for the class)

NOTE: Any time a student is added, dropped, or withdrawn from a course – whether requested by the student or performed by the University – financial aid will be reviewed per federal regulations. Last dates of attendance in courses, determined by this Attendance Policy, will be used by the Financial Aid office in calculating a "Return to Title IV" (r2t4). This determines when and to what extent funds must be returned to financial aid funding sources. In some circumstances, a student may owe the University a portion of their tuition and any cash release they may have received.

Online Drop Deadline Policy

Self-Paced Courses:

No Grade

- A drop request within the first four (4) weeks AND before an assignment submission will not incur a grade or be recorded on the student's transcript.

Withdraw (W)

- Up to the end of the ninth (9) week from registration, a drop request or administrative withdraw will be processed as a withdraw (W). The W will show up on the student's transcript but does not affect the student's GPA.

Failing Grade (F)

- After the ninth (9) week of a course, a drop request or administrative withdraw will be processed as a failing grade (F). The F will show up on the student's transcript and it will affect the student's GPA.

Collaborative Courses:

All Courses

- A drop request within the first (1) week AND before an assignment submission will not incur a grade or be recorded on the student's transcript.
- Up to the end of the designated week in the course, a drop request or administrative withdraw will be processed as a withdraw (W). The W will show up on the student's transcript but does not affect the student's GPA.
- After the designated week in the course, the student will receive a failing grade (F). The F will show up on the student's transcript and it will affect the student's GPA.

Full Semester (16 Week) Courses

- Up to the end of the tenth (10) week of the course, students may drop and receive a withdraw (W).
- After the tenth (10) week of class, a drop will incur a failing grade (F).

Twelve week Courses

- Up to the end of the eighth (8) week of the course, students may drop and receive a withdraw (W).
- After the eighth (8) week of class, a drop will incur a failing grade (F).

Ten week Courses

- Up to the end of the seventh (7) week of the course, students may drop and receive a withdraw (W).
- After the seventh (7) week of class, a drop will incur a failing grade (F).

Eight week Courses

- Up to the end of the sixth (6) week of the course, students may drop and receive a withdraw (W).
- After the sixth (6) week of class, a drop will incur a failing grade (F).

Six week Courses

- Up to the end of the fifth (5) week of the course, students may drop and receive a withdraw (W).
- After the fifth (5) week of class, a drop will incur a failing grade (F).

Four week Courses

- Up to the end of the third (3) week of the course, students may drop and receive a withdraw (W).
- After the third (3) week of class, a drop will incur a failing grade (F).

Online Tuition Refund Policy

After the start of a course, no refunds may be applied to the student's account without a written request to drop a course or completion of the Online Drop Request Form: www.cuw.edu/department/ocde/drop.cfm. See the University's Tuition Refund Chart under the Tuition and Fees section.

Note for EDGT - Professional Development Courses: Students who begin to submit work for an EDGT course will be ineligible to receive a refund. A full refund is only possible if no work has been submitted to the course.

NOTE: After the Drop Deadline for a course, students will not be eligible for a tuition refund.

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 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.

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. 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

The University has a number of computer labs available for faculty and students. The University's computer systems also provide a wide range of software application packages (including word processors, spreadsheets, data base systems, graphics, and statistical programs) along with a number of programming language environments and system utilities. Computer accounts are available to all students by request at no cost. The University has a program for students to purchase computers through the institution. See the Information Technology

Support department for more information. Information Technology is an academic discipline and we don't support students with computer use.

Falcon-One Card

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

Bookstore

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

Health Services

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

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 or to the Business Office before the class begins.

Payment Information

The University requires full payment of each semester's charges before or at the beginning of the semester's classes. 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. Failing to observe this schedule or to make other satisfactory arrangements with the Business Office will result in the student's forfeiting the right to begin or continue work at Concordia.

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

All fee payments should be addressed to Concordia University Wisconsin, 12800 N. Lake Shore Drive, Mequon, Wisconsin 53097. ATTN: Business Office.

Study Abroad Grant

Students who meet all eligibility requirements can be awarded up to $1,000. Eligibility requirements and application instructions can be found in the Study Abroad Handbook at www.cuw.edu.

Graduate Assistants/Graduate Student Employees

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

Refund Policy

No refunds may be applied to the student's account without the completed official drop forms. Students who withdraw from classes will receive a pro-rated refund of educational fees and residence hall fees, according to the following schedule:

Refund Policies

Tuition

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

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

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]
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%[2]	**Week 2** 50%[2]	**Week 3** 25%[2]	**Weeks 4-5** 0%[2]	**Weeks 6-8** 0%[3]		
6	**Week 1** 60%[2]	**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]			
Online Self-Paced	**1-2 Assignments** 75%[2]	**3-4 Assignments** 50%[2]	**5-6 Assignments** 25%[2]	**7+ Assignments** 0%[2]	**Up to end of the 9th Week** 0%[2]	**After the 9th Week** 0%[3]	

Grades reflected on transcript due to dropping of a class:

1 Course not reflected on transcript for traditional undergrads. Grade of W will be issued for graduate and accelerated learning.

2 Grade of W will be issued for the course

3 A grade of F will be issued for the course

Fees

Academic Fees are not refundable.

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

Room

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

Board

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

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

- Adult and Community Education Graduate Certificate (p. 29)
- Bioethics Certificate (p. 18)
- Business Scholars MBA Program (p. 52)
- Christian Education Certificate (p. 30)
- Cross Categorical Special Education (p. 39)
- Digital Age Teaching & Learning Certificate (p. 31)
- Doctor of Nursing Practice (DNP) Program (p. 41)
- Doctor of Pharmacy (p. 42)
- Doctor of Physical Therapy (p. 44)
- Doctorate of Education in Leadership in Innovation and Continuous Improvement (https://catalog.cuw.edu/graduate/programs/lici)
- Early Childhood Special Education (p. 40)
- Master of Arts - Child Life (p. 19)
- Master of Business Administration (p. 47)
- Master of Church Music (p. 55)
- Master of Occupational Therapy (p. 57)
- Master of Science in Applied Exercise Science (p. 63)
- Master of Science in Art Education Programs - Art Education (p. 31)
- Master of Science in Athletic Training (CUAA) (https://catalog.cuw.edu/graduate/programs/cuaa-athletic-training)
- Master of Science in Athletic Training (CUW) (p. 65)
- Master of Science in Computer Science (p. 66)
- Master Of Science In Curriculum & Instruction (p. 20)
- Master Of Science In Curriculum & Instruction With ESL Endorsement (Nns) (p. 21)
- Master of Science in Education - Counseling (p. 32)
- Master of Science in Education - Early Childhood Education (p. 34)
- Master of Science in Education - Educational Design and Technology (p. 34)
- Master of Science in Education - Family Life (p. 35)
- Master of Science in Education - Teaching & Learning (p. 38)
- Master of Science in Education - Teaching & Learning with Teacher Licensure (p. 36)
- Master of Science in Education -Educational Administration (p. 38)
- Master of Science in Education- Literacy (p. 39)
- Master of Science in Education- Special Education (p. 39)
- Master Of Science In Educational Leadership (p. 21)
- Master of Science in Information Technology (p. 67)
- Master of Science in Nursing (p. 69)
- Master of Science in Organizational Leadership and Administration (p. 73)
- Master of Science in Physician Assistant Studies (p. 73)
- Master of Science in Product Development (p. 77)
- Master of Science in Rehabilitation Science (p. 79)
- Master Of Science In Special Education Learning Disabilities (AM) (p. 22)
- Master of Science in Speech-Language Pathology (p. 80)
- Master of Science in Student Personnel Administration in Higher Education (p. 87)
- Master of Social Work (p. 88)
- MBA in Healthcare Administration for Practitioners (p. 53)
- PHARMD/MBA (p. 54)
- Post-Professional Doctorate in Occupational Therapy (p. 92)
- Professional MBA (pMBA) (p. 54)
- Required Reading Courses For Professional Certification (p. 22)
- School Administrator Certificate Program (SACP) (p. 22)
- Superintendent License Program (p. 41)

Bioethics Certificate

Introduction

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.

Course Requirements

Total credit hours: 12

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

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

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

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

CUAA Education
Master of Arts - Child Life
The Purpose:

The intent of the Child Life Masters Program is to prepare men and women

for a life of service in the church, and in the world, within the specialized area of Child Life. This program is designed to deepen understanding of child development and of the processes of supporting children and families during medical interventions, crises or hospitalization, in developmentally appropriate and in trauma informed ways.

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

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

Masters of Arts in Education
Required Courses:

CLS 515: Medical Terminology for the Child Life Professional

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.(3 credit hours)

CLS 525: Professional Issues in Child Life

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. (3 credit hours)

CLS 530: The Child with Special Healthcare Needs

This course will examine the impact of having a child with developmental differences in the healthcare environment and will also examine having a child with complex medical needs and its impact on the child and family. This course will provide the child life student with the fundamental skills to adapt therapeutic activities to accommodate the child with both developmental differences and medically complex needs. (3 credit hours)

CLS 565: Research in Child Life II

This course provides the child life student with practice in a variety of research methods and includes design of experiments, techniques for data collection, control of experimental events, and data analysis. Child life students will conduct a research project and will develop a report based on research conducted. This course builds on Research in Child Life I. (3 credit hours)

CLS 535: Childhood Trauma: Resiliency in Children

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. (3 credit hours)

CLS 540: Pediatric Psychosocial Assessment

This course will examine utilization of pediatric psychosocial assessment by the child life professional as a means to assess pediatric patient needs and to develop an individualized plan of care. Students will develop skills in conducting psychosocial assessment. (3 credit hours)

CLS 545: Child Life Documentation

This course will prepare students for clinical assessment and various types of writing and documentation pertaining to child life services. The course will provide child life students with the opportunity to develop skills in identifying and gathering pertinent information about patients and their families, assessing patient and family emotional vulnerability and coping skills, chart writing (including electronic medical records), narrative progress and procedural note formats, student journals, case studies, grant proposals and research studies. Students will learn to apply developmental, stress and coping theories to their assessments and interventions, including family centered care and cultural considerations in all observations, recordings and writings. (3 credit hours)

CLS 550: Child Life Program Administration

This course will introduce child life students to the skills needed to provide effective leadership for child life programs, including budgeting and finances, health and safety issues, volunteer management and cultivation, staff management and development, staff retention, and ongoing program improvement. (3 credit hours)

CLS 555: Diversity in the Healthcare Setting

This course will explore racial, ethnic, religious, social economic status, and gender diversity in the United States and will build skills in the child life student in working with people from these diverse areas within the healthcare environment through an understanding of culture, psychology, communication, prejudice, discrimination, and stereotyping. (3 credit hours)

CLS 560: Global Perspectives

This course will study current concerns, problems, and progress in addressing global healthcare issues. Child life students will study examples from different countries and cultures to illustrate these concerns and to build a global perspective on healthcare issues. The focus is on developing an appreciation for diversity and strategies for providing culturally congruent competent child life services within a multi-cultural society. (Optional) Allows students to study and experience

the history, culture, and healthcare beliefs of an identified culture through a short-term immersion experience. (3 credit hours)

Electives:

CLS 500: Therapeutic Play for the Hospitalized Child

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. (3 credit hours)

CLS 505: Supporting the Child and Family Affected by Death

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.(3 credits)

CLS 510: Clinical Ethics in Healthcare

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. (3 credit hours)

CLS 520: Research in the Child Life Profession

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. (3 credit hours)

CLS 570: The Child Life Practicum Experience

Child Life students will spend 120 hours in a supervised volunteer position in a setting serving children and families impacted by illness, injury, and healthcare experiences with a Certified Child Life Specialist preceptor. Child life students will engage in observation of the Certified Child Life Specialist, examining the role and psychosocial services provided by the specialist. (3 credit hours)

CLS 575: The Child Life Internship

This course is the capstone of the Child Life experience for the student. Child life students use learned academic information and field experiences to serve in a hospital or other medical setting with children for a minimum of 600 hours during one semester under the supervision of a Certified Child Life Specialist. (12 credit hours)

CLS 580: Fellowship Fieldwork in Child Life

This course offers an advanced learning, entry-level child life experience to a college graduate, enrolled in graduate study, who has completed a minimum 600-hour child life internship. The fellowship is limited to a one-year appointment. The fellowship provides a stipend plus employee health and dental insurance for a full-time, 12-month placement. Hands-on clinical experience, training, and supervision are provided by a Certified Child Life Specialist as a part of the fellowship experience. (12 credit hours)

Master Of Science In Curriculum & Instruction

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

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

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.
- International students should contact the Office of International Student Services at international.admissions@cuaa.edu for additional application requirements.
- Accelerated 8-week courses
- Custom schedules built for each student so you know when you begin and finish the program
- Candidate can begin at any time
- Also available as MSCI with English as a Second Language Endorsement

The Master of Science in Curriculum and Instruction degree can stand alone or be accompanied by a specialization endorsement.

SUMMARY OF COURSE REQUIREMENTS FOR THE MASTER OF SCIENCE IN CURRICULUM & INSTRUCTION PROGRAM

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

Master Of Science In Curriculum & Instruction With ESL Endorsement (Nns)

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.

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. This program is offered in both an online or a seated format.

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.
- International students should contact the Office of International Student Services at international.admissions@cuaa.edu for additional application requirements.
- Accelerated 8-week courses
- Custom schedules built for each student so you know when you begin and finish the program
- Candidate can begin at any time
- Also available as MSCI with English as a Second Language Endorsement
- 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)
- The English as a Second Language endorsement program is a 21-credit program for K-12 educators who are interested in obtaining the Michigan Endorsement in the area of English as a Second Language (NS).
- Hands-on classroom experience/fieldwork in all courses
- Seven eight-week courses than can be completed in 18 months or less
- All courses offered in a convenient eight-week online or seated format
- All courses are taught by instructors with extensive experience in ESL education
- The practicum experience may be completed in current teaching assignment if certain requirements are met
- All candidates must pass the Michigan Test for Teacher Certification in English as a Second Language in order to receive the endorsement
- Courses are approved as part of a planned program and can be applied toward professional teacher certification in Michigan

SUMMARY OF COURSE REQUIREMENTS FOR THE ENGLISH AS A SECOND LANGUAGE ENDORSEMENT PROGRAM

Code	Title	Hours
EDU 851	X-Cultrl Comm ESL Teachers	3
EDU 852	Basic Linguistics for ESL Teac	3
EDU 853	ESL Lit: Reading, Writ & Gramm	3
EDU 854	Inte of Lang & Content in ESL	3
EDU 855	Assessment in ESL	3
EDU 856	Method Teaching ESL Students	3
EDU 857	ESL Practicum	3
Total Hours		21

The Endorsement in English as a Second Language can stand alone or become part of the MS Curriculum & Instruction with ESL Endorsement.

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.

Requirements:

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

Program Highlights:

- Online
- 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.
- International students should contact the Office of International Student Services at international.admissions@cuaa.edu for additional application requirements.
- 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
- 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.

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

Code	Title	Hours
EDU 520/820	Educational Leadership: Theory and Practice [1]	3
EDU 530/830	Organizational Theory in Educational Settings [1]	3
EDU 580/880	Curriculum Development and Instructional Supervision [1]	3
EDU 610/910	Legal, Ethical & Policy Issues for School Leaders	3
EDU 630/930	The Principalship: Current Issues & Emerging Trends [1]	3
EDU 640/940	Personnel Management and Professional Development [1]	3
EDU 650/950	Funding and Financing Schools [1]	3
EDU 998	Internship in Educational Leadership [1, 2, 3]	2
EDU 570/870	Professional Learning Communities in a Pluralistic Society	3
EDU 550/850	Research Methods in Education	3
EDU 795/995	Seminar on Guided Research and Practice [4]	3
Total Hours		32

1 Core Course

2 Prerequisite: All Courses

3 A candidate serving as a school administrator may have the Internship modified with approval from the CUAA Director of Graduate Education.

4 Prerequisite: EDU 550/850

Master Of Science In Special Education Learning Disabilities (AM)

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

.Requirements:

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

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.
- International students should contact the Office of International Student Services at international.admissions@cuaa.edu for additional application requirements.
- 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

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

Required Reading Courses For Professional Certification

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

Requirements:

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

Program Highlights:

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

School Administrator Certificate Program (SACP)

SACP 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.ost-master's K-is designed for current and aspiring administrators who already have their Master's degree in educationd desire to build a theoretical understanding of effective leadership and develop practical skills in school

Requirements:

- A Master's degree in an education related field from a regionally accredited university.
- Completed after 2005 with a GPA of 3.0 or higher for full acceptance

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

Program Highlights:

- Online
- 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.
- International students should contact the Office of International Student Services at international.admissions@cuaa.edu for additional application requirements.
- 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
- 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.

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

COURSE REQUIREMENTS FOR THE SCHOOL ADMINISTRATOR CERTIFICATE PROGRAM

Code	Title	Hours
EDU 520/820	Educational Leadership: Theory and Practice	3
EDU 530/830	Organizational Theory in Educational Settings	3
EDU 580/880	Curriculum Development and Instructional Supervision	3
EDU 610/910	Legal, Ethical & Policy Issues for School Leaders	3
EDU 630/930	The Principalship: Current Issues & Emerging Trends	3
EDU 640/940	Personnel Management and Professional Development	3
EDU 650/950	Funding and Financing Schools	3
EDU 798/998	Internship [1]	2
Total Hours		23

[1] The School Administrator Certificate Program requires the completion of the core courses only.
A candidate serving as a school administrator may have the Internship modified with approval from the CUAA Director of Graduate Education.

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CUW Education

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

Areas within Graduate Education

Programs	WI Department of Public Instruction Certification	Notes	Degrees Granted
Areas within Graduate Education in Teaching Licensure			
Alternative Education	Potentially	Completion of requirements will lead to a #1952 license endorsement. Must be a licensed teacher to be eligible for an add license. Classes open to all graduate students..	MS-E
Art Education	Potentially	May result in certification with special conditions.	MS-E
Literacy Teacher	Yes	Completion of requirements will lead to an endorsement for a #1316 license.	None
Literary Specialist	Yes	Completion of requirements will lead to a #5017 reading administration license. Professional teaching license required.	MS-E

Special Education	Yes	Completion of requirements will lead to a #1801 Cross Categorical or #1809 Early Childhood Special Education license endorsement. Licensure only and/or MS degree options are available.	MS-E
Master of Science in Education - Teaching and Learning			
Traditional Progam	Potentially	This concentration is designed to prepare master classroom teachers	MS-E
Graduate Teacher Certification Program: Early Childhood	Yes	Candidates must hold a bachelor's degree and be seeking initial licensure in this area of instruction. Program completion will result in licensure in EC (Birth to Grade 3) #1777	MS-E
Graduate Teacher Certification Program: Elementary	Yes	Candidates must hold a bachelor's degree and be seeking initial licensure in this area of instruction. Program completion will result in licensure in Elementary (Middle Childhood - Early Adolescence) Grades 1-8 #1777	MS-E
Graduate Teacher Certification Program: Secondary	Yes	Candidates must hold a bachelor's degree and be seeking initial licensure in this area of instruction. Program completion will result in licensure in Secondary Education (Early Adolescence - Adolescence) Grades 6-12	MS-E
Graduate Teacher Certification Program: Special Education	Yes	Candidates must hold a bachelor's degree and be seeking initial licensure in this area of instruction. Program completion will result in licensure in Cross Categorical Special Education (Grades K-12) #1801	MS-E
ESL	Yes	Must hold a bachelor's degree and a WI Teaching License to earn the ESL # 1395 license	MS-E
Bilingual	Yes	The Bilingual Education Concentration will lead to both ESL and Bilingual Licensure if all requirements are met. The bilingual license (#1023) is a supplemental license. Students wishing to complete this track must meet all ESL requirements or their equivalent prior to starting the track. Determination done by Program Director	MS-E

Gifted & Talented Teacher	Yes	Must hold a bachelor's degree and a WI Teaching license. License #1013, Gifted and Talented Teacher. Attaches to current WI teaching license upon successful completion of all coursework.	MS-E
Gifted & Talented Coordinator	Yes	Must hold a bachelor's degree and a WI Teaching license. Must hold the GT Teacher's license. License # 5013, Gifted and Talented Coordinator.	MS-E
School Counselor	Yes	Must hold a bachelor's degree. Completion of requirements will lead to a #7054 license endorsement.	MS-E
Professional Counselor: Substance Abuse Counselor	No	Must hold a bachelor's degree. Completion of requirements will lead to eligibility to apply for Professional Counselor Training License through DSPS. Completion of this coursework and practical experiences allow the student to apply for the Substance Abuse Counselor – In Training license through the Department of Safety and Professional Services	MS-E
Professional Counselor: Christian Counseling	No	Must hold a bachelor's degree. Completion of requirements will lead to eligibility to apply for Professional Counselor Training License through DSPS. Certification only for those interested in additional skills and working in a Christian mental health setting	None
Counseling Foundations	No	Non-licensable degree	MS-E
Areas within Graduate Education in Administration Licensure			
Superintendent	Yes	Completion of requirements will lead to a #5003 license endorsement	MS-E
Educational Administration	Yes	Completion of requirements will lead to a #5051 license endorsement.	MS-E
Director of Instruction	Yes	Completion of requirements will lead to a #5010 license endorsement	MS-E
Areas within Graduate Education in Specialty Areas (Non-Licensure)			
Early Childhood Education	No		MS-E
Enviromental Education	No		MS-E
Educational Design & Technology	No		MS-E
Family Life	No		MS-E
Relationship Skills Certificate	No	Certificate for pastors, pre-seminary students and church workers.	None

Preferred Educational Partnership Discount (PEP):

Through our Preferred Educational Partnerships (PEP), Concordia University Wisconsin can help assess the unique educational needs of your district, school, or organization, and provide optimal professional development solutions. Our educational team will work with you to understand your needs and goals, in order to deliver programs customized to your needs. Multiple options exist: site-based face-to-face cohort programs, on campus delivery, online options, blended programs, or a customized PD program. Students whose districts are already a PEP district are eligible for a 24% discount each school year by filling out this form: https://www.cuw.edu/organizations/pep/_assets/TuitionDiscountForm.pdf. If your district is interested in becoming a PEP with CUW, please have an administrator contact Dr. Steven Witt at 262-243-4253 or Steven.Witt@cuw.edu.

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/departments/financialaid/_assets/LutheranTeacherGrant.pdf

Portfolios, Practicums/Internships, Capstones, and Theses

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

REPETITION OF COURSEWORK

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.

MASTER OF SCIENCE IN EDUCATION (Teacher Licensure) ALTERNATIVE EDUCATION

Purpose

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

CURRICULUM FOR ALTERNATIVE EDUCATION LICENSE (6 Credits Required)

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

Code	Title	Hours
EDG 632/932	Educating Students at Risk	3
EDG 633/933	Alternative Education	3
EDG 627/927	Portfolio I	0

Licensing Information

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

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

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

ART EDUCATION (30-33 Credits Required)

Purpose

The Graduate Program in Art Education prepares educators to understand the role of artistic activity in the human

condition, possess an advanced understanding of art curricula and pedagogy, demonstrate a high level of competence with visual arts media, and foster an awareness of the nature and implications of past and current practice in the field.

*This program may lead to teacher licensure with completion of additional coursework.

Code	Title	Hours
REQUIRED COURSES (12 Credits)		
Conceptual Base:		
AEG 501	The Historical Bases of Art Ed	3
AEG 531	Modern Practices in Art Ed	3
Contemporary Issues/Instructional Issues:		
AEG 510	Developmental Issues in Art Ed	3
AEG 540	Curriculum Design in Art Ed	3
Relevant Practices (select 6-9 credits):		
AEG 580	Studio Workshop	2,3
	Two-Dimensional Practices; Three-Dimensional Practices; Design; Multiple Image Processes (Printmaking, Photography, etc.); Craft Processes	
AEG 533	Teach Art with Art	3
AEG 542	Meth Tchng/Learn in Art Class	3
AEG 590	Technology in Art Ed	3

AEG 620	Extended Exp in Art Education	3
Electives (select 6-9 credits)		
AEG 500	Great Books in Art Education	1.5
AEG 521	Contemp Readings in Art Ed	3
AEG 550	Integrative Iss in Art Ed	3
AEG 560	Special Topics in Art Ed	3
	May include: Museum Education, Art and Language, Research Methods for Art Education; The Philosophic Bases of Art Education; Art, Family, and Community; Art and the Spiritual	
Closure (3 credits Thesis or 6 credit alternative)		
AEG 680	Art Education Thesis	3
	Scholarly; Applied; Studio	
Non-Thesis Alternative (2 semesters)		
AEG 660	Curriculum Development I	3
AEG 670	Mentorship/Apprenticeship I	3
AEG 681	Directed Course Work I	3

LITERACY TEACHER AND SPECIALIST

Purpose:

This concentration is designed to prepare specialists in reading . The program will enable the student to qualify for a Wisconsin licensure as a Reading Teacher (Wisconsin Department of Public Instruction Certification #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 18 credits . (30 credits)

There are two options available in this concentration:

1 . Reading Teacher Certification – License #1316

- #1316 license after 18 credits, portfolio 1 & 2 and passing score on DPI Foundations of Reading Test

2 . Reading Specialist Certification – License #5017

- READING SPECIALIST CERTIFICATION (#5017 CERTIFICATION Master's + 3 credits)

Code	Title	Hours
Required Courses		
EDG 552/852	Improve Literacy Instruction	3
EDG 509/809	Disciplinary Literacy	3
EDG 556/856	Language & Literacy Develop	3
EDG 553/853	Literacy Assess for Instruct	3
EDG 554/854	Literacy Practicum	3
EDG 576/876	Lit-Kindergarten to Secondary	3
EDG 627/911	Portfolio I	0
EDG 628/912	Portfolio II	0
	(Upon completion of the above 18 credits students are eligible for the #1316 Reading Teacher Certification)	
EDG 507/807	Curriculum Leadership	3
EDG 537/837	Supervision of Instruction	3
	Research component: Students select between the project option OR the thesis option	
Project Option:		
EDG 544/844	Curr Top & Research Literacy ((Note: Prerequisite to EDG 544/844 - minimum of 18 credits))	3
EDG 595	Graduate Capstone Project ((Minimum of 27 credits and permission of instructor))	3
Thesis Option:		
EDG 544/844	Curr Top & Research Literacy	3
EDG 590/890	Thesis Completion Seminar	3
READING SPECIALIST CERTIFICATION - 3 credits beyond the Master's degree		
EDG 596/896	Literacy Internship	3
EDG 629/913	Portfolio III	0
	(Upon completion of the Master's and Internship students are eligible for the #5017 Reading Specialist license)	
	Electives in Reading (Other courses may be taken with the permission of the Director of Graduate Literacy)	

SPECIAL EDUCATION

Purpose:

The two Graduate Special Education programs are designed to prepare students with a baccalaureate degree in education for a license in Cross-Categorical (CCSE-middle childhood to adolescence) or Early Childhood Special Education (ECSE- birth to age 8) . Both programs are designed to meet state standards and requirements as well as the Council of Exceptional Children (CEC) standards. As of this printing the federal government has designated Special Education as an area of "teacher shortage." This means that at completion of the graduate studies, teachers often qualify for loan reduction or loan cancellation depending on the type of loan they have received and the location of their teaching position.

The student may opt to earn licensure only, or may earn the Master of Science in Education degree with a focus in Special Education by also completing the research component. The Graduate Special Education Programs are fully online. The 800/900 level courses are online courses. Prerequisite for admission to the Graduate Special Education Programs is successful completion of a baccalaureate degree. The CCSE and ECSE licenses are add-on licenses, students must hold a current teaching license if seeking licensure . Prerequisite for the Master of Science in Education degree only, with no licensure, is successful completion of a baccalaureate degree .

CROSS CATEGORICAL SPECIAL EDUCATION

These are the required courses for the student entering the program with an Adaptive Education Minor and/or a current special education license.

Code	Title	Hours
EDG 515/815	Educ Research Methods	3
EDG 595/895	Graduate Capstone Project	3
	OR	
EDG 590/890	Thesis Completion Seminar	3
EDG 735/935	Char & Legal Issues in SPED	3
EDG 737/937	Lf Span & Dev Chld/Excep Needs	3
EDG 739/934	Reading Diag/Instruct Spec Ed	3
EDG 741/941	Curr Adapt Learners with Excep	3
EDG 742/942	Consul,Collabor and Teaming	3
EDG 743/943	Cross Catg Sp Ed: StdTchng/Sem	1
EDG 627/996	Portfolio I	0

EDG 628/997	Portfolio II	0
EDG 629/998	Portfolio III	0
Electives (8 credits)		
Total credits for a Master's degree and Cross-Categorical Special Education licensure (#1801) for students entering with an Adaptive Education Minor and/or a current special education license: minimum of 30 Crs.		
In addition to the above list (minus elective courses), the following courses are required for students entering the program without an Adaptive Education Minor and/or a current special education license.		
EDG 724/919	Teach Stu w Sig Disabilities	3
EDG 779/979	Asses & Inst Spec Needs Child	3
EDG 784/984	Ed/Behv Manag in Spec Ed	3
EDG 787/987	Intervent Strateg in Spec Educ	3

Total credits for a Master's degree and Cross-Categorical Special Education licensure (#1801) for students entering without an Adaptive Education Minor and/or current special education license. Minimum of 34 Crs.

EARLY CHILDHOOD SPECIAL EDUCATION (License #1809)

These are the courses required for the student entering the program with an Adaptive Education Minor and/or a current special education license.

Code	Title	Hours
EDG 515/815	Educ Research Methods	3
EDG 595/895	Graduate Capstone Project	3
OR		
EDG 590/890	Thesis Completion Seminar	3
EDG 731/931	Eval Tech/Erly Child Spec Educ	3
EDG 732/938	Cur & Prog Erly Chld Sp Ed 0-8	3
EDG 733/930	Lang Acq&Lit Sp Ed 0-3/PK/Prim	3
EDG 735/935	Char & Legal Issues in SPED	3
EDG 742/942	Consul,Collabor and Teaming	3
EDG 744/944	EC Sp Ed:Studnt Tchng/Sem	1
EDG 627/996	Portfolio I	0
EDG 628/997	Portfolio II	0
EDG 629/998	Portfolio III	0
Electives (8 credits)		
Total credits for Master's degree and early Childhood Special Education licensure (#1809) for students entering with an Adaptive Education Minor and/or a current special education license: minimum of 30 Crs.		
EDG 724/919	Teach Stu w Sig Disabilities	3
EDG 784/984	Ed/Behv Manag in Spec Ed	3
EDG 787/987	Intervent Strateg in Spec Educ	3
EDG 737/937	Lf Span & Dev Chld/Excep Needs	3
Total credits for a Master's degree and Early Childhood Special Education licensure (#1809) for students entering without an Adaptive Education Minor and/or a current special education license license: minimum of 34 Crs.		

NOTE: Cross Categorical and Early Childhood Special Education licensure coursework without a Master's degree is available.

Electives in Special Education		
EDG 562/862	Sign Lang for Spec Educator	3
EDG 769/969	Strat Integ Autism Spec Dis	3
EDG 637/945	Strat Ed At-Risk Youth	3
EDG 740/940	Assist Tech Indiv/Spec Needs	3
EDG 723/946	Coll w Fam & Pro Div Soc	3
EDG 781/936	Lan/Comm Disorders	3
In addition to the courses above (minus elective course), the following courses are required for students entering the program without a minor in Adaptive Education Minor and/or a current special education license.		

MASTER OF SCIENCE IN EDUCATION - TEACHING AND LEARNING

Purpose

This concentration is designed to prepare master classroom teachers. The program enables the teacher to improve classroom-teaching skills and increase understanding of the process of education and the art of teaching. The program requires eighteen (18) semester hours of required courses, and allows for fifteen (15) semester hours of course work related to the teacher interest areas. The total Master's degree requires thirty-three (33) semester hours.

There are multiple tracks available in this concentration:

- Master's Degree for Early Childhood, Elementary, Middle or High School Teacher
- Master's Degree with Teacher Certification (please see Graduate Teacher Certification Program section of catalog) .

Optional licensure tracks: Early Childhood, Elementary Education, Secondary Education, Special Education, ESL, Bilingual, Gifted & Talented and Alternative Education.

Teaching and Learning for K - 12 Teachers (Traditional Path) -33 Credits Required

Required Courses

Code	Title	Hours
Required Courses:		
EDG 507/807	Curriculum Leadership	3
EDG 521/821	Human Learn & Motivation	3
EDG 528/828	Strat Effect Teaching	3
EDG 699/887	Assessment for Learning	3
EDG 515/815	Educ Research Methods	3
EDG 590/890	Thesis Completion Seminar (EDG 515 is a prerequisite)	3
OR		
EDG 595/895	Graduate Capstone Project (EDG 515 is a prerequisite)	3
EDG 627/924	Portfolio I	0
EDG 628/925	Portfolio II	0
EDG 629/926	Portfolio III	0
Electives:		
EDG 509/809	Disciplinary Literacy	3
EDG 552/852	Improve Literacy Instruction	3
EDG 569	Contemp Iss Family & Parenting	3

EDG 526	American Family Today	3
EDG 533/833	Leadership for Change	3
EDG 535/835	Legal/Ethic Issues in Ed Admin	3
EDG 537/837	Supervision of Instruction	3
EDG 576/876	Lit-Kindergarten to Secondary	3
EDG 801	Issues in American Education	3
EDG 811	Servant Leadership	3
EDG 632/932	Educating Students at Risk	3
EDG 633/933	Alternative Education	3
EDT 589/889	Applyng Tech in the Classroom	3
EDT 670/970	Integrat Tech in the Classroom	3
COUN 543/843	Counsel-Theory & Issues	3

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

Adult and Community Education Graduate Certificate

Purpose

This fifteen credit graduate certificate is designed to offer a solid foundation of knowledge and skills needed to develop effective learning environments and opportunities for adult learners in such contexts as workplace training, patient education, teacher and faculty development, adult basic education, adult religious education, continuing professional development, and non-profit community organizations. Graduates will gain valuable understanding of the adult learner, principles of adult learning, program development and evaluation, teaching strategies with adults, and leadership and administration of programs. Knowledge developed in this program can be applied to all situations in which adult development and learning is valuable from mentoring to formal program development and evaluation in community, government, corporate, educational, and non-profit settings.

The Objectives of the Adult Community Education Certificate

- Explain historical, philosophical, cultural, socio-political and theoretical foundations for adult education;
- Identify learners' needs and respond with appropriate strategies to meet those needs;
- Demonstrate an understanding of the needs of diverse adult learners;
- Plan and implement effective practices for the development and delivery of adult learning programs & opportunities;
- Apply principles of adult learning to teaching, development and delivery practice;
- Integrate Christian faith development into the design of adult learning experiences;
- Develop administrative skills in areas such as budgeting, marketing, and program planning;
- Apply a servant leadership approach to administration and management of adult education;
- Demonstrate effective writing skills for the professional practice of adult and community education;
- Analyze the role of technology in the education of adult learners; including technologically enhanced, blended, and online learning environments

Curriculum for the Adult Community Education Certificate

Students must complete all of the five required courses in order to be eligible for The Adult and Community Education Certificate.

Code	Title	Hours
EDG 763/963	Found of Adult & Community Ed	3
EDG 764/964	The Adult Learner	3
EDG 765/965	Prog Planning Adult & Comm Ed	3
EDG 766/966	Strat Teach & Learn Adult Lear	3
EDG 767/967	Ldrshp & Ad of Adult & Comm Ed	3
Total Hours		15

Certificate Information

Courses can be taken in any order, except for EDG 767/967, though it is recommended students take courses in the order listed. EDG 767/967 builds on knowledge from the earlier courses and should be taken last. All credits in the certificate are transferable to the full M.S. in Education program as electives. Students interested in Adult and Community Education could take all fifteen credits as their electives in the M.S. in Education with a concentration in Teaching and Learning.

This certificate does not correspond to any teaching endorsements or licenses offered by the Wisconsin Department of Education or any other state.

Pursuit of this graduate certificate requires a bachelor's degree from an accredited University with a GPA of 3.0 or above.

Alternative Education

Purpose

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

Curriculum for Alternative Education License

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

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

Licensing Information

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

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

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

Christian Counseling Certificate

Purpose

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

The Objectives of the Christian Counseling Certificate

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

Curriculum for the Christian Counseling Certificate

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 545	Christian Care Giving	3
COUN 544	Scripture & Christian Counselo	3
COUN 546	Christian Reconciliation	3
Electives		
COUN 510	Christian Persp Psychphrmclgy	3
COUN 523	Ind Counsl frm Christian Persp	3
COUN 528	Christian Persp Family Dev	3
COUN 522	Ethics of Christian Counselor	3
COUN 553	Social/Cultural Theolgcl Found	3
COUN 563	Cur Topics Pastors & Church Wk	3
COUN 565	Consult Strat within Church	3
COUN 577	Mod & Meth Christian Fam Couns	3
COUN 578	Christian Trauma Counseling	3

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.

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 for the Christian Education Certificate

Code	Title	Hours
EDG 901	Hist & Phil of Christian Ed	3
EDG 902	Ldrshp & Innov in Christian Ed	3
EDG 903	Contemp Issues in Christian Ed	3
EDG 904	Mthds, Models, Metaphrs Chr Ed	3
EDG 905	Faith & Learning Chritian Ed	3
Total Hours		15

Digital Age Teaching & Learning Certificate

Purpose

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.

The Objectives of the Digital Age Teaching & Learning Certificate

- Facilitate and inspire learning and creativity using existing and emerging technologies (NETS-T #1)
- Design and develop effective and engaging learning experiences, environments, resources, and assessments (Expanded from NETS-T #2)
- Model digital-age work, research, collaboration and learning (Modified from NETS-T #3)
- Promote and model digital citizenship and Christian discipleship within the context of the digital age. (Expanded from NETS-T #4)
- Promote research and data-driven decisions about technology-enhanced teaching and learning environments.
- Engage in ongoing professional growth and leadership (NETS-T #5)

Curriculum for the Digital Age Teaching & Learning Certificate

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

Master of Science in Art Education Programs - Art Education

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

Master of Science in Art Education

Code	Title	Hours
Required Courses		
Conceptual Base		
AEG 501	The Historical Bases of Art Ed	3
AEG 531	Modern Practices in Art Ed	3
Contemporary Issues/Instructional Issuses		
AEG 510	Developmental Issues in Art Ed	3
AEG 540	Curriculum Design in Art Ed	3
Relevant Practices		
Select 6-9 credits of the following:		6-9
AEG 580	Studio Workshop (Two-Dimensional Practices; Three-Dimensional Practices; Design; Multiple Image Processes (Printmaking, Photography, etc.); Craft Processes)	
AEG 533	Teach Art with Art	
AEG 542	Meth Tchng/Learn in Art Class	
AEG 590	Technology in Art Ed	
AEG 620	Extended Exp in Art Education (Field Applications; Directed Travel Study)	
Electives		
Select 6-9 credits of the following:		9-6
AEG 500	Great Books in Art Education	
AEG 521	Contemp Readings in Art Ed	
AEG 550	Integrative Iss in Art Ed	
AEG 560	Special Topics in Art Ed [1]	
Closure		
Select one of the following:		3-6
Thesis		
AEG 680	Art Education Thesis (Scholarly; Applied; Studio)	
Non-Thesis Alternative (2 Semesters)		
AEG 660/661	Curriculum Development I	
AEG 670/671	Mentorship/Apprenticeship I	
AEG 681/682	Directed Course Work I	
Total Hours		30-33

[1] May include: Museum Education, Art and Language, Research Methods for Art Education; The Philosophic Bases of Art Education; Art, Family, and Community; Art and the Spiritual

Master of Science in Education - Counseling

Concordia offers multiple options in Counseling:

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

The Objectives of the Counseling Degree

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

Graduates of the Counseling program will:

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

INTERNATIONAL STUDENTS

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

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

Students from outside of Wisconsin

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

CURRICULUM FOR SCHOOL COUNSELING

Students must complete a minimum of one course in each of the following 10 categories. A total of 45 credits are required for graduation. In categories with more than one course listed, required and elective courses are identified within that category. Additionally, students without a teaching license who are in school counseling program must take 48 credits including the Category 11- COUN 620 Management for Counselors/COUN 920 Management for Counselors.

Code	Title	Hours
Counseling Theory		
COUN 543/843	Counsel-Theory & Issues (required)	3
Human Growth and Development		
COUN 584/884	Human Development (required)	3
Social and Cultural Foundations		
COUN 552/852	Soc/Cult Foundation Coun (required)	3
Helping Relationships		
COUN 564/864	Consultations Strategies (required)	3
COUN 582/882	Trauma Counseling (required)	3
COUN 593/893	Individual Counseling (required)	3
Group Work		
COUN 594/894	Group Counseling (required)	3
Career and Lifestyle Development		
COUN 561/861	Career Counsel Foundation (required)	3
Appraisal		
COUN 587/887	Tests & Measurements (required)	3
Research and Program Evaluation		
COUN 586/886	Design,Implem and Eval (required)	3
Professional Orientation		
COUN 592/892	Professional Ethics (required)	3
Supervised Practicum and Portfolio		
COUN 627/927	Portfolio - Introduction (required)	0
COUN 628/928	Portfolio - Pre-Practicum (required)	0
COUN 579	Practicum Elementary School	2
COUN 630	Portfolio Elementary school	0
COUN 590	Practicum Middle School	2
COUN 631	Portfolio - Middle School	0
COUN 591	Practicum High School	2
COUN 632	Portfolio High School	0
Lesson Planning/Classroom Management (Non-Teachers in School Counseling)		
COUN 620/920	Management for Counselors (required if the student is not a licensed teacher)	3
Electives		
COUN 510	Christian Persp Psychphrmclgy	3

COUN 512	Psychopharmacology	3
COUN 515	Research & Eval in Counseling	3
COUN 520	Addictions Counseling	3
COUN 522	Ethics of Christian Counselor	3
COUN 523	Ind Counsl frm Christian Persp	3
COUN 528	Christian Persp Family Dev	3
COUN 544	Scripture & Christian Counselo	3
COUN 545	Christian Care Giving	3
COUN 546	Christian Reconciliation	3
COUN 550	Social Psychology	3
COUN 553	Social/Cultural Theolgcl Found	3
COUN 554	Theories of Personality	3
COUN 563	Cur Topics Pastors & Church Wk	3
COUN 565	Consult Strat within Church	3
COUN 577	Mod & Meth Christian Fam Couns	3
COUN 578	Christian Trauma Counseling	3
COUN 580	Family Development	3
COUN 588	Psychopathology	3
Total Hours		99

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

Portfolio Requirements

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

Practicum Requirements

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

Praxis II Exam Requirement

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

Curriculum for Professional Counseling

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

Graduate Counseling Courses

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

Code	Title	Hours
Counseling Theory		
COUN 543/843	Counsel-Theory & Issues	3
Human Growth and Development		
COUN 584/884	Human Development	3
Social and Cultural Foundations		
COUN 552/852	Soc/Cult Foundation Coun	3
Helping Relationships		
COUN 564/864	Consultations Strategies	3
COUN 593/893	Individual Counseling	3
Group Dynamics Processing and Counseling		
COUN 594/894	Group Counseling	3
Lifestyle and Career Development		
COUN 561/861	Career Counsel Foundation	3
Appraisal		
COUN 587/887	Tests & Measurements	3
Research and Program Evaluation		
COUN 586/886	Design,Implem and Eval	3
Professional Orientation		
COUN 592/892	Professional Ethics	3
Supervised Practicum and Portfolio		
COUN 606/906	Practicum for Prof Counselors	3
COUN 607/907	Internship I - Prof Counselor	3
COUN 608/908	Internship II for Prof Counsel	3
Foundations of Clinical Mental Health Counseling		
COUN 589/889	Found Clin Mental Health Couns	3
Clinical Mental Health Counseling Diagnosis and Treatment Planning		
COUN 596	Adv Thry & Skill for Prof Coun	3
Crisis and Trauma Counseling		
COUN 582/882	Trauma Counseling	3
Abnormal Behavior and Psychopathology		
COUN 588/888	Psychopathology	3
Addicions Counseling		
COUN 520/820	Addictions Counseling	3
Family, Partnership and Couples Counseling		
COUN 581/881	Models/Methods Family Coun	3
Electives		
COUN 510	Christian Persp Psychphrmclgy	3
COUN 512	Psychopharmacology [1]	3
COUN 515	Research & Eval in Counseling	3
COUN 523	Ind Counsl frm Christian Persp	3
COUN 528	Christian Persp Family Dev	3
COUN 522	Ethics of Christian Counselor	3
COUN 544	Scripture & Christian Counselo	3
COUN 545	Christian Care Giving	3
COUN 546	Christian Reconciliation	3
COUN 550	Social Psychology	3
COUN 553	Social/Cultural Theolgcl Found	3
COUN 554	Theories of Personality	3
COUN 563	Cur Topics Pastors & Church Wk	3
COUN 565	Consult Strat within Church	3
COUN 577	Mod & Meth Christian Fam Couns	3

COUN 578	Christian Trauma Counseling	3
Total Hours		105

1 Course is required if seeking substance abuse counselor-in-training license.

Practicum for Professional Counselor

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

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

Master of Science in Education - Early Childhood Education

Purpose

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

Requirements

Code	Title	Hours
Required Courses		
EDG 802	Effct rltnshps w fam&communit	3
or EDG 702	Effct rltnshps w fam&communit	
EDG 803	Develop Approp Assessment Prct	3
or EDG 703	Develop Approp Assessment Prct	
EDG 808	Dev Apprp Pract Early Child Ed	3
or EDG 708	Dev Apprp Pract Early Child Ed	
EDG 860	Curric Design Dev Early Ch Ed	3
or EDG 560	Curric Design Dev Early Ch Ed	
EDG 812	Field Experience Early Childhd	3
or EDG 712	Field Experience Early Childhd	
EDG 818	Portfolio	0
or EDG 718	Portfolio	
EDG 815	Educational Research Methods	3
or EDG 515	Educ Research Methods	
EDG 890	Thesis/Project Completion Semi [1]	3
or EDG 895	Graduate Capstone Project	
Select a concentration		9
Accomplished Early Childhood Teacher in Literacy		
EDG 846	Workshop:Books & Pictures	
or EDG 545	Workshop:Books & Pictures	
EDG 867	Lang Dev & Lang Arts in EC	
or EDG 567	Lang Dev & Lang Arts in EC	
EDG 856	Language & Literacy Develop	
or EDG 556	Language & Literacy Develop	
Early Childhood Program Administrator		
EDG 849	Administration and Supervision in Early Childhood	
or EDG 749	Administration and Supervision in Early Childhood	
EDG 861	Market Operat & Fin Market ECE	
or EDG 761	Market Operat & Fin Market ECE	
EDG 870	Laws, Regs, Lic & Credent ECE	
or EDG 770	Laws, Regs, Lic & Credent ECE	
Total Hours		30

1 EDG 515 Educ Research Methods is a prerequisite for EDG 890 and EDG 895

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

Master of Science in Education - Educational Design and Technology

Purpose

Concordia University Wisconsin's Master of Science in Education – Educational Design and Technology program exists to equip individuals in learning organizations to serve as ethical, innovative, and effective leaders of learning, design, and educational technology. The CUW program has a fourfold emphasis: digital literacy, applying current research and design principles in order to create digital age learning experiences, exploring the implications of digital culture upon the present and future of learning organizations, and reflecting upon the spiritual and ethical implications of technology in education.

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

Upon completion of the program, graduates are expected to be able to:

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

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

Mater of Science in Education - Educational Design and Technology

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

Master of Science in Education - Family Life

Purpose

The Family Life Education Master's Program prepares Family Life Educators with the critical skills and resources to assist families in effectively coping with life events and family transitions. Family Life Educators focus on healthy family functioning primarily through educational approaches. Concordia's program integrates Biblical truths throughout coursework in order to give students a decidedly Christian perspective. Students learn to conduct family life education in a variety of settings to reduce the harmful effects society can have on individuals and families across the life span. A Master of Science in Education-Family Life requires a minimum of 36 credit hours of course work planned in consultation with and approved by the program director. Students in the Family Life Education program must complete a total of 120 practicum hours. These practicum hours will be embedded within the coursework with a focus on designing positive family programming.

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

Master of Science in Education - Family Life

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

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

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

Master of Science in Education - 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
- Secondary Education: Grades 4-12 or K-12 (depending on content area)
- Special Education: Grades K -12

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

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

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

Program Highlights

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

Program Specifications

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

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

Master's Degree Eligibility

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

Curriculum

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

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

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

Code	Title	Hours
EDC 750	Foundations of the Teaching Profession	3
EDC 751	Educational Psychology; Understanding Theory of Teaching and Learning	3
EDC 752	Language Arts Development and Strategies	3

EDC 757	Teaching Diverse Students, Families and Classrooms	3
EDC 758	Co-Planning and Instruction for all Students	3
EDC 755	Interdisciplinary Instruction: Teaching in the Middle School	3
EDC 754	Curriculum & Methods - Language Arts and Social Studies	3
EDC 756	Analysis of Instruction and Assessment	3
EDC 759	Curriculum & Methods - STEAM	3
EDC 760	Curriculum & Methods - Math	3
EDC 535	Student Teaching Elementary	1-6
EDC 536	Student Teaching Middle School	1-6
EDC 761	CAPTL Capstone	3

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

Code	Title	Hours
EDC 750	Foundations of the Teaching Profession	3
EDC 751	Educational Psychology; Understanding Theory of Teaching and Learning	3
EDC 753	Language and Literature in Content Areas	3
EDC 757	Teaching Diverse Students, Families and Classrooms	3
EDC 758	Co-Planning and Instruction for all Students	3
EDC 755	Interdisciplinary Instruction: Teaching in the Middle School	3
EDC 885	Secondary Method Online Master	0
Must also take one of the content area methods course below		
EDC 570/870	Curr & Methods of Tchg English	
EDC 571/871	Curr & Meth of Tchg Soc Studie	
EDC 572/872	Curr/ Meth of Tchg Math Sec	
EDC 573/873	Curr & Meth of Tchg Science	
EDC 574/874	Curr & Meth Tchg Bus Education	
EDC 575/875	Curr & Meth of Tchg World Lang	
EDC 577/877	Curr & Meth of Tchg Art	
EDC 578/878	Curr & MethTchg Phy Ed & Healt	
EDC 756	Analysis of Instruction and Assessment (Optional course for Secondary Math and Science)	3
EDC 759	Curriculum & Methods - STEAM (Optional course for Secondary Math and Science)	3
EDC 586/886	Studnt Tchng Middle School	1-6
EDC 587/887	Studnt Tchng High School	1-6
EDC 761 CAPTL Capstone		
Additional required courses for Mathematics or English/Language Arts License Candidates		
EDC 832	Teaching Writing	3
EDC 812	Math in The Middle School	3

Business Vocational License Courses

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

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

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

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

ESL Minor Courses

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

Bilingual Education Concentration Courses

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

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

Gifted and Talented Teacher License Courses:

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

For Gifted & Talented Coordinator License:		
EDC 625/825	Coord Gifted Talented Progs	3

Master of Science in Education - Teaching & Learning

Purpose

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

There are multiple tracks available in this concentration:

- Masters Degree (Traditional 33 credit track - This is intended for those students who already hold a WI teaching license)
- Masters Degree with Teacher Certification (please see this section of the catalog)

Optional licensure tracks:

- Alternative Education
- Bilingual
- Early Childhood
- Elementary Education
- ESL
- Gifted & Talented
- Secondary Education
- Special Education (Initial)

Master of Science in Education

Code	Title	Hours
Required Courses		
EDG 507/807	Curriculum Leadership	3
EDG 521/821	Human Learn & Motivation	3
EDG 528/828	Strat Effect Teaching	3
EDG 699/887	Assessment for Learning	3
EDG 515/815	Educ Research Methods	3
EDG 590/890	Thesis Completion Seminar [1]	3
or EDG 595/895	Graduate Capstone Project	
EDG 627/924	Portfolio I	0
EDG 628/925	Portfolio II	0
EDG 629/926	Portfolio III	0
Electives		
EDG 509/809	Disciplinary Literacy	3
EDG 533/833	Leadership for Change	3
EDG 535/835	Legal/Ethic Issues in Ed Admin	3
EDG 537/837	Supervision of Instruction	3
EDG 556/856	Language & Literacy Develop	3
EDG 576/876	Lit-Kindergarten to Secondary	3
EDG 649/949	Profess Learn Communities	3
EDG 811	Servant Leadership	3
EDT 514/814	Ed Ministry in Digital World	3
EDT 589/889	Applyng Tech in the Classroom	3
EDT 607/907	Multimedia for the Classroom	3
EDT 608/908	Critcal Issues in Ed Tech	3
EDT 639/939	School Leadership in Tech	3
EDT 657/957	Building Online Learning Communities (Web 2.0/ Learning 2.0)	3
EDT 670/970	Integrat Tech in the Classroom	3
COUN 543/843	Counsel-Theory & Issues	3
COUN 584/884	Human Development	3
EDG 531	Principles of Education Admin	3
EDG 632	Educating Students at Risk	3
EDG 633	Alternative Education	3

1 EDG 515 Educ Research Methods is a prerequisite.

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

Master of Science in Education - Educational Administration

Purpose

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

Master of Science in Education - Educational Administration

Code	Title	Hours
#5051 Licensure		
EDG 531/831	Principles of Education Admin	3
EDG 533/833	Leadership for Change	3
EDG 627/921	Portfolio I	0
EDG 541/841	Business Admin of Schools	3
EDG 536/836	Ed Govern/Admin-HR Emph	3
EDG 537/837	Supervision of Instruction	3
EDG 535/835	Legal/Ethic Issues in Ed Admin	3
EDG 507/807	Curriculum Leadership	3
EDG 539/839	Practicum in Educ Admin	3
EDG 628/922	Portfolio II	0
EDG 745/845	The Principalship	3

EDG 515/815	Educ Research Methods	3
EDG 595/895	Graduate Capstone Project	3
EDG 629/923	Portfolio III	0
#5010 Licensure		
EDG 699/887	Assessment for Learning	3
EDG 552/852	Improve Literacy Instruction	3
EDG 629/923	Portfolio III	0
Total Hours		39

Master of Science in Education-Literacy

Purpose

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

There are two options available in this concentration:

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

Reading Teacher -WI #1316 Licensure Only

Code	Title	Hours
EDG 552/852	Improve Literacy Instruction	3
EDG 509/809	Disciplinary Literacy	3
EDG 556/856	Language & Literacy Develop	3
EDG 553/853	Literacy Assess for Instruct	3
EDG 576/876	Lit-Kindergarten to Secondary	3
EDG 554/854	Literacy Practicum	3
EDG 627/927	Portfolio I	0
EDG 628/928	Portfolio II	0
Total Hours		18

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

Code	Title	Hours
EDG 507/807	Curriculum Leadership	3
EDG 537/837	Supervision of Instruction	3
EDG 544/844	Curr Top & Research Literacy	3
EDG 595/895	Graduate Capstone Project	3
EDG 596/896	Literacy Internship	3
EDG 629/929	Portfolio III	0
Total Hours		15

Master of Science in Education-Special Education

Options

- Cross Categorical Special Education (p. 39)
- Early Childhood Special Education (p. 40)

Cross Categorical Special Education

Purpose

The two Graduate Special Education programs are designed to prepare students with a baccalaureate degree in education for a license in Cross-Categorical (CCSE-middle childhood to adolescence) or Early Childhood Special Education (ECSE- birth to age 8). Both programs are designed to meet state standards and requirements as well as the Council of Exceptional Children (CEC) standards. As of this printing the federal government has designated Special Education as an area of "teacher shortage." This means that at completion of the graduate studies, teachers often qualify for loan reduction or loan cancellation depending on the type of loan they have received and the location of their teaching position.

The student may opt to earn licensure only, or may earn the of Master of Science in Education degree with a focus in Special Education by also completing the research component. The Graduate Special Education Programs are fully online. The 800/900 level courses are online courses. Prerequisite for admission to the Graduate Special Education Programs is successful completion of a baccalaureate degree. The CCSE and ECSE licenses are add-on licenses so the student must hold a current teaching license if seeking licensure. Prerequisite for the Master of Science in Education degree only, with no licensure, is successful completion of a baccalaureate degree.

Cross Categorical Special Education (LICENSE #1801)

These are the required courses for the student entering the program with an Adaptive Education Minor and/or a current special education license.

Code	Title	Hours
EDG 515/815	Educ Research Methods	3
EDG 595/895	Graduate Capstone Project	3
OR		
EDG 590/890	Thesis Completion Seminar	3
EDG 735/935	Char & Legal Issues in SPED	3
EDG 737/937	Lf Span & Dev Chld/Excep Needs	3
EDG 739/934	Reading Diag/Instruct Spec Ed	3
EDG 741/941	Curr Adapt Learners with Excep	3
EDG 742/942	Consul,Collabor and Teaming	3
EDG 743/943	Cross Catg Sp Ed: StdTchng/Sem	1
EDG 627/996	Portfolio I	0
EDG 628/997	Portfolio II	0
EDG 629/998	Portfolio III	0
ELECTIVES (8 Credits)		

Total credits for a Master's degree and Cross-Categorical Special Education licensure (#1801) for students entering with an Adaptive

Education Minor and/or a current special education license: minimum of 30 Crs.

In addition to the above list (minus elective courses), the following courses are required for students entering the program without an Adaptive Education Minor and/or a current special education license.

Code	Title	Hours
EDG 724/919	Teach Stu w Sig Disabilities	3
EDG 779/979	Asses & Inst Spec Needs Child	3
EDG 784/984	Ed/Behv Manag in Spec Ed	3
EDG 787/987	Intervent Strateg in Spec Educ	3
Total Hours		12

Total credits for a Master's degree and Cross-Categorical Special Education licensure (#1801) for students entering without an Adaptive Education Minor and/or current special education license. Minimum of 34 Crs.

Early Childhood Special Education (LICENSE #1809)

These are the courses required for the student entering the program with an Adaptive Education Minor and/or a current special education license.

Code	Title	Hours
EDG 515/815	Educ Research Methods	3
EDG 595/895	Graduate Capstone Project	3
OR		
EDG 590/890	Thesis Completion Seminar	3
EDG 731/931	Eval Tech/Erly Child Spec Educ	3
EDG 732/938	Cur & Prog Erly Chld Sp Ed 0-8	3
EDG 733/930	Lang Acq&Lit Sp Ed 0-3/PK/Prim	3
EDG 735/935	Char & Legal Issues in SPED	3
EDG 742/942	Consul,Collabor and Teaming	3
EDG 744/944	EC Sp Ed:Studnt Tchng/Sem	1
EDG 627/EDG996	Portfolio I	0
EDG 628/997	Portfolio II	0
EDG 629/998	Portfolio III	0
ELECTIVES (8 Credits)		

Total credits for Master's degree and early Childhood Special Education licensure (#1809) for students entering with an Adaptive Education Minor and/or a current special education license: minimum of 30 Crs.

In addition to the courses above (minus elective course), the following courses are required for students entering the program without a minor in Adaptive Education Minor and/or a current special education license.

Code	Title	Hours
EDG 724/919	Teach Stu w Sig Disabilities	3
EDG 784/984	Ed/Behv Manag in Spec Ed	3
EDG 787/987	Intervent Strateg in Spec Educ	3
EDG 737/937	Lf Span & Dev Chld/Excep Needs	3
Total Hours		12

Total credits for a Master's degree and Early Childhood Special Education licensure (#1809) for students entering without an Adaptive Education Minor and/or a current special education license license: minimum of 34 Crs.

NOTE: Cross Categorical and Early Childhood Special Education licensure coursework without a Master's degree is available.

Electives in Special Education

Code	Title	Hours
EDG 562/862		3
EDG 768/968	Sign Lang for Spec Educator	3
EDG 769/969	Strat Integ Autism Spec Dis	3
EDG 637/945	Strat Ed At-Risk Youth	3
EDG 740/940	Assist Tech Indiv/Spec Needs	3
EDG 723/946	Coll w Fam & Pro Div Soc	3
EDG 781/936	Lan/Comm Disorders	3

Early Childhood Special Education

Purpose

The two Graduate Special Education programs are designed to prepare students with a baccalaureate degree in education for a license in Cross-Categorical (CCSE-middle childhood to adolescence) or Early Childhood Special Education (ECSE- birth to age 8). Both programs are designed to meet state standards and requirements as well as the Council of Exceptional Children (CEC) standards. As of this printing the federal government has designated Special Education as an area of "teacher shortage." This means that at completion of the graduate studies, teachers often qualify for loan reduction or loan cancellation depending on the type of loan they have received and the location of their teaching position. The student may opt to earn licensure only, or may earn the of Master of Science in Education degree with a focus in Special Education by also completing the research component. The Graduate Special Education Programs are fully online. The 800/900 level courses are online courses. Prerequisite for admission to the Graduate Special Education Programs is successful completion of a baccalaureate degree. The CCSE and ECSE licenses are add-on licenses so the student must hold a current teaching license if seeking licensure. Prerequisite for the Master of Science in Education degree only, with no licensure, is successful completion of a baccalaureate degree.

Early Childhood Special Education (License #1809)

These are the courses required for the student entering the program with an Adaptive Education Minor and/or a current special education license.

Code	Title	Hours
EDG 515/815	Educ Research Methods	3
EDG 595/895 or EDG 590/890	Graduate Capstone Project Thesis Completion Seminar	3
EDG 731/931	Eval Tech/Erly Child Spec Educ	3
EDG 732/938	Cur & Prog Erly Chld Sp Ed 0-8	3
EDG 733/930	Lang Acq&Lit Sp Ed 0-3/PK/Prim	3
EDG 735/935	Char & Legal Issues in SPED	3
EDG 742/942	Consul,Collabor and Teaming	3
EDG 744/944	EC Sp Ed:Studnt Tchng/Sem	1
EDG 627/996	Portfolio I	0
EDG 628/997	Portfolio II	0
EDG 629/998	Portfolio III	0

Electives	
Select eight credits	8
Total Hours	30

Total credits for Master's degree and early Childhood Special Education licensure (#1809) for students entering with an Adaptive Education Minor and/or a current special education license: minimum of 30 Crs.

In addition to the courses above (minus elective course), the following courses are required for students entering the program without a minor in Adaptive Education Minor and/or a current special education license.

Code	Title	Hours
EDG 742/919	Consul,Collabor and Teaming	3
EDG 784/984	Ed/Behv Manag in Spec Ed	3
EDG 787/987	Intervent Strateg in Spec Educ	3
EDG 737/937	Lf Span & Dev Chld/Excep Needs	3
Total Hours		12

Total credits for a Master's degree and Early Childhood Special Education licensure (#1809) for students entering without a Adaptive Education Minor and/or a current special education license license: minimum of 34 Crs.

NOTE: Cross Categorical and Early Childhood Special Education licensure coursework without a Master's degree is available.

Electives in Special Education

Code	Title	Hours
EDG 562/862		3
EDG 768/968	Sign Lang for Spec Educator	3
EDG 769/969	Strat Integ Autism Spec Dis	3
EDG 637/945	Strat Ed At-Risk Youth	3
EDG 740/940	Assist Tech Indiv/Spec Needs	3
EDG 723/946	Coll w Fam & Pro Div Soc	3
EDG 781/936	Lan/Comm Disorders	3

Superintendent License Program

Purpose

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

Requirements

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

Doctor of Nursing Practice (DNP) Program

Purpose

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.

Program Objectives

At the completion of the program, the post-masters DNP graduate will be able to:

1. Synthesize liberal arts and scientific background into advanced nursing roles.
2. Develop leadership skills for quality improvement initiatives related to advanced nursing roles across healthcare delivery systems.
3. Demonstrate advanced levels of scholarship and analysis in implementing and evaluating evidence-based approaches to advanced nursing roles at the systems level.
4. Evaluate information systems and patient care information technologies to improve healthcare.
5. Influence healthcare policy development as related to healthcare delivery systems and the nursing profession.
6. Lead intraprofessional and interprofessional teams to influence health outcomes of individuals and populations.
7. Use cultural, epidemiological, biostatistical, and environmental data to influence clinical prevention and population health outcomes at the systems level.
8. Model scholarship, professionalism, and excellence in advanced nursing roles.
9. Use advanced clinical judgment, systems thinking, and accountability to provide evidence-based care in the area of specialization or in systems leadership.

The Program has the Following Components:

1. Coursework providing the knowledge and skills needed to meet the DNP competencies.
2. Residency requirements providing experiential learning; students work with preceptors or mentors to develop leadership skills and practice interests.
3. The DNP Project where students apply knowledge and skills to an integrative, transformational experience, under the guidance of a faculty chairperson and agency mentor.

Delivery Options

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

Entrance Requirements

Admission to the post-master's DNP Program is competitive. We admit a cohort class of students each spring for an August start.

1. MSN degree from an accredited school of nursing.
2. Current RN licensure in the state of residence.
3. Current certification as an advanced practice nurse (nurse practitioner, clinical nurse specialist, nurse midwife, or registered nurse anesthetist) or as an advanced nurse administrator.
4. A cumulative 3.5 GPA from previous MSN coursework (those applicants with a 3.25-3.49 cumulative GPA from MSN coursework will be considered on a probationary status).
5. Graduate-level statistics course that includes descriptive and inferential statistics taken within the last five years (must have achieved a grade of B or higher).

Admissions Requirements

1. Application form available at www.cuw.edu/apply.
2. Non-refundable $50.00 application fee.
3. Professional resume or curriculum vitae describing nursing experience and education and the applicant's progression in advanced practice or leadership positions.
4. Admission essay explaining reasons for enrolling in the DNP program at Concordia. Address future professional goals, including plans for scholarship to meet the DNP Project.
5. Two letters of recommendation from professional colleagues familiar with advanced practice nursing or leadership competence. References should address the applicant's potential for success in the DNP Program.
6. All official transcripts that led to undergraduate and graduate degrees.
7. Documentation of the number of faculty-supervised clinical hours completed in the MSN program.
8. Admission interview (may be conducted by phone).

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

Degree Requirements

The 30 hour curriculum is delivered online with the exception of two mandatory cohort meetings at the CUW Campus in Mequon, Wisconsin.

DNP - Leadership Track

Code	Title	Hours
Initial Cohort Meeting CUW Mequon Campus		
DNP 903	Biostatistics & Epidemiology	4
DNP 940	DNP Project I	4
DNP 915	Advanced Evidence-Based Practice	3
MBA 842	Six Sigma Process & Applicat	3
MBA 920	Economics and Public Policy of Health Care	3
MBA 803	Ethics & Org Leadership	3
DNP 921	Healthcare Informatics	3
MMC 820	Manag Comm Prog & Pract	3
DNP 941	DNP Project II	4
Final Cohort Meeting / Presentation of DNP Projects		
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 one of the Co-Directors of the Graduate Nursing program.
5. Pathophysiology and Pharmacotherapeutics will not be accepted as transfer credits.
6. Transfer credits will not be applied to the cumulative grade point average the student earns while in Concordia's DNP program.

Doctor of Pharmacy

Overview

The Concordia University Wisconsin School of Pharmacy curriculum is comprised of 148 credits hours of didactic courses and practice experiences in a four year period. The majority of the first three years consist of didactic courses offered on the Mequon campus. During this period the students also learn about the practice of pharmacy through introductory experiential education courses offered at professional sites. The fourth year consists of 7 or 8 advanced experiential rotations (6 weeks in length) which are held at various practice sites across the state/nation. Ten credit hours of didactic electives are required. Students are admitted into the program as a group and progress through the curriculum as a cohort. The educational process follows the Standards and Guidelines set forth by the Accreditation Council on Pharmaceutical Education.

Mission Statement

The Concordia University Wisconsin School of Pharmacy is a Lutheran higher education community committed to the development of compassionate, knowledgeable and ethical pharmacists dedicated to providing exemplary patient care. This will be accomplished by providing a comprehensive pharmacy education that balances education, service and research. Our focus is to prepare pharmacy practitioners dedicated to advancing patient-centered pharmaceutical care through medication therapy management in Wisconsin and throughout the country, by working closely with patients and all other healthcare providers to address the physical, mental and spiritual needs of each patient.

Our curriculum, combined with a holistic approach to student development, promotes leadership skills and an enthusiasm for life-long learning through excellence in teaching, service and scholarship. We will produce graduates who will be servant-leaders in the pharmacy community and to Christ in the church and in the world.

Values

The values espoused by the Concordia University Wisconsin School of Pharmacy include honesty, civility, collaboration, tolerance, mutual respect, integrity, motivation to improve, lifelong learning and service to others.

Doctor of Pharmacy Curriculum

Course	Title	Hours
Year 1		
Fall		
PHAR 310	Pharmacy Biochemistry	4
PHAR 312	Pharmacy Anat and Phys	5
PHAR 320	Pharmaceutics I	2
PHAR 340	Pharmacy&H System	3
PHAR 370	Applied Patient Care I	2
PHAR 380	Into Pharmacy Prac Exp I	3
	Hours	19
Spring		
PHAR 314	Pharmacy Microbiology	4
PHAR 322	Pharmaceutics II	4
PHAR 330	Pharmacolo I	3
PHAR 350	Pharmacotherapy I:Self Care	2
PHAR 352	Pharmacy Calculations	1
PHAR 372	Applied Patient Care II	2
PHAR 382	Intro Pharmacy Prac Exp II	3
	Hours	19
Year 2		
Fall		
PHAR 424	Apl Pharcokin/ Therap Drg Monit	3
PHAR 426	Advan Pharmaceutical Prep	2
PHAR 432	Pharmacolo Medicinal Chem II	4
PHAR 450	Pharmacotherapy II	3
PHAR 460	Medical Literature Eval I	2
PHAR 470	Applied Patient Care III	2
PHAR 480	IPPE - 3	2
	Hours	18
Spring		
PHAR 434	Pharm & Medicinal ChemistryIII	4
PHAR 442	Social and Behavioral Pharmacy	2
PHAR 452	Pharmacoth III	4
PHAR 462	Med Literature Evaluation II	2
PHAR 472	Applied Patient Care IV	2
PHAR 474	Servant Leadership	2
PHAR 482	Intro Pharm Pract Exp:IPPE-4	2
	Hours	18
Year 3		
Fall		
Electives		4
PHAR 544	Patient Care Ethics	3
PHAR 550	Pharmacoth IV	4
PHAR 570	Applied Patient Care V	2
PHAR 548	Pharmacy Law	2
	Hours	15
Spring		
Electives		6
PHAR 540	Pharmacoecon & Epidemiology	2
PHAR 552	Pharmacoth V	4
PHAR 572	Applied Patient Care VI	2
PHAR 546	Pharm Managemen & Leadership	3
	Hours	17
Year 4		
PHAR 680	Community Pharmacy APPE	6
PHAR 682	Acute Care Medicine APPE	6
PHAR 684	Hospital/ Health Sys Phar APPE	6

PHAR 686	Ambulatory Care APPE	6
PHAR 688	Elective APPE (3 rotations required to graduate)	18
	Hours	42
	Total Hours	148

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 or alternatively at 262-243-2755.

PHARMD/MBA

Concordia University's PharmD/MBA dual degree provides students with the opportunity to earn both their Doctor of Pharmacy degree and their Masters in Business Administration degree in as little as four years. This dual degree develops students into the future leaders of pharmacy and health care, providing them with the clinical expertise, business leadership and management skills, and real-world application needed to excel in their vocation.

The PharmD/MBA dual degree requires a minimum of 168 credits for completion, with 19 of these 168 credits counting toward both degrees. Three MBA core courses (MBA 503/803, MBA 510/810, and MBA 620/920) are fulfilled by similar content courses in the PharmD required coursework. In addition, up to 10 credits of MBA concentration area elective coursework can be counted toward the 10 credits minimum of PharmD professional elective coursework. For students seeking internship within their MBA concentration area, in some instances these may be synergistic with elective experiential rotations in pharmacy administration. The credits that count toward both degrees allow the dual degree to be completed at both a time and tuition savings relative to taking the two degrees independently.

Admission to the PharmD/MBA program can occur either in the summer before the start of a student's PharmD coursework or after a student has begun their PharmD coursework. Completion of both the PharmD and MBA at the same time (as a dual degree) is possible in four years but is not required. Students finish completing the MBA after the PharmD degree is conferred depending on their preferred course of study.

A full description of required core and elective course options can be found in the program descriptions for the PharmD and the MBA in this catalog.

PharmD/MPH

Concordia University's PharmD/MPH dual degree program provides students with the opportunity to earn both their Doctor of Pharmacy (PharmD) degree and their Master of Public Health (MPH) degree in as little as four years. This dual degree program is offered through a partnership between CUW's School of Pharmacy and Concordia University Nebraska's (CUNE) online MPH program. As healthcare reform continues to be at the forefront of the healthcare industry, prevention-focused public health is projected to grow in demand and importance. Pharmacists can play a critical role in leading and changing this discussion. Through the PharmD/MPH dual degree program, our students will be prepared to resolve complex health issues and enhance the well-being of communities. This program allows students to focus on a medication safety & pharmacovigilance concentration to complement their passion for service and the desire to improve public health.

The PharmD/MPH dual degree requires both the usual 148 credits for the PharmD degree and the usual 39 credits for the MPH degree. However, 12 credits of MPH concentration courses could count toward the 10 credits minimum of PharmD professional elective coursework. This makes the total minimum credit load for the dual degree program 175. The credits that count toward both degrees allow the dual degree to be completed at both a time and tuition savings relative to taking the two degrees independently.

Students must apply, be admitted, and accept admission to each professional (PharmD) and graduate (MPH) program and abide by all program requirements. Admission to the PharmD/MPH program can occur either in the summer before the start of a student's PharmD coursework or after a student has begun their PharmD coursework. Completion of both the PharmD and MPH at the same time (as a dual degree) is possible in four years but is not required. Students may complete the MPH after the PharmD degree is conferred depending on their preferred course of study.

A full description of required core and elective course options can be found in the program descriptions for the PharmD in this catalog as well as the CUNE MPH program website.

Doctor of Physical Therapy

Overview

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.captaonline.org).

General Academic Information

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

to determine whether those difficulties can be remediated by physical therapy, and to develop and implement a program which would address those concerns.

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

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
- Submit GRE scores
- Complete 40 hours of observation of a diversity of PT services

Science Prerequisites (See www.cuw.edu/dpt for additional details)

- Chemistry- two semesters of sequenced courses with labs
- Physics- two semesters of sequenced courses with labs
- Human Anatomy and Physiology- two semesters offered through a Biology, Anatomy or Physiology department

Other prerequisites:

- Statistics - one semester
- Psychology - one semester

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

Priority Admission for Concordia Undergraduate Students

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

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

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

Application Process

The Physical Therapy Department at Concordia University participates in the Physical Therapist Centralized Application Service, known as PTCAS. Applicants for the Doctor of Physical Therapy program should apply online using the PTCAS application. To learn more about the PTCAS application process, please visit the PTCAS web site at www.ptcas.org (http://www%E2%B8%80ptcas.org).

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

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

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

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

Cost

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

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

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.

Curriculum Schedule

Course	Title	Hours
Year 1		
Summer		
DPT 510	Evidence Based Practice I	2
DPT 501	Human Anatomy I	3
DPT 560	Intro to Professional Practice	2
DPT 584	Neuroscienc I	1
	Hours	8
Fall		
DPT 550	Pathophysio Pharmacol I	4
DPT 505	Kinesiology	5
DPT 500	Foundations of Physical Therapy	3
DPT 502	Human Anatomy II	3
DPT 585	Neuroscienc II	2
	Hours	17
Winterim		
DPT 540	Clinical Decision Making	2
	Hours	2
Spring		
DPT 650	Pathophysio Pharm II	4
DPT 615	Movement Science	4
DPT 736	Tissue/ Biomechanic Histology	3
DPT 565	Therapeutic Exercise	3
DPT 555	Movement Analysis I	1
DPT 586	Neuroscience III	2
	Hours	17
Year 2		
Summer		
DPT 659	Intro to Manage of Muscul Diso	2
DPT 580	Mgmt Pediatric Disorders	4
DPT 628	Clinical Problem Solving I	2
DPT 665	Manag of Integument Sys Disord	2
DPT 635	Evidence Based Practice II	3
	Hours	13
Fall		
DPT 660	Manag of MuscSkel Dis I	4
DPT 655	Movement Analysis II	3
DPT 625	Therapeutic Modalities	4
DPT 680	Community Practice II	1
DPT 610	Management of Neuromuscular Disorders I	3
	Hours	15
Winterim		
DPT 630	Clinical Problem Solving II	2
	Hours	2
Spring		
DPT 661	Manag of MuscSkel Disorders II	4
DPT 611	Managemen of Neuromuscu Disorders II	3
DPT 685	Community Practice III	1
DPT 609	Exercise Science I	3
DPT 723	Cardiopulmonary Sys/Acute Care	4
	Hours	15
Year 3		
Summer		
DPT 631	Clinical Problem Solving III	6
DPT 738	Psychosocia Dimensions of Healthcare II	1
	Hours	7
Fall		
DPT 705	Medical Imaging	3
DPT 709	Exercise Science II	2
DPT 744	Practice Managemen	2

DPT 739	Psychosocial Dimensions of Healthcare III	1
DPT 745	Health Promotion	2
DPT 785	Community Practice IV	1
Elective		3
	Hours	14
Spring		
DPT 760	Clinical Practice I	6
DPT 761	Clinical Practice II	6
	Hours	12
	Total Hours	122

Master of Business Administration

Batterman School of Business and Haab School of Business Graduate Programs

Mission

The Batterman School of Business and The Haab School 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.

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.

General Information. MBA Programs and Graduate Certificates

Absence Policy

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

Academic Advising

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

Drop Policy

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

Grade Point Average

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

Late Registration

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

Suspension

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

E-Mail

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

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

Master of Business Administration (MBA)

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

Program Structure

The Master of Business Administration (MBA) degree requires 39 semester hours of credit comprising of 13 courses. A thesis is not required for this degree. The program consists of six eight-week terms per year. Students must complete all requirements for the MBA degree within five years of matriculation.

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

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

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

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

MBA 500 Managerial Economics and Econometrics
MBA 503 Ethics and Organizational Leadership
MBA 510 Applied Statistical Methods
MBA 530 Corporate Finance
MBA 540 Accounting: Financial Analysis for Decision Making
MBA 569 Management Science and Analytics
MBA 610 Leadership Perspectives in HR
MBA 590 Strategic Management (Capstone – taken last)

Concentration: Students chose five (5) courses from the following concentration areas for a total of 15 credits:

Accounting
Communications & Public Relations
Finance
Healthcare Leadership
Human Resource Management
Innovation & Entrepreneurship
International Business
Management
MIS (Management Information Systems) (STEM)
Nonprofit Management & Leadership
Public Administration
Risk Management
Sport and Hospitality Management
Strategic Marketing
Sustainability Management & Analytics (STEM)

Students may choose to earn a degree with two or more concentrations. Students will select five (5) courses from an additional concentration. For additional concentrations students can count up to two courses that overlap between concentrations. However, each concentration requires completion of a minimum of three (3) different courses in those subsequent concentrations.

Concentration Courses

MBA Concentrations (https://catalog.cuw.edu/pdf/mbacoreandconcentrations2019-2020.pdf)

Course Substitution

Students may request to take one course outside of their concentration. Contact an advisor for more information on how to make this request.

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

Experiential Learning Opportunities:

MBA Internship

All students are encouraged to participate in an internship. Credits from MBA 845 MBA Internship (3 Cr.) apply to any concentration area and will count as one of the required five concentration courses. Please contact an advisor or the MBA Program Director for more information about internships.

Global Short-Term Study Abroad

Students may participate in weeklong study abroad opportunities for credit towards their MBA by taking MIB 570 Study Abroad (3 cr.). Annual trips can include Africa, Austria, Costa Rica, and China.

Program Prerequisites

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

International Student Prerequisite Requirement

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

Course Transfer Policy

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

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

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

Graduation Requirements

To be awarded an MBA degree, a student must complete all 39 credit hours with a minimum cumulative GPA of 3.0 and at least a C- in all MBA courses. Students must fill out an online Request to Graduate form while in their final class. Once the final grade has been posted in a student's final class, 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 Programs

One unique feature of the Concordia University MBA Program is the selection of emphasis or concentration areas. These allow the student to specialize while securing the vaunted MBA degree.

Accounting

Learn to be consistently analytical and data driven in the context of organizational strategic decision-making.

Communications & public relations

Stimulate organizational growth and create customer value through articulation of management insight and strategic planning.

Finance
Develop your skills to understand corporate finance and sophisticated trends in capital markets in order to drive performance and value.

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

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

Innovation & entrepreneurship
Learn strategic thinking frameworks to recognize disruptive niches and critical capabilities to grow organizations.

International business
Recognize global changes and practice open-minded approaches to develop strategic frameworks that add value to customers, culture and companies.

Management
Gain new insights and enhance strategic decision-making process to improve performance of your organization.

Management information systems (STEM)
Develop a strong knowledge base with emphasis on analysis of Increase value and improve performance of your organization through the application of holistic strategies and gain insight into emerging patterns.

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

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

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

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

Strategic marketing
Translate conceptual business strategies into tangible marketing initiatives with a thorough understanding of today's digital consumer, or position your new product via a marketing competitive advantage.

Sustainability management & analytics
Make a positive social impact on your company through profitable environmental progress.

In keeping with the purpose of a MBA, the curriculum is designed to provide the student with a broad spectrum of the business scene. To this end, the courses provide advanced instruction in many areas of business. At the same time, a concentration allows the student to develop an area of expertise.

Core Courses

Code	Title	Hours
MBA 500/800	Managerial Economics	3
MBA 503/803	Ethics & Org Leadership	3
MBA 510/810	Appl Statistic Meth	3
MBA 530/830	Corporate Finance	3
MBA 540/840	Acct:Fin Analysis/Decision	3
MBA 569/869	Mgmt Science & Analytics	3
MBA 610/810	Issues Human Res Management	3
MBA 590/890	Strategic Management	3
Total Hours		24

The MBA program consists of 39 credits which include eight core courses and five courses from a concentration area. The MBA core curriculum is comprised of 24 credits and is designed to provide students with a broad spectrum of advanced instruction in many areas of business. A concentration area of 15 credits allows the student to develop an area of expertise. Students will be evaluated for knowledge in the areas of accounting, finance, management, marketing, economics, and statistics, and provided guidance on how to fulfill any prerequisites if required. Prerequisites do not need to be completed prior to starting the MBA program. MBA 513/813 Business Foundations fulfills all prerequisites.

MBA Concentration Courses

Choose Five Courses In One Area

In addition to eight core courses, students select a concentration area and complete five courses. In concentrations where only five courses appear, the student will take all of those courses. Students may pursue multiple concentration areas. Select five from a second concentration. A minimum of three separate courses must be completed in concentrations where courses overlap.

Accounting
Students that hold a bachelors degree in accounting can request to have the core course MBA 540 Acct:Fin Analysis/Decision waived.

Code	Title	Hours
Pick 5 courses from the following list:		*15*
MBA 525/825	Advanced Auditing (3 credits)	
MIB 530/830	Global Production Systems (3 credits)	
MBA 576/876	Fraud Management (3 credits)	
MBA 529/829	Database Management (3 credits)	
MBA 532/832	Governmental Accounting (3 credits)	
MMC 540/840	Pub Speak:Reprt/Present (3 credits)	
MBA 524/824	Systems Analysis & Design (3 credits)	
MBA 623/923	Statutory Accounting (3 credits)	
MBA 541/841	Mergers and Acquistions (3 credits)	
MBA 845	MBA Internship (3 credits)	
Total Hours		15

Communications and Public Relations

Code	Title	Hours
Pick 5 courses from the following list:		*15*
MMC 506/806	Group Dynamics & Leadership (3 Credits)	
MMC 520/820	Manag Comm Prac & Prin (3 Credits)	
MBA 502/802	Publicity and Public Relations (3 Credits)	
MMC 525/825	Eff Business Writing & Mrktplc (3 Credits)	
MMC 540/840	Pub Speak:Reprt/Present (3 Credits)	
MMC 547/847	Adv Intrper Comm/Intrview (3 Credits)	
MMC 586	(3 Credits)	
MBA 845	MBA Internship (3 Credits)	
MBA 511/811	Social Marketing Strategies (3 Credits)	
Total Hours		15

Finance

Code	Title	Hours
Pick 5 courses from the following list:		*15*
MBA 558/858	Real Estate Investment (3 credits)	
MBA 570/870	Legal Aspects (3 credits)	
MBA 576/876	Fraud Management (3 credits)	
MBA 621/921	Financial Instit Management (3 credits)	
MBA 622/922	Intro to Insur and Risk Manage (3 credits)	
or MBA 627/927	ARM 54 Corporate Risk Mgmt	
MBA 626/926	Portfolio Math (3 credits)	
MIB 540/840	International Finance (3 credits)	
MBA 628/928	ARM 56 Corporate Risk Financin (3 credits)	
MBA 845	MBA Internship (3 credits)	
MBA 541/841	Mergers and Acquistions (3 credits)	
MBA 625/925	Securities Analysis (3 credits)	
MBA 517	International Business Law (3 credits)	
Total Hours		15

Health Care Administration

Code	Title	Hours
Pick 5 courses from the following list:		*15*
MPA 535/835	Budget in Public Agenc (3 credits)	
or MBA 542/842	Six Sigma Process & Applicat	
MBA 620/920	Economics and Public Policy of Health Care (3 credits)	
MBA 622/922	Intro to Insur and Risk Manage (3 credits)	
or MBA 627/927	ARM 54 Corporate Risk Mgmt	
MBA 623/923	Statutory Accounting (3 credits)	
MBA 624/924	Health,Life & Business Soc Ins (3 credits)	
MBA 685/985	Spec Topics-Health Care (3 credits)	
MPA 568/868	Public Personnl Admin (3 credits)	
MIB 570/870	Study Abroad (3 credits)	
MBA 569	Mgmt Science & Analytics (3 credits)	
MBA 845	MBA Internship (1-3 credits)	
Total Hours		15

Human Resource Management

Code	Title	Hours
Pick 5 courses from the following list:		*15*
MBA 576/876	Fraud Management (3 credits)	
MBA 600/900	Compensation & Benefits (3 credits)	
MBA 605/905	Altern Dispute Resolution (3 credits)	
MBA 615/915	Employment & Labor Law (3 credits)	
MBA 622/922	Intro to Insur and Risk Manage (3 credits)	
MBA 627/927	ARM 54 Corporate Risk Mgmt (3 credits)	
MPA 568/868	Public Personnl Admin (3 credits)	
MBA 624/924	Health,Life & Business Soc Ins (3 credits)	3
MBA 845	MBA Internship (3 credits)	
MBA 587	Industry Leaders Sem Series (3 credits)	
MIB 570/870	Study Abroad (3 credits)	
Total Hours		18

Innovation and Entrepreneurship Concentration

Code	Title	Hours
Pick 5 courses from the following list:		*15*
MBA 579/879	Strategic Innovation (required - 3 credits)	
MBA 686/886	Sustainabil & Social Entrepren (3 credits)	
MBA 687/887	Intellectual Prop and Reg Issu (3 credits)	
MBA 688/888	New Venture Form & Bus Develop (3 credits)	
MBA 555/855	Small Business Management (3 credits)	
MBA 553/853	Sales Management (3 credits)	
MBA 511/811	Social Marketing Strategies (3 credits)	
MBA 578/878	Marketing Research & Intellige (3 credits)	
MBA 845	MBA Internship (3 credits)	
MBA 587	Industry Leaders Sem Series (1-3 credits)	
MIB 570/870	Study Abroad (3 credits)	
Total Hours		15

International Business

Code	Title	Hours
Pick 5 courses from the following list:		15
MIB 530/830	Global Production Systems (3 credits)	
MBA 587	Industry Leaders Sem Series (1-3 credits)	
MIB 540/840	International Finance (3 credits)	
MIB 545/845	International Economics (3 credits)	
MIB 555/855	International Marketing	
MIB 560/860	International Business (3 credits)	
MIB 570/870	Study Abroad (3 credits)	
MIB 845	International Economics (3 credits)	
MBA 517	International Business Law (3 credits)	
Total Hours		15

Management

Code	Title	Hours
Pick 5 courses from the following list:		*15*
MBA 527/827	Project Management (3 credits)	
MBA 550/850	Strategic Marketing (3 credits)	
MBA 554/854	Advertising Management (3 credits)	

MBA 555/855	Small Business Management (3 credits)
MBA 556/856	Real Estate Management (3 credits)
MBA 557/857	Sustainable Business Practices (3 credits)
MBA 565/865	Supply Chain Management (3 credits)
MBA 570/870	Legal Aspects (3 credits)
MBA 576/876	Fraud Management (3 credits)
MBA 577/877	Loss Prevention (3 credits)
MBA 543/843	Introduction to Lean (3 credits)
MBA 622/922	Intro to Insur and Risk Manage (3 credits)
or MBA 627/927	ARM 54 Corporate Risk Mgmt
MIB 530/830	Global Production Systems (3 credits)
MIB 560/860	International Business (3 credits)
MBA 641/941	Global Persp of Sprt & Ent Mgt (3 credits)
MBA 642/942	Cont Princ of Hosp & Event Mgt (3 credits)
MBA 845	MBA Internship (3 credits)
MBA 542/842	Six Sigma Process & Applicat (3 credits)
MBA 520/820	Management Information Systems (3 credits)
MBA 514/814	Corp Governance & Board Dev (3 credits)
MBA 579/879	Strategic Innovation (3 credits)
MIB 570/870	Study Abroad (3 credits)
MBA 587	Industry Leaders Sem Series (1-3 credits)
Total Hours	15

Management Information Systems (STEM Program)

Code	Title	Hours
Pick 5 courses from the following list:		*15*
MBA 520/820	Management Information Systems (3 credits)	
MBA 521/821	Oracle Acad Database Des & Pro (3 credits)	
MBA 522/822	Data Commun & Network Security (3 credits)	
MBA 524/824	Systems Analysis & Design (3 credits)	
MBA 526/826	Decision Support Systems (3 credits)	
MBA 527/827	Project Management (3 credits)	
MBA 528/828	Oracle Business Applications (3 credits)	
MBA 529/829	Database Management (3 credits)	
MBA 523/823	Oracle Java Fundamental & Prog (3 credits)	
MBA 845	MBA Internship (3 credits)	
MBA 508	Software Test & Qlty Assurance (3 credits)	
MBA 587	Industry Leaders Sem Series (1-3 credits)	
MIB 570/870	Study Abroad (3 credits)	
Total Hours		15

Nonprofit Management and Leadership

Code	Title	Hours
Pick 5 courses from the following list:		*15*
MBA 504/804	Management Nonprofit Org (3 credits)	
MBA 507/807	Fin Mgmt Nonprofit Orgs (3 credits)	
MBA 516/816	Legal Issues in Nonprofit Org (3 credits)	
MBA 512/812	Nonprofit Fundrais Grant Write (3 credits)	
MBA 514/814	Corp Governance & Board Dev (3 credits)	
MBA 502/802	Publicity and Public Relations (3 credits)	
MBA 686/886	Sustainabil & Social Entrepren (3 credits)	
MBA 688/888	New Venture Form & Bus Develop (3 credits)	
MMC 540/840	Pub Speak:Reprt/Present (3 credits)	
MBA 578/878	Marketing Research & Intellige (3 credits)	
MBA 576/876	Fraud Management (3 credits)	
MPA 540/840	Public Program Evaluation (3 credits)	
MBA 845	MBA Internship (3 credits)	
MBA 570/870	Legal Aspects (3 credits)	
MBA 587	Industry Leaders Sem Series (1-3 credits)	
Total Hours		15

Public Administration

Code	Title	Hours
Pick 5 courses from the following list:		*15*
MBA 527/827	Project Management (3 credits)	
MLS 530/830	Admin Law & Process (3 credits)	
MPA 535/835	Budget in Public Agenc (3 credits)	
MPA 540/840	Public Program Evaluation (3 credits)	
MPA 568/868	Public Personnl Admin (3 credits)	
MPA 569/869	Intergovernmental Relations (3 credits)	
MBA 845	MBA Internship (3 credits)	
MBA 502/802	Publicity and Public Relations (3 credits)	
MIB 570/870	Study Abroad (3 credits)	
MBA 587	Industry Leaders Sem Series (1-3 credits)	
Total Hours		15

Risk Assessment and Management

Code	Title	Hours
Pick 5 courses from the following list:		*15*
MBA 570/870	Legal Aspects (3 credits)	
MBA 576/876	Fraud Management (3 credits)	
MBA 622/922	Intro to Insur and Risk Manage (3 credits)	
or MBA 627/927	ARM 54 Corporate Risk Mgmt	
MBA 623/923	Statutory Accounting (3 credits)	
MBA 577/877	Loss Prevention (3 credits)	
MBA 624/924	Health,Life & Business Soc Ins (3 credits)	
MBA 625/925	Securities Analysis (3 credits)	
MBA 687/887	Intellectual Prop and Reg Issu (3 credits)	
MBA 628/928	ARM 56 Corporate Risk Financin	
MBA 845	MBA Internship (3 credits)	
MBA 514/814	Corp Governance & Board Dev (3 credits)	
MIB 570/870	Study Abroad (3 credits)	
MBA 587	Industry Leaders Sem Series (1-3 credits)	
MBA 517	International Business Law (3 credits)	
Total Hours		15

Sport and Entertainment Business

Code	Title	Hours
Pick 5 courses from the following list:		*15*
MBA 641/941	Global Persp of Sprt & Ent Mgt (3 credits)	
MBA 642/942	Cont Princ of Hosp & Event Mgt (3 credits)	
MBA 643/943	Integ Pub Rel and Social Media (3 credits)	
MBA 644/944	Integ Marketing & Brand Activa (3 credits)	
MBA 645/945	Sponsorship, Sales & Fund Stra (3 credits)	

MBA 622/922	Intro to Insur and Risk Manage (3 credits)
or MBA 627/927	ARM 54 Corporate Risk Mgmt
MBA 845	MBA Internship (3 credits)
MBA 646/946	Event Mgmt & Activation (3 credits)
MIB 570/870	Study Abroad (3 credits)
MBA 587	Industry Leaders Sem Series (1-3 credits)
Total Hours	15

Strategic Marketing

Code	Title	Hours
Pick 5 courses from the following list:		*15*
MBA 511/811	Social Marketing Strategies (3 credits)	
MBA 550/850	Strategic Marketing (3 credits)	
MBA 502/802	Publicity and Public Relations (3 credits)	
MBA 553/853	Sales Management (3 credits)	
MBA 554/854	Advertising Management (3 credits)	
MBA 578/878	Marketing Research & Intellige (3 credits)	
MBA 570/870	Legal Aspects (3 credits)	
MIB 555/855	International Marketing (3 credits)	
MBA 644/944	Integ Marketing & Brand Activa (3 credits)	
MBA 645/945	Sponsorship, Sales & Fund Stra (3 credits)	
MBA 845	MBA Internship (3 credits)	
MBA 587	Industry Leaders Sem Series (1-3 credits)	
MIB 570/870	Study Abroad (3 credits)	
MBA 552/852	Direct Marketing (3 credits)	
Total Hours		15

Sustainability Management and Analytics (STEM Program)

Code	Title	Hours
Pick 5 courses from the following list:		*15*
MBA 547/847	(3 credits)	
MBA 548/848	LEED Associate & Accred Prof (includes LEED exam preparation - 3 credits)	
MBA 549/849	Ecological Economics (3 credits)	
MBA 571/871	Environmental Law (3 credits)	
MBA 557/857	Sustainable Business Practices (3 credits)	
MBA 542/842	Six Sigma Process & Applicat (3 credits)	
MBA 543/843	Introduction to Lean (3 credits)	
MBA 546/846	Special Topics: Business & Industry	
BIO 556/856	Readings in Environ Science (3 credits)	
MBA 686/886	Sustainabil & Social Entrepren (3 credits)	
MBA 845	MBA Internship (3 credits)	
MBA 579/879	Strategic Innovation (3 credits)	
MIB 570/870	Study Abroad (3 credits)	
MBA 587	Industry Leaders Sem Series (1-3 credits)	
MIB 530/830	Global Production Systems (3 credits)	
Total Hours		15

MBA Internship: All students are encouraged to experience an internship for three credits, MBA 845 MBA Internship (3crs). Internship credits will apply to the concentration area and count as one of the required five concentration courses. Please contact an advisor or the MBA program director for more information about internships.

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

Course Substitution: Students may request to take one course outside of their concentration. Contact an advisor for more information on how to make this request.

Mini-MBA Graduate Certificate

Designed for the Post-Baccalaureate student that seeks business acumen and a well-rounded education applicable to their business or management career. Students select five courses from the MBA core area of study for a total of 15 credits to earn an MBA Graduate Certificate. At any time during the program students may transition into the MBA degree program course of study through the standard application process.

Core: Students chose five (5) courses from the following concentrations for a total of 15 credits:

MBA 500 Managerial Economics and Econometrics
MBA 503 Ethics and Organizational Leadership
MBA 510 Applied Statistical Methods
MBA 530 Corporate Finance
MBA 540 Accounting: Financial Analysis for Decision Making
MBA 569 Management Science and Analytics
MBA 610 Leadership Perspectives in HR
MBA 590 Strategic Management (Capstone – taken last)

MBA Graduate Certificates

Post-Baccalaureate students can earn a graduate certificate by selecting five courses within one of the MBA concentration areas of study for a total of 15 credits. Students may at any time transition into the MBA degree program course of study through the standard application process.

Dual Degree MBAs

Batterman School of Business MBA program offers dual degree opportunities for Concordia Wisconsin or Concordia Ann Arbor graduate students in Nursing, Occupational Therapy, Exercise Science, and Physical Therapy. Please see the MBA Program Director for details.

Business Scholars MBA Program

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

Program Structure

Business Scholars who complete this challenging program will earn a BS and an MBA. The program is designed to be completed in four years. Scholar students will take an accelerated number of credits each year to complete their two degrees. In addition, the Business Scholar must maintain a 3.5 out of 4.0 academic average. The Business Scholar Program encompasses all undergraduate business majors and MBA concentrations. Students can also explore dual degree programs

with partnering universities across the globe as well as study abroad opportunities.

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

MBA 500 Managerial Economics and Econometrics
MBA 503 Ethics and Organizational Leadership
MBA 510 Applied Statistical Methods (Fulfilled by BUS 205 or 315)
MBA 530 Corporate Finance
MBA 540 Accounting: Financial Analysis for Decision Making (Fulfilled by ACCT 203 and 223)
MBA 569 Management Science and Analytics
MBA 610 Leadership Perspectives in HR
MBA 590 Strategic Management (Capstone – taken last)

Concentration: Students chose five (5) courses from the following concentrations for a total of 15 credits:

Accounting
Communications & Public Relations
Finance
Healthcare Leadership
Human Resource Management
Innovation & Entrepreneurship
International Business
Management
MIS (Management Information Systems) (STEM)
Nonprofit Management & Leadership
Public Administration
Risk Management
Sport and Hospitality Management
Strategic Marketing
Sustainability Management & Analytics (STEM)

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

Admission Requirements

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

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

Interprofessional Informatics Certificate

Concordia's 15-credit post-bachelor's Interprofessional Informatics certificate is an interdepartmental program that provides foundational knowledge for professionals in a variety of disciplines to learn to make data-driven decisions.

Program Structure

Designed to provide health care and educational professionals the training/education to access, mine, manage and use data appropriately to influence decision making and foster continuous quality improvement in their positions. The program consists of 15 credits and a capstone project individualized to each student.

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

MSN 860 Foundations of Health Care Informatics (health care track)
OR
IPE 810 Introduction to Informatics (non-health care track)
IPE 820 Information Systems and Technology
MBA 825 Database Structures and Processes
IPE 827 Project Management
IPE 840 Informatics Analytics in Practice
IPE 830 Informatics Capstone

Admission Requirements

Permission from Dean of Nursing.

MBA in Healthcare Administration for Practitioners

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

Program Structure

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

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

MBA 569 Management Science and Analytics
MBA 610 Issues in Human Resources OR
MPA 568 Public Human Resource Administration
MBA 540/840 Accounting: Financial Analysis for Decision Making
OR
MPA 535 Budgeting in Public Agencies OR
MBA 623 Statutory Accounting
MBA 530 Applied Statistics
MBA 620 Economics and Public Policy of Healthcare
MBA 590 Strategic Management (capstone class taken last)

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

MMC 520 Managerial Communications: Practices and Principles
MBA 570 Legal Aspects of business
MBA 622 Risk Management of Insurance OR
MBA627 Risk Management: Theory and Practice
MBA 624 Health, Life and Social Insurance
MBA 542 Six-sigma Process and Application (certificate)
MBA 685 Special Topics in Healthcare

MBA 527 Project Management
MBA 555 Small Business Administration
MBA 577 Loss Prevention
MBA 557 Sustainable Business Practices
MBA 565 Supply Chain Management

Curriculum Prerequisite

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

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

Admission Requirements

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

Graduation Requirements

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

PHARMD/MBA

The Master of Business Administration (MBA) in the Professional 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

Core: Students complete eight (8) courses for a total of 21 credits:

MBA 500 Managerial Economics and Econometrics (Fulfilled by PHAR 540/548)
MBA 503 Ethics and Organizational Leadership (Fulfilled by PHAR 544, 549, 474)
MBA 510 Applied Statistical Methods (Fulfilled by PHAR 460/462)
MBA 530 Corporate Finance
MBA 540 Accounting: Financial Analysis for Decision Making
MBA 569 Management Science and Analytics
MBA 610 Leadership Perspectives in HR
MBA 590 Strategic Management (Capstone – taken last)

Concentration: Students choose five (5) courses from the following concentration courses for a total of 15 credits:

MBA 555 Small Business Administration
MBA 688 New Venture Formation & Business Development
MBA 542 Six Sigma Process & Application – Certificate
MBA 620 Economics/Public Policy of Health Care
MBA 685 Special Topics in Health Care
MBA 570 Study Abroad
MBA 587 Industry Leaders Seminar Series
MBA 845 Internship

Course Substitution

Students may request to take courses outside of the PharmD/MBA concentration. Contact the MBA Program Director for more information.

Professional MBA (pMBA)

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

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

Program Structure

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

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

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

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

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

Capstone:

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

Admission Requirements

In addition to the traditional MBA requirements, applicants must also possess a terminal degree in a healthcare program: Doctor of Philosophy in a life science or engineering (PhD), Medical Doctor (MD), Doctor of Nursing Practice (DNP), Doctor of Physical Therapy (DPT), Physician Assistant (PA), Doctor of Pharmacy (PharmD) and other terminal graduate level healthcare professionals.

Master of 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 three emphasis areas:

1. organ
2. choral
3. handbells

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
- Acquire the knowledge and skill to play and direct handbells
- 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

For Handbell Emphasis:

- Improve all ringing techniques for use in performance, conducting, and composition of handbells
- Demonstrate knowledge, skills, and attitudes necessary to be a successful handbell choir director

Admission Procedure in Addition to Admission to the Graduate School

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

1. Successfully pass the following:
   a. Qualifying audition with performance of two contrasting works on organ or voice (not required for Handbell Emphasis students);
   b. MUS 541 Graduate Theory Review course or MUS 642 Form and Analysis;
   c. Written examination in General Music History.
2. Have a minimum GPA of 3.0 for the last two years (or last 48 credit hours) of undergraduate work. Candidacy status: To achieve candidacy status for the Master of Church Music degree the student must have successfully completed 24 hours of course work in the degree with a GPA of 3.0 or better and passed the Qualifying Audition, Theory and History examinations. All students must have achieved candidacy status before registering for MUS 591 Practicum or MUS 599 Recital, Service, Concert.

Transfer of Credit

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

Recital or Concert

Organ Emphasis

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

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

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

Choral Emphasis

A concert or service of sacred music is required for the Master of Church Music (Choral Emphasis) degree. Students must have passed all portions

of the qualifying audition and have candidacy status. This concert or service will be a minimum of 60 minutes in length, with appropriate repertoire chosen by the student and instructor and approved by the department. The intent of the concert or service is to demonstrate the heightened skills acquired through the course of study in conducting, church music, and/or singing.

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

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

Handbell Emphasis

A concert or service of sacred handbell music is required for the Master of Church Music (Handbell Emphasis) degree. Students must have passed all four handbell courses:

Code	Title	Hours
MUS 585	Handbell Methods	3
MUS 586	Conducting Handbells	3
MUS 546	Composing for Handbells	3
MUS 686	Handbell Performance	3

and all portions of the qualifying audition and cadidacy 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 the conducting, composition, and performance of handbells.

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

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

Comprehensive Examination

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

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

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

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

The Curriculum (36 credits)

Organ Emphasis

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

Choral Emphasis

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

Comprehensive Exams (Written and Oral)	
Total Hours	36

Handbell Emphasis

Code	Title	Hours
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 541	Graduate Theory Review	3
or MUS 642	Form and Analysis	
MUS 545	Composing & Arranging	3
MUS 585	Handbell Methods	3
MUS 586	Conducting Handbells	3
MUS 546	Composing for Handbells	3
MUS 586	Conducting Handbells	3
MUS 599	Recital, Service, Concert (Recital Paper)	3
MUS 642	Form and Analysis	3
Comprehensive Exams (Written and Oral)		
Total Hours		36

Master of Occupational Therapy

Overview

Concordia University Wisconsin offers the entry-level Master of Occupational Therapy (MOT) program in three formats - accelerated, blended and transitional. They are based on a liberal arts foundation and encompass 2-3 years of professional education beyond a bachelor's degree. The **Accelerated** format is designed for high school students looking to pursue a bachelor's AND master's degree. The **Blended** format is designed for applicants who already hold a bachelor's degree. The **Transitional** format is designed for Certified Occupational Therapy Assistants (COTAs) with at least one year of experience and an associate's degree from a regionally accredited institution.

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 (https://www.aota.org/Education-Careers/Accreditation.aspx)(ACOTE (http://www.acoteonline.org)) of the American Occupational Therapy Association (https://www.aota.org) (AOTA), located at 4720 Montgomery Lane Suite 200, Bethesda, MD 20814-3449. AOTA's phone number is (301) 652-AOTA.

Credentialing

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

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

General Academic Information

The Master of Occupational Therapy (MOT) program is intended to help students prepare themselves for entry into the range of fields associated with this specialty, including clinical work, administration, education, research and consultation by offering a comprehensive set of courses in occupational therapy. The program is organized to assist students in preparing for work in employment settings such as hospitals, rehabilitation centers, nursing homes, hospices, community agencies, mental health agencies, wellness clinics and industry, and to help enable people to do day-to-day (occupational) activities that are important to them despite body structure or functional impairments, activity limitations, or participation restrictions.

The Occupational Therapy program at Concordia leads to a Master of Occupational Therapy (MOT) degree. The full-time, professional entry-level degree program is offered in three formats, all of which combine classroom, laboratory, and supervised clinic-based instruction. Please note that a Wisconsin criminal background check will be completed when students are accepted into the program and the results may interfere with the ability to obtain employment post-graduation.

The CUW Occupational Therapy Department is non-discriminatory in recruitment, admissions, and program administration with respect to race, color, creed, sex, age, disabilities, religion, or national origin.

Fieldwork Experiences

The Occupational Therapy department will work with each student to obtain appropriate Level I and II Fieldwork sites. Students may be required to leave the Milwaukee area for fieldwork placements. Transportation to and from Level I and II Fieldwork is the responsibility of the student. Housing for Level II fieldwork is also the student's responsibility. Students in the MOT program - Transitional format will work with the Academic Fieldwork Coordinator to secure fieldwork near their current residence. Concordia University Wisconsin student malpractice insurance is included the tuition.

Level I Fieldwork (Clinical Practicum)

The Occupational Therapy curriculum is designed to offer exposure to client problems in each course. Students will experience multiple opportunities for client contact, ranging from pediatrics to gerontology, school systems to factories, and acute care to community wellness programs. Some of these experiences are clinical fieldwork placements, others are client evaluation and consultation in the classroom or community based settings. Students will start working with clients in the community beginning in their first semester of the curriculum.

Level II Fieldwork

Students will complete six months of full time, or its equivalent, Level II Fieldwork during the final semester(s) of the program. Level II Fieldwork is typically scheduled at two different experiences of three months each. Level II Fieldwork shall be completed within 24 months following completion of academic preparation.

Additional Fieldwork Requirements

Many clinical agencies will require updated of immunizations, physical, and caregiver background check before a placement will be confirmed. Some agencies may require additional information (drug testing, additional immunizations, etc).

Proof of health insurance is required for all students prior to confirming a fieldwork placement. CUW offers a health insurance program for those students who need health insurance coverage. For information, please contact Student Health Center (262) 243-4574.

Cost

Students pay a semester-based tuition which is posted on the Concordia University Wisconsin website (https://www.cuw.edu/admissions/graduate-admissions/tuition-fees.html). Tuition will not increase during the program as long as a student successfully completes all courses according to the scheduled curriculum.

Additional expenses not included in the tuition are books, lab supplies, professional attire, name tags, and photocopy expenses for reports, articles, presentation, etc. AOTA student membership is also required for all students. Current student membership rates are available on the AOTA website at www.aota.org (http://www.aota.org). Students enrolled in the Transitional MOT Format will need to plan for travel costs associated with weekends on campus, this includes, but is not limited to transportation, food, and housing.

During the fieldwork 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 fieldwork. Students enrolled in the transitional format will complete fieldwork assignments near their current residence, but may still have to travel. Additionally, during the academic component, students will need to have transportation available to leave campus for clinical experiences. Some of the off-campus educational experiences may require a fee.

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. Students are also eligible to apply for scholarships from the American Occupational Therapy Foundation. More information can be found at www.aotf.org (http://www.aotf.org).

Formats

Accelerated Master of Occupational Therapy Format

The Accelerated format is designed for high school graduates who are prepared to pursue both a bachelor's and master's degree in 4½ years.

Admission Requirements

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

The Accelerated MOT admissions requirements are as follows:

- Minimum 3.0 cumulative GPA
- Grade of B or higher in BIO 191 & 192 at CUW
- Grade of B or higher in BIO 301 at CUW (must be completed in fall semester)
- One semester credit of Medical Terminology with a B or better
- Three letters of recommendation; letters of recommendation should address potential for success both academically and as an occupational therapist, giving specific details about the applicant.
- Documentation of 40 hours of OT job shadowing
- Program-specific essays:
  - Describe your reasons for selecting occupational therapy as a career
  - Describe your understanding of occupational therapy
  - Describe your personal compatibility with the mission of Concordia University Wisconsin
  - What are the unique qualities of a successful graduate student, and what is your personal plan to manage time, manage stress, and communicate professionally?
- Applicants must have the ability to perform essential functions (https://www.cuw.edu/academics/programs/occupational-therapy-masters/#essentialfunctions) of an occupational therapy graduate student
- Complete and successfully pass a background check
- International applicants who would attend on a student visa and whose native language is not English must take the Test of English as a Foreign Language (iBT TOEFL) or the IELTS (International English Language Testing System). Contact the OT Program Director for MOT program minimum scores and further information
- Pre-requisite coursework must have been completed at a regionally accredited institution

First time freshman in the BSRS (https://www.cuw.edu/academics/programs/rehabilitation-science-bachelors) program must have a high school GPA of 3.2 and an ACT score of 21. Those who apply and submit the tuition deposit prior to December 1st during their senior year in high school will be reviewed and ranked according to GPA and ACT scores. The top 30 applicants will be guaranteed admission to the MOT Program - Accelerated format after their second year at CUW as long as they maintain a 3.0 GPA and receive at least a "B" grade in BIO 191, BIO 192, BIO 301, and Medical Terminology.

Students transferring into Concordia's BSRS (https://www.cuw.edu/academics/programs/rehabilitation-science-bachelors) program will not be guaranteed placement into the MOT program - Accelerated format. Transfer students must complete at least 36 credits at Concordia to be given priority in the Accelerated MOT admission process and must include the following courses:

- BIO 191 Anatomy and Physiology I
- BIO 192 Anatomy and Physiology II
- BIO 301 Advanced Functional Anatomy and Physiology

Priority admission to the Accelerated MOT Program will be granted in the following order:

1. The first 30 deposited students who began at CUW in BSRS (with a high school GPA of 3.0 or above) are guaranteed if they meet the prerequisites.
2. Other students at CUW who are in the BSRS program but did not get the guarantee given to the first 30, with a 3.0 cumulative GPA, B's in A&P and BIO 301.
3. CUW students that are not in the BSRS program and transfer students who earn 36 credits at CUW with a 3.0 cumulative GPA, B's in A&P and BIO 301 taken at CUW.
4. Students from outside CUW.

If multiple students fall within the same priority level, the Accelerated MOT Admissions Committee within the Occupational Therapy Department will make acceptance decisions. Decisions of the committee are final.

Accelerated MOT Curriculum: 2018 Cohort

Course	Title	Hours
Year 1		
Summer		
BIO 550	Human Anatomy	6
OT 640	Clinical Implications	3
	Hours	9
Fall		
BIO 585	Neuroscienc	5
OT 523	Clinical Kinesiology	3
OT 546	Group Skills	3
OT 548	Group Clinical Practicum	1
OT 540	Scientific Inquiry I	3
OT 521	Foundational Concepts in Occup	3
	Hours	18
Winterim		
OT 564	Health & Wellness Promotion for OT	2
OT 566	Psychosocia Aspects of Wellness Fieldwork	1
	Hours	3
Spring		
OT 530	Practice Skills	3
OT 586	Rehabilitation Science: Orthopedics	3
OT 569	Scientific Inquiry II	3
OT 561	Rehabilitation Science: Neurorehabilitation	3
OT 529	Assessment Skills	3
	Hours	15
Year 2		
Summer		
OT 582	Scientific Inquiry III	3
OT 580	Pediatric Practice	4
OT 573	Pediatric Clinical Practicum	1
Completion of the BSRS degree at the end of the summer session.		
	Hours	8
Fall		
OT 571	Work Practice	3
OT 584	Adult Clinical Practicum	2
OT 603	Practice Management	3
OT 565	Psychosocia Practice	3
OT 600	Special Topics in OT	3
	Hours	14
Spring		
OT 590	Rehabilitation Science: Integrated	3
OT 601	Advanced Clinical Practice	3
OT 605	Community Practice	3
OT 595	Community OT Clinic	3
OT 575	Fieldwork Seminar (pass/fail)	0
OT 645	Gerontology and Assistive Technology Concepts to Promote Occupationa Performance	3
	Hours	15
Year 3		
Summer		
OT 620	Level II Fieldwork I (3 months)	6
	Hours	6
Fall		
OT 622	Level II Fieldwork II (3 months)	6
	Hours	6
	Total Hours	94

Blended Master of Occupational Therapy Format

The Blended format is designed for students who have already completed a bachelor's degree, blending the traditional classroom with a more progressive online environment.

This program allows a student who wishes to become an occupational therapist to complete their degree in 2-1/2 years. The 24 students accepted into the program will begin taking graduate courses in January each year. Students may apply to the program before their bachelor's degree is awarded, but must have completed the pre-requisite courses before the application deadline. A bachelor's degree must be awarded prior to starting the MOT program. No specific major is required or preferred for entry into the program, provided the prerequisite classes have been met.

We emphasize learning through hands-on application. Your learning will take place in our state-of-the-art facilities. You may choose to enhance your education through global trips to Nepal and Nicaragua. Whether in the states and abroad, you will put your learning into practice. At CUW, you may benefit from fieldwork experiences that are paired with courses, active community partnerships, student and professional organizations, the Pi Theta OT honor society, and faculty-mentored research opportunities. CUW's Interprofessional Education (IPE) events encourage students to work through real-world scenarios with a team of future health professionals.

The Blended MOT admissions requirements are as follows:

- Minimum 3.0 cumulative GPA
- Eight credits of Human A&P with a lab component in every course from a Biology, Anatomy, or Physiology department with a B or better in each course
- One semester credit of Medical Terminology with a B or better prior to application
- Three letters of recommendation; letters of recommendation should address potential for success both academically and as an occupational therapist, giving specific details about the applicant.
- Documentation of 40 hours of OT job shadowing
- Program-specific essays
  - Describe your understanding of occupational therapy
  - Describe your personal compatibility with the mission of Concordia University Wisconsin
  - Describe your plan for success in the blended program including time management, self-directed learning, and learning in a blended environment
- Completion of OTCAS application
- Complete and successfully pass a background check
- Applicants must have the ability to perform essential functions (https://www.cuw.edu/academics/programs/occupational-therapy-masters/#essentialfunctions) of an occupational therapy graduate student
- International applicants who would attend on a student visa and whose native language is not English must take the Test of English as a Foreign Language (iBT TOEFL) or the IELTS (International English Language Testing System). Contact the OT Program Director for MOT program minimum scores and further information.
- Pre-requisite coursework must have been completed at a regionally accredited institution.

Blended MOT Application Process

The Blended MOT Program at Concordia University Wisconsin participates in the Occupational Therapy Centralized Application Service, known as OTCAS. Applicants for the Blended MOT Program should apply online using the OTCAS application. To learn more about the OTCAS application process, please visit the OTCAS web site at www.otcas.org (http://www.otcas.org). Applicants should submit all application items directly to OTCAS. Concordia does not require students to submit GRE scores, a supplemental application, or supplemental application fee.

The Blended MOT 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.

Blended MOT Curriculum: 2019 Cohort

Course	Title	Hours
Year 1		
Spring		
BIO 550	Human Anatomy	6
OT 523	Clinical Kinesiology	3
OT 521	Foundational Concepts in Occup	3
OT 546	Group Skills	3
OT 548	Group Clinical Practicum	1
	Hours	16
Summer		
OT 564	Health & Wellness Promotion for OT	2
OT 566	Psychosocia Aspects of Wellness Fieldwork	1
OT 530	Practice Skills	3
OT 640	Clinical Implications	3
	Hours	9
Fall		
OT 540	Scientific Inquiry I	3
BIO 585	Neuroscience	5
OT 580	Pediatric Practice	4
OT 586	Rehabilitation Science: Orthopedics	3
OT 529	Assessment Skills	3
	Hours	18
Year 2		
Spring		
OT 571	Work Practice	3
OT 561	Rehabilitation Science: Neurorehabilitation	3
OT 584	Adult Clinical Practicum	2
OT 565	Psychosocial Practice	3
OT 569	Scientific Inquiry II	3
OT 603	Practice Management	3
	Hours	17

Summer		
OT 645	Gerontology and Assistive Technology Concepts to Promote Occupational Performance	3
OT 582	Scientific Inquiry III	3
	Hours	6
Fall		
OT 575	Fieldwork Seminar (pass/fail)	0
OT 590	Rehabilitation Science: Integrated	3
OT 601	Advanced Clinical Practice	3
OT 605	Community Practice	3
OT 595	Community OT Clinic	3
OT 600	Special Topics in OT	3
	Hours	15
Year 3		
Spring		
OT 620	Level II Fieldwork I (3 months)	6
	Hours	6
Summer		
OT 622	Level II Fieldwork II (3 months)	6
	Hours	6
	Total Hours	93

Transitional Master of Occupational Therapy Format

The Transitional format is designed for Certified Occupational Therapy Assistants with at least one year of experience. Applicants with an associate degree* can earn a Bachelor of Science in Rehabilitation Science (BSRS) and Master of Occupational Therapy (MOT) degrees in 4 years. Applicants with a bachelor's degree* can earn an MOT degree in approximately 3 years. **Degrees must be from a regionally accredited institution.*

Our Transitional format is offered primarily online with an on-campus learning experience one weekend a month. We emphasize learning through hands-on application. Your learning will take place in our state-of-the-art facilities. You may choose to enhance your education through global trips to Nepal and Nicaragua. Whether in the states and abroad, you will put your learning into practice. At CUW, you may benefit from fieldwork experiences that are paired with courses, active community partnerships, student and professional organizations, the Pi Theta OT honor society, and faculty-mentored research opportunities. CUW's Interprofessional Education (IPE) events encourage students to work through real-world scenarios with a team of future health professionals.

The Transitional MOT admissions requirements are as follows:

- Minimum 3.0 cumulative GPA
- 8 semester credits of Human A&P with a lab component in every course from a Biology, Anatomy, or Physiology department with a B or better in each*
  - CUW may offer a 4-credit online A&P course that meets part of the prerequisite requirement if there is a need among applicants
- One semester credit of Medical Terminology with a B or better before beginning MOT courses*
- Applicants holding an Associate degree must meet the Concordia Advanced Transfer Core (https://catalog.cuw.edu/undergraduate/university/academic-programs/#transfer-core) requirements* as well as additional MOT program transfer course requirements*.
- Applicants holding a Bachelor's degree must meet the MOT program transfer course requirements*.
- Applicants must have the ability to perform essential functions (https://www.cuw.edu/academics/programs/occupational-therapy-masters/#essentialfunctions) of an occupational therapy graduate student
- Three letters of recommendation; letters of recommendation should address potential for success both academically and as an occupational therapist, giving specific details about the applicant.
- Documentation of at least one year of practice as an OTA
- Program-specific essays
  - Describe your rationale for transitioning from OTA to OTR degree
  - Describe how your clinical reasoning and other skills will change with a transition to the OTR role
  - Describe your personal compatibility with the mission of Concordia University Wisconsin
  - What are the unique qualities of a successful online graduate student, and what is your personal plan to manage time, manage stress, manage financial responsibilities, and be a successful online learner?
- Complete and successfully pass a background check
- International applicants who would attend on a student visa and whose native language is not English must take the Test of English as a Foreign Language (iBT TOEFL) or the IELTS (International English Language Testing System). Contact the OT Program Director for MOT program minimum scores and further information.
- **Pre-requisite coursework must have been completed at a regionally accredited institution.*

Transitional MOT Application Process

- Apply online (https://applynow.cuw.edu/ellucian.erecruiting.web.external/pages/createaccount.aspx?f=f3d6410f-ed9b-4bc1-ae4c-c124887c057a&o=069f7501-ab79-4f3f-9e0b-edf499504bd6&ReturnUrl=application_first.aspx?type=datatel_cuwtraditionalapplication)
- Non-refundable $50 application fee
- All official college transcripts

Transitional MOT Curriculum: 2018 Cohort

Course	Title	Hours
Year 1		
Fall		
BSRS-MOT Start		
OT 201	Online Learning Lab	3
RSC 310	Cult in Rehabilitation	3

RSC 304	Teaching and Learning in Rehab	3
HHP 375	Biomechanics	3
	Hours	12
Spring		
LA 107	Lib Arts Health Care Workers	3
REL 100	The Bible	3
REL 110	Christian Faith	3
SW 392	Aging and the Social Environm	3
	Hours	12
Summer		
MOT Only Start		
RSC 201	Medical Ethics in Occupational Therapy ((BSRS Only))	3
OT 701	Information Technology Lab ((MOT only))	3
BIO 301	Advan Func Anatomy & Physiolog	4
OT 564	Health & Wellness Promotion for OT	2
OT 566	Psychosocial Aspects of Wellness Fieldwork	1
	Hours	13
Year 2		
Fall		
OT 640	Clinical Implications	3
BIO 550	Human Anatomy	6
OT 521	Foundational Concepts in Occup	3
	Hours	12
Spring		
BIO 585	Neuroscience	5
OT 540	Scientific Inquiry I	3
OT 530	Practice Skills	3
	Hours	11
Summer		
OT 529	Assessment Skills	3
OT 523	Clinical Kinesiology	3
	Hours	6
Year 3		
Fall		
OT 586	Rehabilitatic Science: Orthopedics	3
OT 569	Scientific Inquiry II	3
OT 571	Work Practice	3
OT 561	Rehabilitation Science: Neurorehabilitation	3
OT 584	Adult Clinical Practicum	2
Completion of BSRS at end of semester		
	Hours	14
Spring		
OT 645	Gerontology and Assistive Technology Concepts to Promote Occupational Performance	3
OT 582	Scientific Inquiry III	3
OT 580	Pediatric Practice	4
OT 603	Practice Managemen	3
OT 573	Pediatric Clinical Practicum	1
	Hours	14
Summer		
OT 595	Community OT Clinic	3
OT 600	Special Topics in OT	3
	Hours	6
Year 4		
Fall		
OT 605	Community Practice	3
OT 601	Advanced Clinical Practice	3
OT 590	Rehabilitatic Science: Integrated	3
OT 565	Psychosocial Practice	3
	Hours	12
Winterim		
OT 620	Level II Fieldwork I ((Dates will vary by fieldwork site))	6
	Hours	6

Spring		
OT 622	Level II Fieldwork II ((Dates will vary by fieldwork site))	6
	Hours	6
	Total Hours	124

Master of Science in Applied Exercise Science

Overview

The Master of Science degree in Applied Exercise Science provides a flexible, blended format of academic and research preparation for entry into various exercise science fields, academic teaching, or for advancement into doctoral programs.

Mission Statement

The Concordia University Wisconsin program in Applied Exercise Science seeks to develop exercise science graduate students in mind, body and spirit for Christian service to the community.

General Academic Information

Major topics examined include exercise physiology and applied kinesiology research with the goal of applying these skills toward the enhancement of human physical performance, injury prevention and the treatment/prevention of chronic disease. Each student works with a faculty advisor to develop a thesis project in an area of interest to the student's career goals. Additionally, the student is allowed to take a number of electives, adding breadth to the program. Objectives of the program include:

- Broaden exercise physiology and kinesiology knowledge in applied exercise settings
- Acquire applied neuromuscular, cardiorespiratory, and bioenergetics exercise science knowledge
- Discover functional assessment, training and conditioning, rehabilitation, and injury prevention in healthy and clinical populations
- Develop and demonstrate critical thinking skills
- Enhance research skills in areas of personal interest
- Expand communication skills, both written and oral
- Build lifelong learning skills necessary for continued growth over the lifespan

The program includes a flexible, blended learning model of online and face-to-face meetings. Completion time for the program is generally two years.

Entrance Requirements

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

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

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

Application Process

Application form available at: www.cuw.edu/apply. In addition to the application, submit:

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

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

Curriculum

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

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

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

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

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

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

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

The Accelerated Master of Applied Exercise Science is a five-year program allowing a student to complete both an undergraduate Exercise Physiology degree and a Master of Applied Exercise Science degree. The objective of this program is to prepare graduate trained students to enter a variety of careers in Strength and Conditioning, Sports Performance, Fitness, Wellness and Fitness, and Clinical Exercise Physiology. Students will have the opportunity to gain exercise physiology knowledge in the classroom, hand-on skills in the Exercise Physiology Laboratory and internship/practicum sites in the community, and research experience in both undergraduate and graduate projects.

Program Goals

- Broaden exercise physiology and kinesiology knowledge in applied exercise settings
- Acquire applied neuromuscular, cardiorespiratory, and bioenergetics exercise science knowledge
- Discover functional assessment, training and conditioning, rehabilitation, and injury prevention in healthy and clinical populations
- Develop and demonstrate critical thinking skills
- Enhance research skills in areas of personal interest
- Expand communication skills, both written and oral
- Build lifelong learning skills necessary for continued growth over the lifespan

Admission Requirements

There are no specific entry level admission requirements beyond normal undergraduate admission requirements for a typical incoming freshman. Students may choose to designate themselves for the accelerated track or to stay in the tradition 4 year Exercise Physiology undergraduate degree. By completion of Fall of Junior Year, students will be reviewed for progression into the graduate portion of the program based on the following:

1. Good academic standing
2. Good progression through undergraduate Exercise Physiology core courses making the student a good candidate to progress to graduate status during Year 4
3. Cumulative GPA of 3.0
4. Science GPA (BIO 191: Functional Human Anatomy & Physiology I, BIO 192: Functional Human Anatomy & Physiology II, CHEM 141: General Chemistry I, CHEM 14:2 General Chemistry II, PHYS 151: General Physics I, and PHYS 152: General Physics II) of 2.75
5. No GRE is required
6. Transfer students will be considered for the Accelerated Master of Applied Exercise Science program through submission of academic transcripts of completed coursework from other universities. The Program Director will review the transcripts to determine if entry into this program is a possibility on an individual basis.

Curriculum

Accelerated students will complete the University core curriculum (45 credits), Exercise Physiology core curriculum (48 credits) and the Master of Applied Exercise Science core curriculum (27 credits) along with undergraduate and graduate electives. A total of at least 150 credits is required for completion of the Accelerated Master of Applied Exercise Science program. Please refer to the Exercise Physiology Major and the Master of Applied Exercise Science curriculum pages for complete details. The graduate portion has a bi-annual course rotation creating two maps for Years 4 and 5. Please consult with the Applied Exercise Science program director for curriculum maps based on semester of entry.

- Years 1-3 will focus on undergraduate Exercise Physiology coursework.
- Year 4 will be a mixture of both undergraduate Exercise Physiology and graduate Applied Exercise Science courses.
- Year 5 will be solely graduate Applied Exercise Science coursework including completion of a thesis.
- Graduate electives can be completed in most departments on the CUW campus but must be graduate level courses. Elective are determined in consultation with your advisor. You may consult the course catalog to examine potential courses of interest in graduate programs such as Athletic Training, Physical Therapy, Counseling, Business, Social Work, etc. In addition, a Practicum (MSES 560) can also be completed for elective credits.

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

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

Students will have 5 years from entry into Year 4 to complete the masters thesis including successful oral defense and written thesis chapters.

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

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

Fall (Odd Year)

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

Spring (Even Year)

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

Fall (Even Year)

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

Spring (Odd Year)

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

Master of Science in Athletic Training (CUW)

General Academic Information

The Master of Science in Athletic Training (MSAT) program at Concordia University Wisconsin (CUW) is a five-year Entry-Level Athletic Training Program, designed to prepare graduates to enter into a variety of employment settings and to render health care to diverse individuals engaged in physical activity.

The CUW MSAT program will prepare students with the skills necessary to succeed as an entry-level athletic trainer. The program will provide students with an educational experience encompassing communication, problem solving, clinical skills, professional development, and service. This will be accomplished through undergraduate level common core courses, undergraduate and graduate level athletic training courses, and approved graduate level electives. In addition, the MSAT program enhances the classroom education with extensive hands-on clinical experiences in a variety of settings. The students in the MSAT program will complete approximately four years of clinical rotations, concentrated during the second, third, fourth, and fifth years. As a result, the students graduating from the program will be prepared to pass the Board of Certification (BOC) Computer Based Examination and will possess the knowledge, skills, and abilities of a successful clinician.

The CUW MSAT program will accomplish its mission through a holistic approach to the development of the mind, body, and spirit. The CUW MSAT program is designed to meet all of the requirements set forth by the Commission on Accreditation of Athletic Training Education (CAATE) for an accredited program, as well as the graduation requirements for CUW. The students who complete this program will be awarded a Bachelor of Science in Sports Medicine degree and a Master of Science in Athletic Training degree.

Admission To The Program

The Master of Science in Athletic Training program is a selective program that accepts approximately twenty students each year. This admission process and limited class size promotes quality education, provides the students with opportunities for hands-on learning, and maintains compliance with CAATE accreditation standards. Prospective athletic training students will formally apply to the MSAT program during the spring semester of their first year of coursework. Students with higher academic standing or transfer students may apply and will be given equal consideration; these students will need to formally apply and go through the MSAT program curriculum at Concordia University Wisconsin. Once admitted to the program, the Athletic Training Students will complete the remaining four years of core curriculum and athletic training coursework.

During the first year at Concordia University Wisconsin, applicants must meet the following minimum requirements to be considered for admission to the MSAT program:

1. Earn a Cumulative Grade Point Average of 2.75 in all course work (Overall CGPA).
2. Earn a Cumulative Grade Point Average of 3.00 in all major course work (AT CGPA). (BIO 191 Human Anat & Phys I, BIO 192 Human Anat & Phys II, MSAT 115 Med Term for Health Profession, MSAT 130 Advanced Weight Training, MSAT 172 Athletic Training Foundations, MSAT 205 First Aid & Emer Proced & Lab, MSAT 272 Intro-Athletic Training / MSAT 273 Athletic Training Lab).
3. Complete the MSAT Program Application by the specified date, including a background check.
4. Submit two MSAT program evaluations, from two personal references.
5. Interview with the MSAT program Admissions Committee.
6. Complete and pass the following courses:
   a. BIO 191 Human Anat & Phys I: with a grade of C (2.0) or higher
   b. BIO 192 Human Anat & Phys II: with a grade of C (2.0) or higher
   c. MSAT 115 Med Term for Health Profession: with a grade of B (3.0) or higher
   d. MSAT 130 Advanced Weight Training: with a grade of B (3.0) or higher
   e. MSAT 172 Athletic Training Foundations: with a grade of B (3.0) or higher
   f. MSAT 205 First Aid & Emer Proced & Lab: with a grade of B (3.0) or higher
   g. MSAT 272 Intro-Athletic Training / MSAT 273 Athletic Training Lab: with a grade of B (3.0) or higher

Retention Standards

Once admitted to the MSAT program, all Athletic Training Students must maintain the following Retention Standards:

1. Maintain a Cumulative Grade Point Average of 2.75 in all course work (Overall CGPA).
2. Maintain a Cumulative Grade Point Average of 3.00 in all major course work (AT CGPA). (BIO 191, BIO 192, EXPH 470, HHP 342, all MSAT courses, and Elective courses).
3. Must pass all Practicum courses (MSAT 291 Athletic Training Pract I, MSAT 292 Athletic Training Practicum II, MSAT 391 Athletic Training Practic III, MSAT 392 Athletic Training Practic IV, MSAT 491 Athletic Training Practicum V, and MSAT 492 Athletic Training Practicum VI) with a grade of B (3.0) or higher.

4. Must adhere to the MSAT Program Handbook.
5. Maintain required and scheduled clinical experience hours. Must make every attempt to schedule all classes prior to 2:00pm in order to complete clinical rotations.
6. 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. This will likely cause a one year delay in the completion of the MSAT program. 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.

PLEASE SEE THE CONCORDIA UNIVERSITY WISCONSIN MASTER OF SCIENCE IN ATHLETIC TRAINING WEBSITE FOR MORE INFORMATION, SUCH AS: TECHNICAL STANDARDS FOR ADMISSION, DEGREE COMPLETION REQUIREMENTS, COMMUNICABLE DISEASES, ACCREDITATION STATUS, BOC EXAM PASS RATE, TUITION AND FEES, AND SCHOLARSHIPS

Master of Science in Computer Science

WE SOLVE PROBLEMS[SM]

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.

Courses in the MS CS program are offered in an on-campus format. Each semester-long course is 6 credits and requires weekly class attendance and a significant amount of independent work outside of the classroom.

More information, including program policies, may be found at the MS CS website, www.cs.cuw.edu/mscs

Program Highlights

CUW's MS CS program is:

- 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
- designed with working professionals in mind
- intense, focused classroom instruction with an immersive experience
- Ph.D.-level professors with decades of experience in software development, computer science research, and graduate education
- unique with six-credit courses allowing serious exploration of subject matter

Program Preparation

In order to be considered for regular acceptance into the MS CS program, a student must have an undergraduate degree in Computer Science or Information Technology or a closely related discipline from a regionally accredited US university with a GPA of 3.0 or above

Students without the requirements for regular admission will be considered based upon academic background and relevant work experience. These students may be admitted conditionally and will be required to complete CSC 502 Essentials of Computer Science as a necessary pre-requisite course.

Curriculum

The MS CS degree program requires a minimum of 36 credits hours of Computer Science course specified below (42 credits for those admitted conditionally).

Code	Title	Hours
Required Courses		
CSC 502	Essentials of Computer Science [1]	6
CSC 508	Theoretical Found of Comp Scie	6
CSC 518	Software Design & Development	6
CSC 528	Human Aspects of Comp Systems	6
CSC 538	Data Management & Security	6
CSC 548	Computing Infrastructure	6
CSC 568	Research in Computer Sci	6
Total Hours		42

1 Courses, other than CSC 502 Essentials of Computer Science, may be taken in any order.

Program Structure

On-campus courses in the MS CS program follow an accelerated, evening model whereby the class meets on the Mequon campus one night a week over the course of the semester . The MS CS program follows the

traditional CUW semester system and classes are held during the Fall and Spring semester. A student may begin the program in either the Fall or Spring semester.

A student taking 2 courses per semester (12 credits) can complete the MS CS program in 18 months.

Graduation Requirements

The MS CS degree program requires the successful completion of at least 36 credit hours of Computer Science graduate courses. The following 6 courses are required:

Code	Title	Hours
CSC 508	Theoretical Found of Comp Scie	6
CSC 518	Software Design & Development	6
CSC 528	Human Aspects of Comp Systems	6
CSC 538	Data Management & Security	6
CSC 548	Computing Infrastructure	6
CSC 568	Research in Computer Sci	6

The successful completion of a course requires a grade of "B-" or better. Earning a grade of less than "B-" indicates insufficient mastery of the material for the MS CS program. Students earning a grade of C+ or below in a course may be required to retake that course. A cumulative GPA of 3.0 or higher is required for graduation.

Transfer Credits

A maximum of six credits may be transferred in to CUW's MS CS program from graduate-level coursework completed at a regionally accredited US university. The program director will consider course content, learning activities, and grade earned when making a determination of the equivalency of the transfer course. Credit transfer requests must be initiated and approved during the admission process before the student begins the MS CS program.

Attendance

Attendance at all on-campus class sessions is expected and necessary to be successful in the course. Because emergencies do arise, students may be excused from a maximum of two on-campus class session during a course. To be considered present for a class session, the student must be present the entire time.

Successful Progress / Good Standing

A student who has earned a B or better in each class is making successful progress in the program and is in Good standing. A student who earns a B- in any course will still be considered to be in Good Standing as long as their cumulative GPA is 3.0 or above. A student who earns less than a B- in a course is in Course Deficient standing. The course needs to be repeated and a satisfactory grade earned within the next semester in order to return to Good standing. Students with a cumulative GPA below 3.0 are in Probationary standing. The cumulative GPA must be raised to at least 3.0 within the next 9 credits attempted or the student will be subject to dismissal.

Late Work

Assignments must be submitted online by the due date. Late assignments are not accepted.

Initial Course

If required, CSC 502 Essentials of Computer Science must be completed before any other course in the program. Otherwise a student may choose to begin with any course in the curriculum other than CSC 568 Research in Computer Sci.

Course Registration

Students must register for an on-campus course before the date of the first class meeting. A class may not be added once the course has begun.

Academic Misconduct

Cheating takes many forms and is unacceptable academic conduct. Plagiarism is taking the words or ideas of another and presenting them as your own. In CUW's MS IT program, cheating and plagiarism are unacceptable. Both are cause for dismissal from the program.

See the general graduate school policies for additional information on academic misconduct, including cheating and plagiarism.

Complete information about CUW's MS CS program may be found online at www.cs.cuw.edu

Master of Science in Information Technology

The Technology Program with a Soul[SM]

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

Information Technology (IT) is the application and management of technology used to solve problems. Today, every business and enterprise requires Information Technology in order to function productively, efficiently and competitively in the global economy. Succinctly, IT is the engine powering current information systems (computers of all types, peripheral hardware, software, and communications).

As a discipline, Information Technology is an offspring of Computer Science. Whereas a computer scientist is able to create complex software and hardware systems, an information technologist is able to apply, manage, configure and support computer systems used in enterprise computing and information processing. A computer scientist might create a database management system; an information technologist would apply that database management to a specific problem within the organization and then continue to manage it to ensure it is employed in a productive and efficient manner.

Effective IT doesn't just happen; it requires the effort of intelligent people. Clark once quipped, "any sufficiently advanced technology is indistinguishable from magic." However, effective IT doesn't result from magic, but through the efforts of educated practitioners! Our MS IT program provides the foundational knowledge and practical skills to equip IT professionals to produce some "magic" for their organization.

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

Our MS IT 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.

Courses in the MS IT program are offered in an accelerated on-campus format and also via eLearning.

More information may be found at the MS IT website, www.cs.cuw.edu/msit

Program Preparation

In order to be considered for regular acceptance into the MS IT program, a student either has:

- an undergraduate degree in Computer Science / Information Technology or a related discipline (science, technology, engineering, math, information systems, etc) with a GPA of 3.0 or above

OR

- demonstrated work experience in the field of Computer Science / Information Technology (minimum 1 year of full-time employment) along with an undergraduate degree in any discipline with a GPA of 3.0 or above

Students without these qualifications may still apply for the program. You are encouraged to discuss your situation with the program director and seek conditional admittance to the program.

Curriculum

The MS IT degree program requires a minimum of 39 credits hours of Computer Science course specified below.

Students with an undergraduate degree in Computer Science or Information Technology from a regionally accredited US university may have the CSC 501 Introduction to Informatics/CSC 801 Introduction to Informatics requirement waived. Contact the program director for more information.

Code	Title	Hours
Required Courses		
CSC 501/801	Introduction to Informatics [1]	3
CSC 505/805	Foundations Information Tech [1]	3
CSC 510/810	Vocation and Ethical Computing	3
CSC 520/520	Human Computer Interaction	3
CSC 530/530	Database & Info Management	3
CSC 535/835	Systems Develop:Theory&Practic	3
CSC 565/565	IT Integrative Capstone	3
Electives		
Select six of the following after consulting with your advisor:		18
CSC 515/815	Applied Artificial Intelligenc	
CSC 525/825	Data Security & Info Assuance	
CSC 532/832	Advanced Database Topics	
CSC 537/837	Programming Practice II	
CSC 540/840	Networking	
CSC 545/845	System Design and Configuratio	
CSC 550/850	System Admin and Maintenance	
CSC 555/855	Project Management	
CSC 560/860	Web Systems & Technologies	
CSC 570/870	Readings in IT	
CSC 580/880	Internship in IT (typically 1 credit)	
Total Hours		39

1 CSC 505 Foundations Information Tech/CSC 805 Foundations Information Tech is the required first course in the program, and is to be taken by all MS IT students. Students who are required to take CSC 501 Introduction to Informatics/CSC 801 Introduction to Informatics should take that class concurrently with CSC 505 Foundations Information Tech/CSC 805 Foundations Information Tech, if possible. If not, both CSC 501 Introduction to Informatics/CSC 801 Introduction to Informatics and CSC 505 Foundations Information Tech/CSC 805 Foundations Information Tech must be completed before enrolling in any other MS IT course. Students may apply at any time for the MS IT program.

Program Structure

On-campus courses in the MS IT program follow an accelerated, evening model whereby the class meets on the Mequon campus one night a week (for 4 hours) over the course of 8 weeks. The MS IT program follows the traditional CUW semester system (Fall, Spring, Summer) with one additional element. There are two “sessions” of MS IT classes in both the Fall and Spring semesters (session A and B). The two sessions are run back-to-back over the semester. During the Summer semester there is only 1 session. The first courses in the MS IT program are offered during session A of Fall and Spring, and usually in the Summer semester also.

MS IT eLearning classes follow an asynchronous model. A student may enroll in an eLearning classes at any time. The course begins as soon as the student enrolls. Currently, eLearning courses should be completed within 8 weeks of enrollment. International students have additional regulations regarding eLearning courses; contact your advisor for more information.

Students may complete courses in either on-campus or eLearning formats. Indeed, many students choose to take courses in both formats. A student taking 3 courses per semester can complete the MS IT program in 21 months (6 courses each year, with the possibility of 1 summer course between the two years).

Graduation Requirements

The MS IT degree program requires the successful completion of at least 39[1] credit hours of Computer Science graduate courses.

Code	Title	Hours
Required Courses		
CSC 501/801	Introduction to Informatics [1]	3
CSC 505/805	Foundations Information Tech	3
CSC 510/810	Vocation and Ethical Computing	3
CSC 520/820	Human Computer Interaction	3
CSC 530/830	Database & Info Management	3
CSC 535/835	Systems Develop:Theory&Practic	3
CSC 565/865	IT Integrative Capstone	3
Electives		
Select a minimum of 18 credits of the following:		18
CSC 515/815	Applied Artificial Intelligenc	
CSC 525/825	Data Security & Info Assuance	
CSC 532/832	Advanced Database Topics	
CSC 537	Programming Practice II	

or CSC 837	Programming Language II
CSC 540/840	Networking
CSC 545/845	System Design and Configuratio
CSC 550/850	System Admin and Maintenance
CSC 555/855	Project Management
CSC 560/860	Web Systems & Technologies
CSC 570/870	Readings in IT
CSC 580/880	Internship in IT
Total Hours	39

1 Students admitted with an undergraduate degree in Computer Science or Information Technology from a regionally accredited US university may have the CSC 501 Introduction to Informatics/CSC 801 Introduction to Informatics course requirement waived. For these students the MS IT degree program is a minimum of 36 credit hours.

The successful completion of a course requires a grade of "B-" or better. Earning a grade of less than "B-" indicates insufficient mastery of the material for the MS IT program. Students earning a grade of C+ or below in a course are required to retake that course. A cumulative GPA of 3.0 of higher is required for graduation.

Many MSIT courses have one or more course prerequisites. The student must successfully complete the course prerequisite(s) before beginning the course.

Transfer Credits

A maximum of six credits may be transferred in to CUW's MS IT program from graduate-level coursework completed at a regionally accredited US university. The program director will consider course content, learning activities, and grade earned when making a determination of the equivalency of the transfer course. Credit transfer requests must be initiated and approved during the admission process before the student begins the MS IT program.

Attendance

Attendance at all on-campus class sessions is expected and necessary to be successful in the course. Because emergencies do arise, students may be excused from a maximum of one on-campus class session during a course. To be considered present for a class session, the student must be present the entire time.

Successful Progress / Good standing

A student who has earned a B or better in each class is making successful progress in the program and is in Good standing. A student who earns a B- in any course will still be considered to be in Good standing as long as their cumulative GPA is 3.0 or above. A student who earns less than a B- in a course is in Course Deficient standing. The course needs to be repeated and a satisfactory grade earned within the next semester in order to return to Good standing. Students with a cumulative GPA below 3.0 are in Probationary standing. The cumulative GPA must be raised to at least 3.0 within the next 9 credits attempted or the student will be subject to dismissal.

Late Work

Assignments must be submitted online by the due date. Late assignments are not accepted.

Initial Courses

CSC 501 Introduction to Informatics/CSC 801 Introduction to Informatics and CSC 505 Foundations Information Tech/CSC 805 Foundations Information Tech must be completed as the first two courses in the program. These courses may be taken concurrently.

Course Registration

Students must register for an on-campus course before the date of the first class meeting. A class may not be added once the course has begun.

Academic Misconduct

Cheating takes many forms and is unacceptable academic conduct. Plagiarism is taking the words or ideas of another and presenting them as your own. In CUW's MS IT program, cheating and plagiarism are unacceptable. Both are cause for dismissal from the program.

See the general graduate school policies for additional information on academic misconduct, including cheating and plagiarism.

Master of Science in Nursing

Mission

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 (FNP), adult gerontology primary care nurse practitioners (AGPCNP), and nurse educators (NE), to meet professional standards and competencies.

Program Outcomes

Upon graduation the graduate student will be able to:

1. Integrate liberal arts and sciences into advanced nursing roles and education.
2. Analyze organizational and systems leadership principles to improve quality and patient safety in advanced nursing roles.
3. Integrate evidence-based approaches into advanced nursing practice and education.
4. Integrate healthcare technologies in the delivery, enhancement, and coordination of quality patient care.
5. Analyze healthcare policies, finances, and regulations that impact healthcare systems.
6. Integrate patient-centered care using interprofessional teams to improve health outcomes of individuals and populations.
7. Integrate evidence-based, culturally appropriate knowledge in clinical prevention and population health at the individual and aggregate level.
8. Assume accountability for advanced nursing practice and lifelong learning.
9. Apply best evidence to assure competence in advanced nursing practice or nursing education with diverse populations.

General Information

1. The MSN Programs and Certificate After Graduate Education (CAGE) are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC. 20001, 202-887-6791.
2. All students must maintain RN licensure in the state in which they do their clinical practica while enrolled in the Advanced Practice

Nursing or Nurse Educator clinical courses. It is the students' responsibility to make sure their program of study is eligible and meets all requirements within that states' Department of Licensing & Regulation.

3. Students will be expected to work with all clients assigned to them. There is the possibility of exposure to clients with communicable diseases. Students will abide by universal precautions while working with clients.
4. Students must maintain a minimum 3.0 grade point average while in the program. Policies regarding progression and retention will be applied if the GPA falls below 3.0.
5. Students are expected to act with appropriate professional behavior at all times.
6. The MSN FNP and AGPCNP clinical sequences are designed to provide a minimum of 720 hours of clinical time to meet the requirements for taking the appropriate certification examination. Some students may require additional hours. All students will be required to identify appropriate preceptors. CUW faculty will make the final decision regarding preceptor approval.
7. Once accepted to the program, students are required to begin the program at the start of the next semester.
8. Students must complete all degree requirements within a five-year period from the time of taking the first course in the program.

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

- BSN degree from an accredited nursing school
- Minimum 3.0 cumulative GPA
- Science GPA is evaluated as part of the admission process
- Current licensure as a registered nurse in the USA
- Actively working in practice. Preference is given to nurses with a minimum of two years of nursing experience.
- Current CPR certification
- Ability to perform Technical Standards for Registered Nurses
- Successful completion of: Statistics course – three credits with a minimum grade of B or higher. Must be completed before registering for MSN 840 Advanced Evidence-Based Nursing Practice

Application/Admission Process

Students may apply online through Concordia's direct online application at www.cuw.edu/apply. When applying directly, students will submit:

- Application form available at www.cuw.edu/apply
- Non-refundable $50 application fee
- All official college transcripts leading to the bachelor's degree
- An essay that addresses the following topics:
  - Rationale for choosing a career as a primary care Nurse Practitioner or as a Nurse Educator
  - Career goals as a primary care Nurse Practitioner or Nurse Educator
  - Personal compatibility with the CUW mission
  - Plans for academic success, including time management, stress management, and professional communication
  - Any previous academic issues
- Professional resume and a Certified Background Check
- Three letters of reference: two must be professional and/or academic and one must be from an individual who has worked with the applicant in a professional capacity and has a minimum of a Master's degree.
- Applicants who have completed graduate level classes and wish to have them evaluated must submit these transcripts and the transfer credit form (https://drive.google.com/file/d/1EJCHDgkhX7B874BAvP2J7nhcGA7GEqEF/view?usp=sharing). GRE exams are not required.

The deadline for fall admission is May 1.

The deadline for spring admission is October 1.

In addition to the Graduate Admission Requirements, there may be a pre-admission telephone interview.

The admission committee will review applications and forward recommendations to the Dean of the School of Nursing. After the recommendation for admission is approved, a formal letter of acceptance or denial is sent to the student.

Degree Requirements

The 41 credit Nurse Practitioner option will prepare primary care FNPs or AGPCNPs. The 39 credit NE option prepares students to teach in schools of nursing and health care settings. The MSN program is offered online with residency requirements for Nurse Practitioner students.

Family and Adult/Gerontology Primary Care Nurse Practitioner

Code	Title	Hours
Required Core Courses		
BIO 850	Genetics, Immunology & Microbi	3
MSN 830	Healthcare Policy & Issues in Advanced Nursing	3
MSN 834	Theoretical Foundations for Adv Nursing Roles and Interprofessional Collaberation	3
MSN 836	Advanced Pathophysiology Across the Life Span	3
MSN 840	Advanced Evidence-Based Nursing Practice	3
MSN 860	Foundations of Healthcare Informatics	3
MSN 845	Role Transition for APN	2
BIO 842	Pharmacotherapeutics	3
MSN 538	Advanced Health Assessment	3
MSN 892	Global Perspectives in Health Care	3
or MBA 827	Project Management	
or MBA 985	Spec Topics-Health Care	
or MMC 840	Pub Speak:Reprt/Presen	
or MPA 840	Public Program Evaluation	
Specialization		
Select one of the following specializations		12
Specialization Courses (FNP)		
MSN 851	Adv Prim Care Clin I-FNP	
MSN 852	Adv Prim Care Clin II-FNP	
MSN 853	Adv Prim Care Clin III-FNP	
Specialization Courses (AGPCNP)		
MSN 865	Adv Prim Care Clin I-AGPCNP	
MSN 866	Adv Prim Care Clin II-AGPCNP	

MSN 867	Adv Prim Care Clin III-AGPCNP	
Total Hours		41

Nurse Educator

Code	Title	Hours
Required Core Courses		
BIO 850	Genetics, Immunology & Microbi	3
MSN 830	Healthcare Policy & Issues in Advanced Nursing	3
MSN 834	Theoretical Foundations for Adv Nursing Roles and Interprofessional Collaberation	3
MSN 836	Advanced Pathophysiology Across the Life Span	3
MSN 840	Advanced Evidence-Based Nursing Practice	3
MSN 860	Foundations of Healthcare Informatics	3
BIO 842	Pharmacotherapeutics	3
MSN 839	Advanced Health Assessment for Nurse Educators	2
MSN 892	Global Perspectives in Health Care	3
or MBA 827	Project Management	
or MBA 985	Spec Topics-Health Care	
or MMC 840	Pub Speak:Reprt/Presen	
or MPA 840	Public Program Evaluation	
Specialization Courses (NE)		
MSN 877	Eval and Testing in Nursing Ed	3
MSN 871	NE I: Role Transition for Nurse Educator	3
MSN 872	NE II Instructional Design In Nursing Education II: Classroom Teaching	3
MSN 875	Nurse Educator Capstone	1
MSN 874	Instructional Design in Nursing Education: NE III Clinical Teaching	3
Total Hours		39

Certificate After Graduation Education

The Certificate After Graduate Education in Nursing (CAGE) program allows individuals with a prior Master of Science in Nursing degree to add a different clinical emphasis. The program offers three options: Family Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Nurse Educator. The program curriculum is individualized for each student based on their academic needs to meet their certification goals. A transcript review of previous MSN courses will be completed, providing an opportunity to increase advanced practice nursing knowledge and clinical experience without duplicating coursework previously completed. Credit requirements for completion will vary based on prior academic work.

Family and Adult/Gerontology Primary Care Nurse Practitioner

Code	Title	Hours
Required Core Courses		
MSN 830	Healthcare Policy & Issues in Advanced Nursing	3
MSN 834	Theoretical Foundations for Adv Nursing Roles and Interprofessional Collaberation	3
BIO 850	Genetics, Immunology & Microbi	3
MSN 836	Advanced Pathophysiology Across the Life Span	3
MSN 860	Foundations of Healthcare Informatics	3
MSN 845	Role Transition for APN	2
BIO 842	Pharmacotherapeutics	3
MSN 538	Advanced Health Assessment	3
Specialization		
Select one of the following specializations		
Specialization Courses (FNP)		
MSN 851	Adv Prim Care Clin I-FNP	4
MSN 852	Adv Prim Care Clin II-FNP	4
MSN 853	Adv Prim Care Clin III-FNP	4
Specialization Courses (AGPCNP)		
MSN 865	Adv Prim Care Clin I-AGPCNP	4
MSN 866	Adv Prim Care Clin II-AGPCNP	4
MSN 867	Adv Prim Care Clin III-AGPCNP	4

Nurse Educator

Note: This 9-credit or 15-credit graduate certificate provides participants with a foundation in the knowledge and skills required to teach in a nursing education program. Those who complete the program will be eligible to sit for the Certification for Nurse Educators (CNE) exam through the National League for Nursing.

Code	Title	Hours
Core Courses		
MSN 871	NE I: Role Transition for Nurse Educator	3
MSN 877	Eval and Testing in Nursing Ed	3
MSN 872	NE II Instructional Design In Nursing Education II: Classroom Teaching	3
Choose Two of the following courses:		
MSN 830	Healthcare Policy & Issues in Advanced Nursing	3
or BIO 850	Genetics, Immunology & Microbi	
or MSN 860	Foundations of Healthcare Informatics	
or MSN 874	Instructional Design in Nursing Education: NE III Clinical Teaching	

RN to BSN to MSN Online

The online RN-BSN-MSN program allows a seamless academic progression for RNs who currently hold an Associate Degree in Nursing (ADN) to achieve a higher level of education through an innovative educational curriculum with the option to exit at the BSN level or continue to the MSN Program. This program combines BSN and MSN studies, and has three areas of specialization:

1. Nurse Educator (NE)
2. Family Nurse Practitioner (FNP)
3. Adult Gerontology Primary Care Nurse Practitioner (AGPCNP)

The core liberal arts courses are taken from the following:

- Faith 6 credits
- Human Creativity and Expression 3 credits
- Society and Culture 6 credits
- Human Being and Being Human 3 credits
- Communication 6 credits
- and an additional 6 credits from the following science classes:
  - Anatomy and Physiology I with lab
  - Anatomy and Physiology II with lab,
  - Microbiology
  - and Lifespan Development.

Students may transfer in any of these courses, with the exception of Faith, if approved by the director.

To fulfill Concordia's degree requirements, a minimum of 36 credits must be taken at Concordia to earn a BSN. These credits may include both nursing and liberal arts coursework.

RN-MSN Program Admission Requirements

- Non-refundable $50 application fee
- Working RN with ADN from an accredited program
- Licensed as an RN in the state in which student is working
- Current CPR certification
- Overall GPA of 3.0 or higher from all previous course work. Transcripts will be reviewed and up to 84 credits from previous coursework will be accepted toward this degree (i.e. Anatomy and Physiology 8 credits, Microbiology 4 credits, Chemistry 3 credits, and Human Development 3 credits, nursing courses.)
- An essay that addresses the following topics:
  - Rationale for choosing a career as a primary care Nurse Practitioner or as a Nurse Educator
  - Career goals as a primary care Nurse Practitioner or Nurse Educator
  - Personal compatibility with the CUW mission
  - Plans for academic success, including time management, stress management, and professional communication
  - Any previous academic issues
- Three letters of reference: two must be from professional and/or academic sources, and one must be from an individual who has worked with the applicant in a professional capacity and has a minimum of a Master's degree.
- Professional resume and a Certified Background Check

RN-BSN Online Cohort

Code	Title	Hours
NURS 301	Dimensions of Profess Nursing	3
MSN 820	Basic Statistics for Health Care Professionals	3
NURS 336	Nursing Research for RNs	3
NURS 342	Population Health	3
NURS 442	Leadership: the Future of Nurs	3
NURS 492	Contemp Nurs/Seminar	3
BIO 850	Genetics, Immunology & Microbi	3
MSN 830	Healthcare Policy & Issues in Advanced Nursing	3
MSN 840	Advanced Evidence-Based Nursing Practice	3
MSN 834	Theoretical Foundations for Adv Nursing Roles and Interprofessional Collaberation	3
Total Hours		30

Exit with BSN or request a formal review with the Program Director to progress to MSN program.

MSN Portion of RN to BSN to MSN Program - Nurse Practitioner Tracks

Code	Title	Hours
MSN 836	Advanced Pathophysiology Across the Life Span	3
MSN 860	Foundations of Healthcare Informatics	3
MSN 845	Role Transition for APN	2
BIO 842	Pharmacotherapeutics	3
MSN 538	Advanced Health Assessment	3
MSN 892	Global Perspectives in Health Care	3
or MBA 827	Project Management	
or MBA 985	Spec Topics-Health Care	
or MMC 840	Pub Speak:Reprt/Presen	
or MPA 840	Public Program Evaluation	
Specialization Courses		
MSN 851	Adv Prim Care Clin I-FNP	4
or MSN 865	Adv Prim Care Clin I-AGPCNP	
MSN 852	Adv Prim Care Clin II-FNP	4
or MSN 866	Adv Prim Care Clin II-AGPCNP	
MSN 853	Adv Prim Care Clin III-FNP	4
or MSN 867	Adv Prim Care Clin III-AGPCNP	

MSN Portion of RN to BSN to MSN Program - Nurse Educator Track

Code	Title	Hours
MSN 836	Advanced Pathophysiology Across the Life Span	3
MSN 860	Foundations of Healthcare Informatics	3
BIO 842	Pharmacotherapeutics	3
MSN 839	Advanced Health Assessment for Nurse Educators	2
MSN 892	Global Perspectives in Health Care	3
or MBA 827	Project Management	
or MBA 985	Spec Topics-Health Care	
or MMC 840	Pub Speak:Reprt/Presen	
or MPA 840	Public Program Evaluation	
Specialization Courses		
MSN 877	Eval and Testing in Nursing Ed	3
MSN 871	NE I: Role Transition for Nurse Educator	3
MSN 872	NE II Instructional Design In Nursing Education II: Classroom Teaching	3
MSN 875	Nurse Educator Capstone	1
MSN 874	Instructional Design in Nursing Education: NE III Clinical Teaching	3

Transfer of Credit

The Graduate Nursing Program will accept up to 6 transfer credits, of previous graduate level coursework, into the MSN program based on the following criteria:

1. Coursework must have been completed within five years prior to admission to the program (or be approved by the MSN faculty committee).
2. Courses transferred must be comparable in scope and subject matter to courses offered in the MSN Program. The student will need to provide a course description and the course syllabus for any course requested for transfer. A transfer credit form (https://drive.google.com/file/d/1EJCHDgkhX7B874BAvP2J7nhcGA7GEqEF/view) must be completed and submitted to the Graduate Nursing Office for approval upon admission.
3. All courses transferred in must be at least 3.0 on a 4.0 scale.
4. All transfer credits must be certified by the Registrar and approved for the degree by one of the Co-Directors of the Graduate Nursing program.

5. Pathophysiology and Pharmacotherapeutics will not be accepted as transfer credits.
6. Transfer credits will not be applied to the cumulative grade point average the student earns while in Concordia's MSN program.

Master of Science in Organizational Leadership and Administration

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

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

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

Code	Title	Hours
OLA 505	Theories, Strat, Visioning Ldr	4
OLA 509	Leading Change in Orgs	3
OLA 515	Organiz Comm and Negotiation	3
OLA 521	Select & Implement Info Sys	3
OLA 542	Ethical Dimens of Leadership	3
OLA 550	Special Topics in Leadership	3
OLA 555	Financial Analysis & Budg	3
OLA 563	Leadership in Internatl Orgs	3
OLA 570	Leadership Competencies Pract	3
OLA 599	Graduate Research Project	4
Total Hours		32

Graduate Certificate

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

Master of Science in Physician Assistant Studies

Overview

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.

Program Goals

The goals of this program are:

1. PA graduates will have a first-time PANCE pass rate at or above the national average.
2. The CUW PA Program will maintain continuing accreditation status, fully compliant with all ARC-PA Standards.
3. The CUW PA Program will provide academic support to all matriculated students.
4. Faculty and students will support and promote the CUW PA Program.
5. Faculty and graduates will promote academics and leadership within the PA profession.
6. The CUW PA Program will provide opportunities in inter-professional education in order to perform effectively as a member of the healthcare team.

Accreditation

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.

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 and PA 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.

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).

Entrance Requirements

Admission to the Physician Assistant program is competitive. Concordia University Wisconsin will admit one class of 30 full-time students in May of each academic year.

Candidates for admission must meet the following requirements:

- Baccalaureate degree earned prior to matriculation from a regionally accredited university or college
- Minimum 3.2 cumulative GPA
- Minimum 3.2 cumulative prerequisite science GPA
- All prerequisite courses must be successfully completed with a grade of "C" or higher from a regionally accredited college or university
  - Applicants must have all prerequisite science courses complete at the time of application. One non-science prerequisite course may be pending at the time of application, but will need to be completed prior to matriculation in the program.
  - Lab components must be completed in a face-to-face format on-campus. Online labs are not accepted.
- If the transcripts are not in English, transcripts will need to be evaluated through the required service designated by CASPA.
- Complete a minimum of 500 hours of patient care experience. Please review the CUW website for further information regarding the patient care experience requirements.
- Complete a minimum of 24 hours of job shadowing with a Physician Assistant
- Able to perform Technical Standards for Physician Assistants
- Three letters of reference are required as part of the apcplication process. One letter of reference must be from a PA with whom you have shadowed, and should speak to your understanding of the role of a PA. One letter of reference must be from an employer/supervisor of your patient care experience, and should speak to your interaction and care of patients. At least one more letter (may be more than one) can be professional, academic, or a character reference.

Science Prerequisites (See www.cuw.edu/pa for additional details):

- General Chemistry- Two semesters of sequenced courses with labs
- Organic Chemistry- One semester with lab
- Biochemistry- One semester with or without lab
- Microbiology- One semester with lab
- Human Anatomy with lab and Physiology- Two Semesters. Can be either separate Anatomy (with lab) and Physiology courses OR combined A&P I and II courses including labs.*
- Biology- Two semesters with labs (excluding the listed prerequisite science courses mentioned even at higher levels)
- Genetics- One semester with or without lab

Other prerequisites:

- Psychology - One semester
- Statistics - One semester
- College Algebra or higher - One semester
- Medical Terminology - One semester*

* A&P and Medical Terminology are *recommended* within five years of applying to the program.

Questions about specific prerequisites courses should be directed to the Graduate Admission Office.

A felony conviction may affect a graduate's ability to attain state licensure or placed on clinical rotations.

Technical Standards for Admissions and Retention

The Concordia University Wisconsin (CUW) has specific technical standards that apply to all candidates for admission and those who are selected to enter the program. Students selected to enter the program must have the capacity to complete the entire course curriculum to achieve the Master of Science in Physician Assistant Studies degree. Some accommodations may be able to be made for some disabilities in some of these areas, but the Physician Assistant's (PA) role in the provision of health care requires that he or she be able to perform in an independent manner that does not compromise patient care.

In order to perform the functions required of a physician assistant in a variety of clinical situations and render competent patient care stipulated by the faculty, accreditation agencies, and the standards of practice as a PA, candidates/students for the program must meet the following technical standards:

1. **Observation:** Students must be able to observe demonstrations, visual presentations, lectures, and laboratory studies in the basic medical and clinical settings. The candidate must be able to accurately observe a patient both close and at a distance; this requires functional use of vision, sensation, and smell. Adequate visual capabilities are necessary for proper evaluation and treatment integration, including the assessment of symmetry, range of motion, and tissue texture changes.
2. **Communication:** Students must be able to speak, hear, and observe patients to gather pertinent data, describe their observations (including activity and function, mood, and posture) and be able to perceive nonverbal communications. Students must be able to effectively communicate with patients, families, faculty, and

colleagues from different cultural backgrounds in oral, written, computer and telephonic formats.

3. **Motor and Sensory:** Students must have gross and fine motor function and coordination in order to auscultate, palpate, and percuss as well as the ability to use appropriate diagnostic techniques and instruments to provide routine and emergent medical care and common diagnostic procedures such as, but not limited to performance of cardiopulmonary resuscitation, advanced cardiac life support, administering intravenous medications, suturing of simple and complex wounds, treatment of respiratory distress or bleeding, routine obstetric and gynecologic care, as well as assisting in surgery. Students should have adequate sensory skills, including tactile sensory and proprioceptive capability. Students must be able to transport themselves from one location to another in a timely fashion in order to facilitate patient care responsibilities and to receive educational training. Strength, mobility and endurance: Students must be able to tolerate physically taxing workloads.
4. **Cognitive, Integrative, and Quantitative Skill:** Students must exhibit skills in problem solving, and critical thinking, measurement, calculation, and comprehension of three dimensional relationships consistent with medical practice. Students must be able to assimilate and learn large amounts of complex, technically detailed information in the form of lectures, discussions, videos, handouts, and clinical exam demonstrations and to synthesize and apply concepts arising from it to create diagnostic and therapeutic plans.
5. **Behavioral and Social Skills:** Students must possess sufficient emotional health to allow them to optimally utilize intellectual, cognitive, and reasoning judgment required of medical professionals and be able to quickly complete all duties and responsibilities commensurate with effective diagnosis and treatment of patients of all ages. Students must be able to demonstrate empathy, sensitivity, and the ability to quickly establish rapport with patients, exhibiting adequate interpersonal communication skills, compassion, concern for others, honesty, and integrity. Students must be able to tolerate physically demanding workloads (which may involve nights, weekends, and on call), noisy environments, and long hours. Students need to be able to maintain composure and emotional stability in challenging and stressful, changing circumstances and to deal effectively with uncertain, possibly emotionally charged situations. Students must be able to accept constructive criticism and respond via appropriate behavior modification. Students must be able to complete all assignments and activities as assigned by the program. Students must be able to attend all classes, labs, examinations, and rotations on time and act in a professional manner.

The PA program at Concordia University Wisconsin has the freedom and ultimate responsibility for selection and evaluation of students, design, implementation and evaluation of curriculum, and determination of who will be awarded a degree and certificate of completion. Admission, retention, program completion, and graduation decisions are made based on satisfactory academic and clinical performance and upon nonacademic, behavioral factors which serve to ensure overall success in the PA profession.

Candidates for admission to the Concordia University Wisconsin's PA program will be required, if admitted, to certify in writing that they understand and meet the above technical standards. Candidates who feel that they may not or cannot meet these technical standards will need to contact the Learning Resource Center (LRC) in Luther 200 to see if reasonable accommodations as determined by the LRC and their disability policies can be made.

Concordia University will attempt, to the best of its ability, to develop mechanisms by which otherwise qualified candidates for admission can be accommodated; however, the integrity of the curriculum and the need to provide optimal patient care must be maintained in order to ensure that all parts of PA education are delivered to all students.

Admission for Concordia Undergraduate Students and Alumni

Current students and alumni of a Concordia University system school will be guaranteed an interview for the PA program if they meet certain requirements. Guaranteed interviews will be extended to students and alumni who have submitted a verified CASPA application by the deadline, have a cumulative AND prerequisite science point average of at least 3.40, and have completed all additional entrance requirements.

Application Process

Admission to the Physician Assistant program is competitive. Concordia University Wisconsin will admit one class of 30 full-time students in May of each academic year.

The Physician Assistant Studies Program at Concordia University of Wisconsin participates in the Centralized Application Service for Physician Assistants (CASPA). Applicants for the Master of Physician Assistant Studies program should apply online using the CASPA application. To learn more about the CASPA Application process, visit the http://portal.caspaonline.org CASPA website.

In addition to the online application, please submit:

- Personal Statement: Your personal statement will be completed as part of the CASPA application, and should speak to your desire to pursue a career as a Physician Assistant.
- Letters of Reference: Three letters of reference are required as part of the application process. One letter of reference must be from a PA with whom you have shadowed, and should speak to your understanding of the role of a PA. One letter of reference must be from an employer/supervisor of your patient care experience, and should speak to your interaction and care of patients. At least one more letter (may be more than one) can be professional, academic, or a character reference.
- Official Transcripts: Submit official transcripts from all previously attended universities directly to CASPA. Students with international transcripts must have them evaluated by a foreign transcript evaluation service, and the official scores must be submitted directly from the evaluation service to CASPA.
- Patient Care & Shadowing: Complete a minimum of 500 hours of patient care experience and a minimum of 24 hours of job shadowing.
- Graduate entrance exams such as the GRE are not required
- The TOEFL iBT® exam will be required unless the applicant is a graduate of a United States college or university. The minimum required score for the TOEFL iBT® is 100.

All parts of the completed application are given consideration. The admissions committee also evaluates the applicant's desire to become a physician assistant, evidence of academic potential, motivation, personal maturity, self-assurance, good interpersonal skills, and when applicable, the interview evaluation report.

At this time we are unable to enroll F-1 international students in the Physician Assistant Program.

Anti Discrimination Policy

As a matter of policy, Concordia University admits students of any age, race, color, gender, and national and ethnic origin. Admitted students enjoy the rights, privileges, programs and activities generally offered to all Concordia students. Further, Concordia University does not discriminate according to age, race, color, gender, and national and ethnic origin in administering admissions and educational policies, scholarship and loan programs, and athletic and other school-administered programs.

Applicant Interviews

Completed and verified applications undergo preliminary evaluation as they are received to make sure the minimum entrance requirements are met. After the admission deadline, qualified applicants will be reviewed by committee members and select candidates will be chosen to attend a campus interview.

An on-campus interview will give the applicant an opportunity to learn more about Concordia University Wisconsin's PA program and will give the program faculty an opportunity to meet and talk with the applicant. During the interview process, the curriculum, program expectations as well as other information will be discussed. Interviews take place with at least two faculty members. After completion of the interview, the PA program admissions committee reviews each applicant and a final decision is made.

Applicants who have been selected to come in for an interview who still need to complete a non-science prerequisite will have to provide documentation when they will be taking the prerequisite course and that they will be able to complete the coursework prior to matriculation if accepted into the program.

Applicants who have been selected to enroll in the program after the interview process who still need to complete prerequisite coursework and/or their Bachelor's degree will be conditionally accepted into the program. Those applicants who do not successfully pass prerequisite courses with a grade of "C" or higher, (a grade of C - is not allowed), do not complete all prerequisite courses, or do not complete their Bachelor's degree prior to the first day of class, will not be allowed to matriculate into the program. Being offered an opportunity to interview for a seat in the program, does not guarantee admission or acceptance to enroll.

Background Checks

All students accepted into the PA program will be required to have and pass a background check prior to being fully accepted into the program.

Curriculum

Course	Title	Hours
Year 1		
Summer		
PHAS 500	Anatomy	6
PHAS 501	Physician Assistant Seminar (PA Seminar I)	1
PHAS 515	Molecular Mechanisms	3
PHAS 535	Evidence Based Medicine	1
PHAS 540	Public Health & Epidemiology	2
	Hours	13
Fall		
PHAS 502	PA Seminar II	2
PHAS 525	Clinical Medicine I	6
PHAS 526	Pathophys & Pharmacology I	5
PHAS 520	Neuroanator	2
PHAS 527	Medical Diagnostics I	3
PHAS 504	Physical Assessment I	2
PHAS 506	Clinical Skills 1	1
	Hours	21
Winterim		
PHAS 580	Intro to Clinical Practice	3
PHAS 570	Behavioral Medicine	2
PHAS 575	Obstetrics & Gynecology	2
	Hours	7
Spring		
PHAS 530	Clinical Medicine II	6
PHAS 507	Clinical Skills 2	1
PHAS 505	Physical Assessment II	2
PHAS 531	Pathophys/ Pharmacolo II	5
PHAS 532	Medical Diagnostics II	3
PHAS 560	Surgical Medicine	3
PHAS 503	PA Seminar III	2
	Hours	22
Year 2		
Summer		
PHAS 545	Emergency Medicine	4
PHAS 550	Pediatrics	3
PHAS 508	Clinical Skills 3	1
	Hours	8
Fall		
Clinical Rotations I		16
	Hours	16

Winterim		
Clinical Rotations II		4
	Hours	4
Spring		
Clinical Rotations III		16
	Hours	16
Year 3		
Summer		
Clinical Rotations IV		8
PHAS 600	PA Seminar IV	2
	Hours	10
	Total Hours	117

Students will be placed on a rotation schedule for the last 11 months of their education.
The following rotations are required:

Code	Title	Hours
PHAS 610	Family Medicine Clin Pract I	4
PHAS 615	Family Medicine Clin Pract II	4
PHAS 620	Internal Medicine Clin Pract I	4
PHAS 625	Internal Medicine Clin Prac II	4
PHAS 630	Women's Health	4
PHAS 635	Pediatric Clinical Practicum	4
PHAS 640	Emerg Medicine Clin Practicum	4
PHAS 645	Surgery Clinical Practicum	4
PHAS 650	Behavioral Medicine Clin Pract	4
PHAS 655	Clinical Practicum Elect I	4
PHAS 660	Clinical Practicum Elect II	4
Total Hours		44

Total Credits Required: 117

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

Advanced Placement: Concordia University Wisconsin's Physician Assistant program does not accept advanced placement, transfer credit or experiential learning to matriculating students. All PA program courses must be completed at Concordia University in sequence.

Employment: The PA program strongly discourages working while attending the program. The PA program is 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.

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 Product Development

Program Overview

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

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

What to Expect

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

accommodate working students, many of whom have jobs or internships in regional pharmaceutical and chemical companies.

Locations

In addition to our main and online campuses and the Innovation Campus in Wauwatosa, Concordia has nine center locations which offer accelerated undergraduate and graduate programs close to where you live and work.

Course	Title	Hours
Year 1		
Fall		
MPD 534	Principles of Drug Design and Development (Pharmaceutical and Chemical Track)	3
MPD/PHAR 543	Industry Leader Seminar Series	1
MPD 595	Pharm Manufact & Process Chem (Pharmaceutical and Chemical Track)	3
MBA 686	Sustainabil & Social Entrepren	3
MBA 688	New Venture Form & Bus Develop	3
Track Specific Courses		
CHEM 455	Instrumental Analysis (4 cr. (Chemical Track))	
MPD 598	Biopharmac & Drug Repurposing with GXP (3 cr. (Pharmaceu Track))	
MBA 550	Strategic Marketing (3cr. (Food and Beverage))	
MPD 510	Food/Bev Prod Dev & Launch I (3 cr. (Food and Beverage))	
	Hours	13
Spring		
MPD/PHAR 543	Industry Leader Seminar Series	1
MPD 596	Advanced Pharmaceutical and Process Chemistry (Pharmaceutical and Chemical Track)	3
MPD 597	Product Developmen Project	2
MPD 599	Formulation & Delivery Forms (Pharmaceutical and Chemical Track)	3
MIB 830	Global Production Systems	3
Track-specific Courses		
CHEM 435	Advanced Organic Chemistry (4 cr. (Chemical Track))	
PHAR 330	Pharmacology I (3 cr. (Pharmaceutical Track))	
MPD 515	Food/Bev Prod Dev & Launch II (3cr. (Food and Beverage Track))	
	Hours	12
Year 2		
Fall		
MPD/PHAR 543	Industry Leader Seminar Series	1
MPD 597	Product Development Project	2
MBA 687	Intellectual Prop and Reg Issu	3
Track Specific Courses		6
MPD 424	Pharmacoki (3 cr. (Pharmaceu Track))	
	Hours	12
Spring		
MPD/PHAR 543	Industry Leader Seminar Series	1
MPD 597	Product Development Project	2
MBA 569	Mgmt Science & Analytics	3
Track-specific Courses		

MPD 593	Analyt Char of Drugs Oth Chems (3cr. (Chemical Track))	
Electives for the Pharmaceutical and Chemical track can be business, chemistry or other areas approved by program director.		
MPD516-518 are required courses for the Food and Beverage Track		5
MPD 516	Strategic Package Design (3cr.)	
MPD 517	Sales and Category Managemen (3cr.)	
MPD 518	Consumer Insights (3cr.)	
	Hours	11
	Total Hours	48

Admissions and Application Information

Individuals interested in the MPD program (**Pharmaceutical or Chemical Track**) should contact the Assistant Program Director, Scott G. Van Ornum, Ph.D., at Scott.VanOrnum@cuw.edu; 262-243-4488. Those interested in the **Food and Beverage Track** can contact Program Director Daniel Sem, Ph.D., MBA, JD at Daniel.Sem@cuw.edu; 262-243-2778 or Brian Curry, Ph.D., MBA at Brian.Curry@cuw.edu; 262-243-4282. Applicants for the **Pharmaceutical or Chemical** track should have a Bachelor of Science degree in chemistry, biochemistry, pharmacology, or biology (other baccalaureate degrees might be accepted, as long as the student has successfully completed two semesters of organic chemistry, one semester of analytical chemistry, and one semester of instrumental analysis). For the **Food and Beverage** track, a Bachelor's degree in any area of science or business would be acceptable. Additional program information for the **Pharmaceutical** and **Chemical** track can be found at: https://www.cuw.edu/academics/programs/product-development-chemical-masters/index.html and https://www.cuw.edu/academics/schools/pharmacy/prospective-students/admissions/mpd.html. Additional program information for the **Food and Beverage** track can be found at: https://www.cuw.edu/academics/programs/product-development-business-masters/index.html.

Important Dates:

- August 1: Master of Product Development (MPD) program application opens for the following fall
- October–April: Interviews are scheduled with selected MPD program candidates
- November–July: MPD program acceptance offers are extended on a rolling basis
- Mid August 2019: MPD program classes begin

Master of Science in Rehabilitation Science

Purpose

The Master of Science in Rehabilitation Science (MSRS) Program offers an advanced masters degree for physical and occupational therapists who have completed their professional training at the bachelor's level. MSRS courses will be taught in a face-to-face format by current faculty in the Physical and Occupational Therapy Departments at Concordia University Wisconsin. This degree is designed so students can complete all requirements to graduate in a 12-month period. Students will begin the program in the fall (late August). The remaining course work will be completed during the subsequent spring and summer semesters. Students will be allowed to matriculate into the program only during the late August start time and are encouraged to complete the degree within one year (full time).

Mission Statement

The mission statement of the Master of Science Degree in Rehabilitation Science is to provide physical and occupational therapists with an evidence-based and clinically-focused curriculum intended to increase knowledge of and exposure to practice skills and areas.

Goals/Objectives of the Program

The three main objectives of the Master of Science in Rehabilitation Science degree are to provide currently practicing clinicians with:

1. Advanced evidence-based knowledge in specialty areas of clinical practice that will enhance clinical decision making;
2. Advanced research skills that will increase the amount and quality of clinic-based research conducted;
3. Advanced leadership skills to provide services in new and emerging practice areas.

Admission and Application Information

The minimum criteria for admission are:

- Undergraduate degree in occupational therapy or physical therapy
- Cumulative GPA of 2.5 or better in undergraduate degree based on credential evaluation by an outside agency or evaluation by admissions staff in the Office of International Student Services at CUW
- TOEFL or IELTS exam scores (this does not apply to applicants whose language of instruction for their OT or PT degree was in English). For the TOEFL, Concordia University requires a minimum score of 213 (computer-based), 80 (internet-based), or 550 (paper-based). A minimum score of 6.5 (overall band score) on the IELTS is required (minimum score of 6 in all areas). Students completing an approved ESL program may be exempt from taking the TOEFL or IELTS

Complete the online application (www.cuw.edu/apply) and submit the following items:

- Application fee of $50.00 USD online or send money order or cashier's check
- Official transcripts from all schools attended. If the transcripts are not in English, please have them translated into English and attested
- TOEFL or IELTS scores
- A brief, typed resume (please include any previous clinical experience)
- A one-page statement of purpose stating why you would like to enroll at CUW
- Two (2) reference letters from previous teachers and/or employers
- A bank statement with the balance converted into U.S. dollars. If a relative or parent is sponsoring you, please submit their letter of support along with their bank statements. If a company is sponsoring you, please have that company write a letter of support and provide a financial statement from the company on company letterhead. If your

degree would be financed by a scholarship, please provide proof of scholarship

- While there is no requirement for standardized testing such as GRE or Miller Analogies, students who have taken these exams may submit results to strengthen their application

Curriculum

Course	Title	Hours
Year 1		
Fall		
Evidence-Based Practice in Rehabilitation		4
Writing in Rehabilitation Science		4
Pediatric Conditions and Practice Environments		4
	Hours	12
Spring		
Adult Neurological Conditions and Practice Environments		4
Adult Orthopedic Conditions and Practice Environments		4
Industrial Rehabilitation and Practice Environments		4
	Hours	12
Summer		
Older Adult Conditions and Practice Environments		4
Research Project and Application to International Practice		4
	Hours	8
	Total Hours	32

Master of Science in Speech-Language Pathology

Overview

This two year graduate, full-time program is designed to prepare you to become a competent speech-language pathologist who provides quality care in a respectful, culturally sensitive, caring, and knowledgeable manner. Committed and experienced faculty will guide the didactic program along with high-quality clinical experiences to prepare you for professional certification and licensure.

Be part of a dynamic graduate program that is committed to: PROMOTING EXCELLENCE | SERVING COMMUNITY | EMBRACING DIVERSITY | INSPIRING COMPASSION | FOSTERING CRITICAL THINKING | VALUING INDEPENDENCE.

Concordia University Wisconsin Department of Speech-Language Pathology is committed to offering an engaging environment and access to off-site community service and clinical opportunities, in addition to the soon to-be-completed, state-of-the art, on-campus Concordia University Wisconsin Speech, Language, and Hearing clinic. Clinical and therapeutic services are provided to students at LUMIN (Lutheran Urban Mission Initiative, Inc.) elementary schools throughout the Milwaukee area, individuals affiliated with Portal Industries in Grafton, and more.

In addition to one-on-one clinical instruction/supervision, didactic clinical instruction is provided in conjunction with all on-campus clinical education opportunities (placements). This didactic instruction is in a small seminar-type setting focused on topics related to the collective caseload of the students in the group. Topics included will include but not be limited to clinical procedures, medical and clinical diagnoses, and cultural and ethical considerations.

Upon successful completion of all requirements and graduation from the Master of Science in speech-language pathology program at CUW, individuals will be prepared to apply for initial licensure required for practice in the state of Wisconsin and will have demonstrated the knowledge and skills necessary for ASHA certification with a faith-based focus.

Mission Statement

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

Essential Functions of a Speech-Language Pathologist

The Department of Speech-Language Pathology at CUW is committed to developing future speech-language pathologists with established knowledge and skills competencies, as well as independent critical thinkers. In addition to having the knowledge and skills to practice as a speech-language pathologist, there are *essential functions* critical to successful treatment of individuals with communication and swallowing disorders. Students are therefore required to meet all essential functions needed with or without reasonable accommodations. Students who do not demonstrate essential functions at any point in their course of study, may be denied continuation in the program.

In 2007, the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) outlined the essential functions necessary for speech-language pathologists. The document may be found at http://www.capcsd.org/proceedings/2007/talks/EFchecklist.pdf

The following are specific skills/essential functions needed by speech-language pathologists in order to provide service within the scope of practice.

COMMUNICATION SKILLS:

- Speech-language pathologists must have strong communication skills, verbal and non-verbal.
- Students must demonstrate proficiency in spoken and written English in order to communicate effectively with clients/patients, caregivers, faculty, staff, peers, payer sources, and other health care professionals

PHYSICAL HEALTH:

- Speech-language pathology students must be in good physical health overall. A student with a chronic illness may not be able to have consistent attendance in class and/or clinic, limiting their ability to gain all the knowledge and skills required.
- Students must possess the stamina for physical tasks. Must be able to sit/stand for several hours.
- Students must demonstrate the stamina to perform classroom/clinical tasks for the amount of time in a typical workday.

OBSERVATION SKILLS/SENSORY ABILITIES:

- Speech-language pathologists must have keen observation skills.
- Students must be able to pick up on non-verbal communication and non-verbal cues (e.g., facial expressions, gestures, body language/ orientation, joint attention, eye contact)
- Students need to be aware of the sensory needs of their clients/ patients and the impact on communication.
- Students must therefore demonstrate functional hearing skills (aided or unaided) for speech frequencies.
- Students must have sufficient vision (with or without glasses) to participate in academic and clinical aspects of their education.
- Students must be able to read materials such as medical records, IEP's, and testing materials.
- Students must be able to complete visual assessment of the structure and function of oral-facial structures.
- Students must have the visual capability to read and interpret videos fluoroscopic swallow studies.

INTELLECTUAL/COGNITIVE SKILLS:

- Students must have the cognitive skills to achieve competencies in required academic coursework.
- Students must demonstrate the ability to attend, memorize, organize, analyze, integrate and apply the information from coursework in a clinical setting.
- Students must have sufficient problem solving and critical thinking skills.
- Students must demonstrate the ability to use professional written language.

MOTOR SKILLS:

- Students must have sufficient use of gross and fine motor skills to carry-out clinical service to clients/patients. This includes, but is not limited to: keyboarding, clinical, diagnostic, and lab equipment, and note-taking (in class and clinically during interview/case history).
- Students must demonstrate the ability to access operate and/or access transportation to all clinical and academic placements.
- Students must demonstrate the ability to transfer to and from the floor safely.
- Students must demonstrate the ability to move between areas (some maneuverability in small spaces), and use technology (e.g., AAC, computers, hearing aids, microphones).

BEHAVIOR/SOCIAL SKILLS:

- Students must have good judgment and behave professionally.
- Students must have good emotional health, to allow for use of intellectual skills even in stressful situations.
- Students must be reliable, mature and act responsibly.
- Students must demonstrate the ability to interact with faculty, preceptors, other students, other professionals, clients/patients, and caregivers in a variety of academic and clinical settings.
- Students must demonstrate understanding of the ASHA Code of Ethics and be able to apply it to difficult clinical situations.
- Students must have sufficient time management skills to complete all required academic and clinical coursework in a timely manner.
- Students must demonstrate the ability to take in constructive criticism and self-evaluation and use it to enhance their skill development.
- Students must show respect for individuals of diverse backgrounds.

Admission Requirements

Bachelor's Degree in Communication Science & Disorders or equivalent (or a bachelor's degree in another major and the completion of a CSD leveling program from a regionally accredited institution)
Minimum 3.0 cumulative undergraduate GPA, firm
Personal Essay (not to exceed 1000 words)
What has called you to the vocation of speech-language pathology? How is the Master of Science in Speech-Language Pathology program at CUW a good fit to meet your educational and career goals?
GRE scores submitted via ETS
Resume
Three letters of recommendation
Documented and signed ASHA qualified observation hours
Ability to perform essential functions of a Speech-Language Pathologist as outlined by CAPCSD

Cost

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.

Concordia University Wisconsin is accredited by the Higher Learning Commission of the North Central Association of Schools and Colleges: North Central Association of Schools and Colleges

https://www.cuw.edu/about/accreditation-approval.html .

The Master of Science (M.S.) program in speech/language pathology at Concordia University Wisconsin is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. This is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language Hearing Association
2200 Research Boulevard #310
Rockville, MD 20850
800-498-2071

The CAA has determined that the program demonstrates sufficient compliance with the Standards for Accreditation as outlined in the 2019 Candidacy Compliance Continuum. As a result the CAA has awarded candidacy for a period of five years beginning 3/1/2019 through 2/29/2024. Award of candidacy allows the program to matriculate students into the program as it continues to document compliance with accreditation standards for the duration of the candidacy accreditation cycle.

Expected SLP Graduate Student Academic and Clinical Experience and Practice Outcomes

Upon successful completion of all requirements and graduation from the Master of Science in speech-language pathology program at CUW, individuals will be prepared to apply for initial licensure required for

practice in the state of Wisconsin and will have demonstrated the knowledge and skills necessary for the ASHA Certificate of Clinical Competence. Upon completion of the SLP graduate program, students will have completed all required knowledge and skills competencies consistent with ASHA's Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC – *see link below*). Further, all students will have met the required 25 hours of observation and 375 hours of clinical practicum to be prepared to transition into their clinical fellowship year following graduation. All competencies and clinical hours will be documented and maintained by the program using CALIPSO, a web-based academic and clinical management program. In addition, the SLP graduate program will prepare students to pass the Praxis examination in Speech-Language Pathology (https://www.ets.org/praxis/asha).

Upon completion of their clinical fellowship, students will have completed all the requisite knowledge and skills competencies and will be eligible to apply for their certificate of clinical competence (CCC) through ASHA. Additionally, students will have demonstrated effective and professional interaction skills with patients, families, and other health care professionals through service learning and/or the provision of clinical services in the CUW Interprofessional Education (IPE) clinic while working collaboratively with other disciplines. This program will require successful completion of 42 core academic credit hours, 6 credit hours of electives, and 9 credit hours of clinical practicum resulting in a minimum of 57 credit hours of coursework (academic and clinical) for completion.

(CFCC link- https://www.asha.org/about/governance/committees/committeesmartforms/council-for-clinical-certification-in-audiology-and-speech-language-pathology/)

SLP GRADUATE CLINICAL EDUCATION AND PRACTICE REQUIREMENTS

Graduate students in the Speech-Language Pathology graduate program must be "In Good Standing" to enroll in the Clinical Practicum courses (SLP 650, SLP 651, & SLP 652) and to participate in scheduled clinical activities. Students must maintain a cumulative GPA of 3.0 to be considered "In Good Standing". In addition, students must have completed the requisite academic coursework prior to enrolling in clinical practicum related to that specific disorder.

Additionally, students must have no documented professional and/or ethical behavioral concerns in their graduate program record/file. Students may request access to their student record/file from their Departmental Advisor, the Clinic Director, and/or Department Chair.

Fieldwork and Clinical Practicum

YEAR 1 - SUMMER
SLP 650
1 client, on-campus if experience from undergrad
If no experience with clinic in undergrad will have 1 client, paired with experienced 2 nd year
Practicum course; 1 hour classroom session per week

YEAR 1 - FALL
SLP 650
On-campus clinic; 1-2 clients
Practicum course; 1 hour classroom session per week

YEAR 1 - SPRING
SLP 650
½ the students in on-campus clinics

SLP 651
½ the students in off-campus ~10 hours/week (2, ½ days)
Both Practicum courses have a 1 hour classroom session per week

YEAR 2 - SUMMER
SLP 650
If off-campus in the prior spring semester, then on-campus may be paired with inexperienced 1 st year student

SLP 651
If on-campus prior spring, now off campus experience; ~10 hours/week (2, ½ days)
Both Practicum courses have a 1 hour classroom session per week

YEAR 2 - FALL
SLP 651
All 2nd year students either off-campus (2, ½ days) or possibly on-campus with multiple more complex clients
Practicum course; 1 hour classroom session per week

YEAR 2 - SPRING
SLP 652
All 2nd year students off-campus full time
8 week medical placement
8 week school placement
NO classroom requirement

ASHA Clinical Certification Standards (CCC-SLP)

Speech-Language Pathology graduate program student outcomes are consistent with the ASHA Clinical Competency and Certification Standards. All SLP graduates will likely meet the 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. These standards can be found at https://www.asha.org/Certification/2020-SLP-Certification-Standards/

Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2018). 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Retrieved from https://www.asha.org/certification/2020-SLP-Certification-Standards.

At the conclusion of the CUW Speech-Language Pathology graduate program, students are expected to meet the following standards:
Standard I: Degree

The applicant for certification (hereafter, "applicant") must have a master's, doctoral, or other recognized post-baccalaureate degree.

Standard II: Education Program

All graduate coursework and graduate clinical experience required in speech-language pathology must have been initiated and completed in a speech-language pathology program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).[SMT1] (p.)

Implementation: The graduate program of study must be initiated and completed in a CAA-accredited program or a program with candidacy status for CAA accreditation. The applicant's program director or official designee must complete and submit a program director verification form. Applicants must submit an official graduate transcript or a letter from the registrar that verifies the date on which the graduate degree was awarded. The official graduate transcript or letter from the registrar must be received by the ASHA National Office no later than one (1) year from the date on which the application was received. Verification of

the applicant's graduate degree is required before the CCC-SLP can be awarded.

Applicants educated outside the United States or its territories must submit documentation that coursework was completed in an institution of higher education that is regionally accredited or recognized by the appropriate regulatory authority for that country. In addition, applicants outside the United States or its territories must meet each of the standards that follow.

Standard III: Program of Study

The applicant must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic coursework and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standards IV-A through IV-G and Standards V-A through V-C.

Implementation: The minimum of 36 graduate semester credit hours must have been earned in a program that addresses the knowledge and skills pertinent to the ASHA Scope of Practice in Speech-Language Pathology.

Standard IV: Knowledge Outcomes

Standard IV-A

The applicant must have demonstrated knowledge of statistics as well as the biological, physical, and social/behavioral sciences.

Implementation: Coursework in statistics as well as in biological, physical, and social/behavioral sciences that is specifically related to communication sciences and disorders (CSD) may not be applied for certification purposes to this category unless the course fulfills a general the university requirement in the statistics, biology, physical science, or chemistry areas.

Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Chemistry and physics are important for the foundational understanding of the profession of speech-language pathology. For all applicants who apply beginning January 1, 2020, courses that meet the physical science requirement must be in physics or chemistry. Program directors must evaluate the course descriptions or syllabi of any courses completed prior to students entering their programs to determine if the content provides foundational knowledge in physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Coursework in research methodology in the absence of basic statistics cannot be used to fulfill this requirement.

Standard IV-B

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
- Fluency and fluency disorders
- Voice and resonance, including respiration and phonation
- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), pre-linguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
- Hearing, including the impact on speech and language
- Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span
- Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
- Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
- Augmentative and alternative communication modalities

Implementation: It is expected that coursework addressing the professional knowledge specified in this standard will occur primarily at the graduate level.

Standard IV-D

For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E

The applicant must have demonstrated knowledge of standards of ethical conduct.

Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

Standard IV-F

The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and must have demonstrated the ability to relate research to clinical practice.

Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues.

Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, educational legal requirements or policies, and reimbursement procedures.

Standard IV-H

The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes

Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Implementation: Applicants are eligible to apply for certification once they have completed all graduate-level academic coursework and clinical practicum and have been judged by the graduate program as having acquired all of the knowledge and skills mandated by the current standards.

The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with persons receiving services and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA's current position statement on students and professionals who speak English with accents and nonstandard dialects. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.

Standard V-B

The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation

a. Conduct screening and prevention procedures, including prevention activities.

b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.

c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.

d. Adapt evaluation procedures to meet the needs of individuals receiving services.

e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.

f. Complete administrative and reporting functions necessary to support evaluation.

g. Refer clients/patients for appropriate services.

2. Intervention

a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.

b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.

c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.

d. Measure and evaluate clients'/patients' performance and progress.

e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.

f. Complete administrative and reporting functions necessary to support intervention.

g. Identify and refer clients/patients for services, as appropriate.

3. Interaction and Personal Qualities

a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.

b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.

c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

d. Adhere to the ASHA Code of Ethics, and behave professionally.

Implementation: The applicant must have acquired the skills listed in this standard and must have applied them across the nine major areas listed in Standard IV-C. These skills may be developed and demonstrated through direct clinical contact with individuals receiving services in clinical experiences, academic coursework, labs, simulations, and examinations, as well as through the completion of independent projects.

The applicant must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that the applicant can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology. Supervised clinical experience is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of populations that fit within the ASHA Scope of Practice in Speech-Language Pathology .

These experiences allow students to:

- interpret, integrate, and synthesize core concepts and knowledge;
- demonstrate appropriate professional and clinical skills; and
- incorporate critical thinking and decision-making skills while engaged in prevention, identification, evaluation, diagnosis, planning, implementation, and/or intervention.

Supervised clinical experiences should include interprofessional education and interprofessional collaborative practice, and should include experiences with related professionals that enhance the student's

knowledge and skills in an interdisciplinary, team-based, comprehensive service delivery model.

Clinical simulations (CS) may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive).These supervised experiences can be synchronous simulations (real-time) or asynchronous (not concurrent in time) simulations.

Clinical educators of clinical experiences must hold current ASHA certification in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology in order to count toward the student's ASHA certification requirements.

Standard V-C

The applicant must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact.

Implementation: Guided clinical observation hours generally precede direct contact with clients/patients. Examples of guided observations may include but are not limited to the following activities: debriefing of a video recording with a clinical educator who holds the CCC-SLP, discussion of therapy or evaluation procedures that had been observed, debriefings of observations that meet course requirements, or written records of the observations. It is important to confirm that there was communication between the clinical educator and observer, rather than passive experiences where the student views sessions and/or videos. It is encouraged that the student observes live and recorded sessions across settings with individuals receiving services with a variety of disorders and completes debriefing activities as described above.

The observation and direct client/patient contact hours must be within the ASHA Scope of Practice in Speech-Language Pathology and must be under the supervision of a qualified professional who holds a current ASHA certification in the appropriate practice area. Guided clinical supervision may occur simultaneously during the student's observation or afterwards through review and approval of the student's written reports or summaries. Students may use video recordings of client services for observation purposes.

Applicants should be assigned practicum only after they have acquired a base of knowledge sufficient to qualify for such experience. Only direct contact (e.g., the individual receiving services must be present) with the individual or the individual's family in assessment, intervention, and/or counseling can be counted toward practicum. When counting clinical practicum hours for purposes of ASHA certification, only the actual time spent in sessions can be counted, and the time spent cannot be rounded up to the nearest 15-minute interval.

Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through CS methods. Only the time spent in active engagement with CS may be counted. CS may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included as clinical clock hours.

Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the individual receiving services or the individual's family. Typically, only one student at a time should be working with a client in order to count the practicum hours. Several students working as a team may receive credit for the same session, depending on the specific responsibilities that each student is assigned when working directly with the individual receiving services. The applicant must maintain documentation of their time spent in supervised practicum, and this documentation must be verified by the program in accordance with Standards III and IV.

Standard V-D

At least 325 of the 400 clock hours of supervised clinical experience must be completed while the applicant is enrolled in graduate study in a program accredited in speech-language pathology by the CAA.

Implementation: A minimum of 325 clock hours of supervised clinical practicum must be completed while the student is enrolled in the graduate program. At the discretion of the graduate program, hours obtained at the undergraduate level may be used to satisfy the remainder of the requirement.

Standard V-E

Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession, who has the equivalent of a minimum of 9 months of full-time clinical experience, and who has completed a minimum of 2 hours of professional development in clinical instruction/supervision after being awarded ASHA certification.

The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience; must not be less than 25% of the student's total contact with each client/patient; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services.

Implementation: Effective January 1, 2020, supervisors for ASHA certification must complete 2 hours of professional development/continuing education in clinical instruction/supervision. The professional development/continuing education must be completed after being awarded ASHA certification and prior to the supervision of a student. Direct supervision must be in real time. A clinical educator must be available and on site to consult with a student who is providing clinical services to the clinical educator's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills.

In the case of CS, asynchronous supervision must include debriefing activities that are commensurate with a minimum of 25% of the clock hours earned for each simulated individual receiving services.

Standard V-F

Supervised practicum must include experience with individuals across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with individuals with various types and severities of communication and/or related disorders, differences, and disabilities.

Implementation: The applicant must demonstrate direct clinical experiences with individuals in both assessment and intervention across the lifespan from the range of disorders and differences named in Standard IV-C.

Standard VI: Assessment

The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.

Implementation: Results of the Praxis® Examination in Speech-Language Pathology must be submitted directly to ASHA from the Educational Testing Service (ETS). The certification standards require that a passing exam score be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, then the applicant will be required to reapply for certification under the standards in effect at that time.

Standard VII: Speech-Language Pathology Clinical Fellowship

The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF).

Implementation: The CF experience may be initiated only after completion of all graduate credit hours, academic coursework, and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V. The CF experience must be initiated within 24 months of the date on which the application for certification is received. Once the CF has been initiated, it must be completed within 48 months of the initiation date. For applicants completing multiple CFs, all CF experiences related to the application must be completed within 48 months of the date on which the first CF was initiated. Applications will be closed for CFs that are not completed within the 48-month timeframe or that are not submitted to ASHA within 90 days after the 48-month timeframe. The Clinical Fellow will be required to reapply for certification and must meet the standards in effect at the time of re-application. CF experiences more than 5 years old at the time of application will not be accepted.

The CF must be completed under the mentorship of a clinician who held the CCC-SLP throughout the duration of the fellowship and must meet the qualifications described in Standard VII-B. It is the Clinical Fellow's responsibility to identify a CF mentor who meets ASHA's certification standards. Should the certification status of the mentoring SLP change during the CF experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held certification. It is incumbent upon the Clinical Fellow to verify the mentoring SLP's status periodically throughout the CF experience. Family members or individuals related in any way to the Clinical Fellow may not serve as mentoring SLPs to that Clinical Fellow.

Standard VII-A: Clinical Fellowship Experience

The CF must consist of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA's current Scope of Practice in Speech-Language Pathology. The CF must consist of no less than 36 weeks of full-time professional experience or its part-time equivalent.

Implementation: At least 80% of the Clinical Fellow's major responsibilities during the CF experience must be in direct, in-person client/patient contact (e.g., assessment, diagnosis, evaluation, screening, treatment, clinical research activities, family/client consultations, recordkeeping, report writing, and/or counseling) related to the management process for individuals who exhibit communication and/or swallowing disabilities.

Full-time professional experience is defined as 35 hours per week, culminating in a minimum of 1,260 hours. Part-time experience should be at least 5 hours per week; anything less than that will not meet the CF requirement and may not be counted toward completion of the experience. Similarly, work in excess of 35 hours per week cannot be used to shorten the CF to less than 36 weeks.

Standard VII-B: Clinical Fellowship Mentorship

The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF mentor. Mentorship must be provided by a clinician who holds the CCC-SLP, who has the equivalent of a minimum of 9 months of full-time clinical experience, and who has completed a minimum of 2 hours of professional development/continuing education in clinical instruction/supervision after being awarded the CCC-SLP.

Implementation: Effective January 1, 2020, CF mentors for ASHA certification must complete 2 hours of professional development/continuing education in clinical instruction/supervision after being awarded the CCC-SLP and prior to mentoring the Clinical Fellow.

Direct observation must be in real time. A mentor must be available to consult with the Clinical Fellow who is providing clinical services. Direct observation of clinical practicum is intended to provide guidance and feedback and to facilitate the Clinical Fellow's independent use of essential clinical skills

Mentoring must include on-site, in-person observations and other monitoring activities, which may be executed by correspondence, review of video and/or audio recordings, evaluation of written reports, telephone conferences with the Clinical Fellow, or evaluations by professional colleagues with whom the Clinical Fellow works. The CF mentor and the Clinical Fellow must participate in regularly scheduled formal evaluations of the Clinical Fellow's progress during the CF experience. The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF mentor.

The amount of direct supervision provided by the CF mentor must be commensurate with the Clinical Fellow's knowledge, skills, and experience, and must not be less than the minimum required direct contact hours. Supervision must be sufficient to ensure the welfare of the individual(s) receiving services.

The mentoring SLP must engage in no fewer than 36 supervisory activities during the CF experience and must include 18 on-site observations of direct client contact at the Clinical Fellow's work site (1 hour = 1 on-site observation; a maximum of six on-site observations may be accrued in 1 day). At least six on-site observations must be conducted during each third of the CF experience. On-site observations must consist of the Clinical Fellow engaging in screening, evaluation, assessment, and/or habilitation/rehabilitation activities. Mentoring must include on-site, in-person observations; however, the use of real-time, interactive video and audio conferencing technology may be permitted as a form of observation, for which pre-approval must be obtained

Additionally, supervision must include 18 other monitoring activities. Other monitoring activities are defined as the evaluation of reports written by the Clinical Fellow, conferences between the CF mentor and the Clinical Fellow, discussions with professional colleagues of the Clinical Fellow, and so forth, and may be executed by correspondence, telephone, or reviewing of video and/or audio tapes. At least six other monitoring activities must be conducted during each third of the CF experience.

If the Clinical Fellow and their CF mentor want to use supervisory mechanisms other than those outlined above, they may submit a written request to the CFCC prior to initiating the CF. Written requests may be emailed to cfcc@asha.org or mailed to: CFCC, c/o ASHA Certification, 2200 Research Blvd. #313, Rockville, MD 20850. Requests must include the reason for the alternative supervision and a detailed description of the supervision that would be provided (i.e., type, length, frequency, etc.), and the request must be co-signed by both the Clinical Fellow and the CF mentor. On a case-by-case basis, the CFCC will review the circumstances and may or may not approve the supervisory process to be conducted in other ways. Additional information may be requested by the CFCC prior to approving any request.

Standard VII-C: Clinical Fellowship Outcomes

The Clinical Fellow must demonstrate knowledge and skills consistent with the ability to practice independently.

Implementation: At the completion of the CF experience, the applicant must have acquired and demonstrated the ability to:

- integrate and apply theoretical knowledge;
- evaluate their strengths and identify their limitations;
- refine clinical skills within the Scope of Practice in Speech-Language Pathology; and
- apply the ASHA Code of Ethics to independent professional practice.

In addition, upon completion of the CF, the applicant must demonstrate the ability to perform clinical activities accurately, consistently, and independently and to seek guidance as necessary.

The CF mentor must document and verify a Clinical Fellow's clinical skills using the Clinical Fellowship Report and Rating Form, which includes the Clinical Fellowship Skills Inventory (CFSI), as soon as the Clinical Fellow successfully completes the CF experience. This report must be signed by both the Clinical Fellow and CF mentor.

Standard VIII: Maintenance of Certification

Certificate holders must demonstrate continued professional development for maintenance of the CCC-SLP.

Implementation: Clinicians who hold the CCC-SLP must accumulate and report 30 Certification Maintenance Hours (CMHs) (or 3.0 ASHA continuing education units [CEUs]) of professional development, which must include a minimum of 1 CMH (or 0.1 ASHA CEU) in ethics during every 3-year certification maintenance interval beginning with the 2020–2022 maintenance interval.

Intervals are continuous and begin January 1 of the year following the initial awarding of certification or the reinstatement of certification. Random audits of compliance are conducted.

Accrual of professional development hours, adherence to the ASHA Code of Ethics , submission of certification maintenance compliance documentation, and payment of annual membership dues and/or certification fees are required for maintenance of certification.

If maintenance of certification is not accomplished within the 3-year interval, then certification will expire. Those who wish to regain certification must submit a reinstatement application and meet the standards in effect at the time the reinstatement application is submitted.

A detailed list of the requirements needed for ASHA Certificate of Clinical Competence (CCC) can be found at: http://www.asha.org/certification/AboutCertificationGenInfo.htm

Master of Science in Student Personnel Administration in Higher Education

Master of Science in Student Personnel Administration in Higher Education

Purpose

The Master's Program in Student Personnel Administration seeks to prepare graduate students in mind, body, and spirit through a program that is grounded in student affairs theory and practice applied from a Christian perspective. This program has a total of 36 credits required for the degree.

Degree Requirements

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

Code	Title	Hours
Required Theory Courses		
Select one of the following concentrations:		
Administration Concentration		
SPA 501/801	Found Student Personnel Admin	3
SPA 506/806	Group Dynamic/Leader	3
SPA 510/810	Issues/American Higher Educati	3
SPA 520/820	American College Student	3
SPA 525/825	Student Programs & Assessment	3
SPA 530/830	Higher Education Admin	3
SPA 535/835	Legal Issues in Ed Administrat	3
SPA 515/815	Research Methods	3
Optional electives [1]		
Athletic Concentration		
SPA 501/801	Found Student Personnel Admin	3
SPA 506/806	Group Dynamic/Leader	3
SPA 511/811	Curr Issues in Athlet Admin	3
SPA 520/820	American College Student	3
SPA 526/826	Organiz & Mange of Athlet Prog	3
SPA 531/831	Fiscal Iss in Athletic Admin	3
SPA 535/835	Legal Issues in Ed Administrat	3
SPA 515/815	Research Methods	3

Optional electives [2]		
Skill Courses		
These courses are required-each course is one credit, no prerequisite required) [3]		3
SPA 559/859	Event Manag in Athletics (this course is required for students who have selected the Athletic Concentration)	1
SPA 560-569 Current Topics in Student Affairs. Courses in specific higher education current topics will be offered annually. These courses are designed to meet student interests and needs in areas where the student can explore a specific topic in detail.		
Internship		
Select at least one internship: [4]		3
SPA 596/896	Internship I	3
SPA 597/897	Internship II	3
Capstone Courses		
Select one of the following Capstone courses + Portfolio:		3
SPA 600/900	Thesis Completion Seminar	3
SPA 601/901	Capstone Colloquium	3
SPA 602/902	Portfolio (grade = pass/fail)	0
Electives		
Select one of the following: [5]		3
SPA 597/897	Internship II	3
EDG 533/833	Leadership for Change	3
COUN 543	Counsel-Theory & Issues	3
COUN 561	Career Counsel Foundation	3

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

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

3 SPA 560-569 or 860-869 Current Topics In: is a course that will offer several current topics in student affairs. The student will take this course up to 3 times (total of 3 credits).

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

5 Students may take the required courses of a different concentration to fulfill elective requirement

Master of Social Work

MASTER OF SOCIAL WORK DEGREE

OVERVIEW

Concordia University Wisconsin offers the Master of Social Work (MSW) degree. The MSW is a two-year graduate program. Advanced standing is available to those with a Bachelor of Social Work. The program is available for full-time and part-time students.

MISSION STATEMENT

The mission of Concordia University Master of Social Work (MSW) program is to provide a Christian environment that prepares MSW professionals to assume leadership roles in an increasingly diverse and global society. To prepare students to be advanced generalist social workers who embrace Christian values, and support resiliency and strengthen individuals, families, groups, organizations, and communities, and advocate for social and economic justice.

ACCREDITATION

MSW programs are accredited by the Council on Social Work Education (CSWE). The CUW- MSW program is working with CSWE toward full accreditation. The program has been granted Candidacy by CSWE, and is in good standing. Full accreditation is anticipated in February 2020. Accreditation is retroactive to the first class who graduated in August, 2018.

GENERAL ACADEMIC INFORMATION

The Master of Social Work degree is designed to prepare students for professional practice with individuals, families, groups, organizations, and communities. The MSW is a competency based degree that emphasizes the significant contribution of knowledge, values, skills, and the importance of cognitive/affective responses to practice situations. The MSW degree is a highly sought after professional degree and recognized nationally and internationally for the quality of professional practice.

Social work practitioners are found in every aspect of practice. They are licensed in every state. Social workers provide critical services at multiple levels of practice and in inter-professional settings. The Advanced Generalist Specialization prepares social workers for practice at all levels of practice. Advanced Generalist Social Workers are employed in hundreds of positions requiring the special knowledge base of the profession.

Advanced Generalist Social Work practitioners work with those who have mental health issues, domestic violence, child abuse, family problems and many others. They work in the criminal justice system as probation officers, juvenile justice social workers, court social workers, and many others positions. Social workers work in community agencies to develop programs, write grants, organize and manage community endeavors to better society. Social work practitioners are prepared for administration as CEOs, administrators, supervisors, political advocates, politicians, and many other macro level jobs.

FIELDWORK EXPERIENCES

The MSW degree requires two field placements supervised by experienced MSW practitioners. The program has contracts with more than 80 agencies willing to provide supervised experience for MSW interns. The Department of Social Work plans for and places students in agencies supporting the student's specified area of interest.

TRANSFER OF CREDIT

The department will accept up to 6 transfer credits, of previous graduate level coursework, into the MSW program based on the following criteria:

1. Coursework must have been completed within five years prior to admission to the program (or be approved by the MSW faculty committee).
2. Courses transferred must be comparable in scope and subject matter to courses offered by the Social Work department. The student will need to provide a course description and the course syllabus for any course transfer requests.
3. An earned grade of 3.0 (B) is required for all courses transferred.

4. All transfer credits must be certified by the Registrar and approved for the degree by the Chair of Social Work.
5. No more than 6 credits may be transferred.

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

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.

SOCIAL WORK COMPETENCIES

The Curriculum is based on the following competencies:

1. Demonstrate Ethical and Professional Behavior
Social Workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decisionmaking and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of the other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

Advanced Behaviors
Advanced Generalist Social Workers recognize the importance of life-long learning to enhance and strengthen skills that will provide ethical and responsible social work services in a continuously changing and dynamic social environments. Advanced Generalist Social Workers utilize their professional affiliations to create life-long learning opportunities for themselves and their constituents. They utilize decision-making frameworks and concept maps that provide an organized structure for the selection and application of theories and perspectives. They seek opportunities for inter-professional discussions that will impact the provision of services for individuals, families, communities, and organizations. They strategically use supervision and consultation to address ethics in practice. They appraise the intersection between Christianity and the NASW Code of Ethics and demonstrate the integration of the Code of Ethics with Christian values when interacting with constituents and agency clients.

2. Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sexual orientation, and tribal sovereign status. Social workers understand that as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences, and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Advanced Behaviors
Advanced Generalist Social Workers seek opportunities to strengthen knowledge and support services to an increasingly diverse and global

society. They exercise leadership in the development of necessary alliances to advocate effectively for change with underserved at risk populations and other groups. They employ/model a conscious use of self, self-regulation, self-monitoring, and self-correction in practice situations.

3. Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social Workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice.

Advanced Behaviors
Advanced Generalists Social Workers incorporate an understanding of regional and global interconnections of oppression and applies this understanding to social work practice. They engage in community collaborations that foster social and economic justice and social change. They analyze the consequences of social and economic injustice for constituent groups. They take action to promote humane and responsive social institutions, social policies, programs, and practice.

4. Engage in Practice-informed Research and Research-Informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social Workers:

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings, and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Advanced Behaviors
Advanced Generalist Social Workers use evidence-based research findings to inform and improve social work practice. They design, implement, and interpret social work research. They articulate how research findings can improve social service delivery.

5. Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulations, analysis, implementation, and evaluation. Social Workers:

- Identify social policy at the local, state, and federal level that impacts well-being , service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Advanced Behaviors
Advanced Generalist Social Workers apply techniques of effective leadership with agencies, colleagues, and client systems for political action and policy changes to advance social wellbeing through effective service. They evaluate the intended and unintended impact of social policies and develop mechanisms that identify resources for clients. They articulate the impact of policies on service delivery and conduct assessments and evaluations on the implementation of policy. They identify gaps in policies at varied levels such as agency policies, public policies and regulations. They provide leadership for colleagues, client systems, and agencies for effective policy action.

6. Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaborations to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social Workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Advanced Behaviors
Advanced Generalist Social Workers use appropriate assessments and intervention strategies that are grounded in human behavior theories and conceptual frameworks. They critique and apply the knowledge base of the profession to help them understand the person in the environment. They engage in relationship building activities in varied client systems

and evaluate the clients' perception of the quality of the relationship. They employ culturally responsive engagement skills.

7. Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social Workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaborations in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Advanced Behaviors
Advanced Generalist Social Workers interface with complex problems in systems of all sizes, assessing, intervening, and evaluating at multiple levels of practice. They evaluate the multi-systemic dimensions of client problems. Use client system approaches, they design interventions that affect change at multiple systemic levels of practice. They identify the range of legalities and / or legal risks that may exist for a client or client system that may be considering accessing social services.

8.Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require inter-disciplinary inter-professional and inter-organizational collaborations.

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on-goals.

Advanced Behaviors
Advanced Generalist Social Workers build culturally competent ways to enhance client choice, client motivation, and client hopefulness during the process of change. They synthesize and apply a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice.

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Advanced Behaviors
Advanced Generalist Social Workers critically analyze multiple client system intervention processes, evaluating for effectiveness and cultural competence. They evaluate the impact of intentional and unintentional practice approaches. They use evidence based research to support methods of intervention in one's own practice. They review, analyze and evaluate the effectiveness of one's own practice.

CURRICULUM

66 credits

Generalist Year	27 credits
Specialization Year	39 credits
Advanced Standing Year	39 credits

Prerequisites

- Statistics (completed within 7 years - Math 205 or comparable)
- Life Span Development (Non - BSW students only)

Generalist Year

Code	Title	Hours
MSW 600	Adv Human Behavior Social Env	3
MSW 610	Gen Pract I: Individ & Fam	3
MSW 615	Generalist Practice II: Groups, Organizations & Communities	3
MSW 620	Social Policy & Advocacy	3
MSW 650	Research Methodologies	3
MSW 670	Advanced Field Education I	3
MSW 675	Advanced Field Education II	3
MSW 680	Advanced Field Seminar I	3
MSW 685	Advanced Field Seminar II	3

Generalist Year Total Credits **27 credits**

Specialization
Second Year Graduate Students & Advanced Standing

Code	Title	Hours
MSW 700	Administration & Supervision with Groups, Organizations & Communities	3
MSW 710	Advanced Practice: Individuals & Families	3
MSW 715	Adv Pract: Diverse & Vulnerable Pop	3
MSW 750	Research Project I	3
MSW 752	Research Project II	3
MSW 754	Research Project III	3
MSW 770	Advanced Field Education III	3
MSW 775	Advanced Field Education IV	3
MSW 780	Advanced Field Seminar III	3
MSW 785	Advanced Field Seminar IV	3
MSW 790	SW Ethics & Christianity	3

Second Year Graduate Student & Advanced Standing **39 credits**

Total Program Credits **66**

Post-Professional Doctorate in Occupational Therapy

Overview

Concordia University Wisconsin offers a post-professional Doctorate in Occupational Therapy (OTD) program. The post-professional OTD Program is a primarily online program designed for practicing occupational therapists who are interested in pursuing continued, specialty education in upper extremity rehabilitation, pediatrics, or education.

Mission Statement

The mission of Concordia University Wisconsin's post-professional Doctorate in Occupational Therapy is to develop practicing occupational therapist's clinical expertise through evidence-based practice. Through advanced study, our students will be prepared to serve their clients and contribute to their profession with excellence and integrity.

General Academic Information

The online post-professional Doctorate in Occupational Therapy program at Concordia University Wisconsin provides individuals the opportunity to earn their OTD in as little as two years. All courses will be taught in an online format. Two visits to campus are required:

1. a 2-day orientation prior to the start of the program
2. and a 3-day visit while enrolled in the specialty track courses during the second year.

The program provides three specialty tracks to help students reach their professional goals: education, upper extremity rehabilitation, and pediatrics. Students in the upper extremity rehabilitation or pediatrics tracks are challenged to explore current practice techniques and the efficacy of treatment methods currently used in clinical work environments. Individuals in the education track not only gain the ability to effectively teach students occupational therapy practices but also the evidence to support their treatments.

Admission Requirements

The post-professional Doctorate in Occupational Therapy admissions requirements are as follows:

- 3 years of experience as an occupational therapist
- Current license to practice as an occupational therapist
- Essay
- Resume
- Official college transcripts
- Minimum 3.0 GPA in occupational therapy degree
- Three letters of recommendation

Application Process

Students interested in applying to the post-professional Doctorate in Occupational Therapy Program should visit the Concordia University Wisconsin online application page at www.cuw.edu/apply/

Applicants will click on the "Graduate Section" to complete all necessary pre-requisite information.

The OTD 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.

The CUW Occupational Therapy Department is non-discriminatory in recruitment, admissions, and program administration with respect to race, color, creed, sex, age, disabilities, religion, or national origin.

Cost

Students pay a semester-based tuition which is posted on the Concordia University Wisconsin website.

Tuition will not increase during the program as long as a student successfully completes all courses according to the scheduled curriculum.

Additional expenses not included in the tuition are books, lab supplies, professional attire, name tags, and photocopy expenses for reports, articles, presentation, etc. Students are also responsible for all costs related to the on-campus visits

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. Students are also eligible to apply for scholarships from the American Occupational Therapy Foundation. More information can be found at www.aotf.org (http://www.aotf.org).

Curriculum

Upper Extremity Rehabilitation Track

Course	Title	Hours
Year 1		
Fall		
OT 901	Prof Writing for Occup Therap	3
OT 911	Adv. Evidenced-Based Practice	4
OT 925	OTD Capstone I	1
	Hours	8
Spring		
OT 910	OT Theory & Conc Current HC En	3
OT 915	Occupationa Science	3
OT 916	Mentoring/ Clinical Education	3
OT 926	OTD Capstone II	1
	Hours	10
Year 2		
Fall		
OT 920	Adv Anat & Kines of Upp Extrem	3
OT 921	Conditions & Eval of Up Extrem	3
OT 927	OTD Capstone III	2
	Hours	8
Spring		
OT 922	Surg Proc Inform Clin Dec-Mak	3
OT 923	Evidence-Based Up Extrem Rehab	3
OT 928	OTD Capstone IV	2
	Hours	8
	Total Hours	34

Education Track

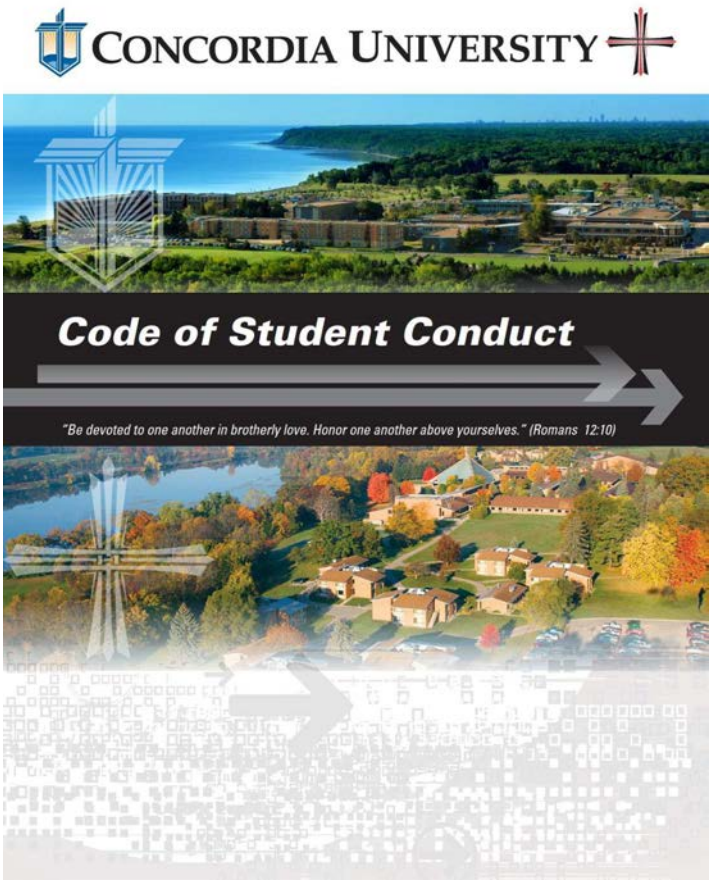
Course	Title	Hours
Year 1		
Fall		
OT 901	Prof Writing for Occup Therap	3
OT 911	Adv. Evidenced-Based Practice	3
OT 935		1
	Hours	7
Spring		
OT 910	OT Theory & Conc Current HC En	3
OT 915	Occupationa Science	3
OT 916	Mentoring/ Clinical Education	3
OT 936		1
	Hours	10
Year 2		
Fall		
OT 930	Educating the Adult Learner	3
OT 931	Clinical Pract to Higher Educ	3
OT 937		3
	Hours	9
Spring		
OT 932	Assess Higher Edu Allied Hlth	3
OT 933	Ins Dsgn Hghr Ed Alld Hlth Pro	3
OT 938		2
	Hours	8
	Total Hours	34

Pediatric Track

Course	Title	Hours
Year 1		
Fall		
OT 901	Prof Writing for Occup Therap	3
OT 911	Adv. Evidenced-Based Practice	3
OT 945	[2]	1
	Hours	7
Spring		
OT 910	OT Theory & Conc Current HC En	3

OT 915	Occupationa Science	3
OT 916	Mentoring/ Clinical Education	3
OT 946		1
	Hours	10
Year 2		
Fall		
OT 940	Theory & Evidence of Ped Treat	3
OT 941	Impl Evid-Based Trt in Ped OT	3
OT 947		2
	Hours	8
Spring		
OT 942	Impact Gov Policy Ped Practice	3
OT 943	Motor Cntrl & Motor Learn Ped	3
OT 948		2
	Hours	8
	Total Hours	33

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.

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)

1. Aiding or Abetting: Attempting, aiding, abetting, or being an accessory to an act is prohibited by the University shall be

considered the same as a completed violation. Students who anticipate or observe a violation of the Code of Student Conduct are expected to remove themselves from association or participation and bystanders are encouraged to report the violation. (Level A, B, C, or D)

2. Alcohol: Students are expected to comply with all University policy, state and local laws.

> **NOTE:** As Christians, we view the care of our bodies as part of our total context for life. God in His Word, gives life and sustains it (Genesis 1:27). He affirms the proper and good care of our bodies as His temple (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.

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, or weapons of any other kind (including but not limited to five-inch blade knives, slingshots, metal knuckles, straight razors, paintball guns, BB guns, air pistols, Tasers, stun guns, batons, brass knuckles, folding knives with lock blades) is prohibited. Look-alike weapons are also prohibited. The ignition or detonation of anything which could cause damage to persons or property or disruption by smoke, explosion, noxious odors, stain, corrosion or similar means is prohibited. Possession of anything in the nature of fireworks, explosives or chemical explosives is prohibited on any property owned or operated by the University or off-campus University-sponsored events without prior University authorization. (see Violence sanctioning grid)

> **NOTE 1:** Food preparation knives and safety (disposable) razors for the purpose of shaving, are exempt from this policy.

> **NOTE 2:** Any student who violates this section of the Student Conduct Code shall be notified of the violation and will be referred to the Office of Student Conduct. CU may also refer the matter to the local police for prosecution. Any weapon on campus in violation of this Policy may be confiscated by Campus Safety and turned over to the local police.

> **NOTE 3**: Any student with a reasonable basis for believing another person is in possession of a firearm, ammunition or weapon of any kind in violation of this Policy is required to report the suspected act immediately. Reports should be made to the Police Department (9 + 911 from a campus phone), or Campus Safety CUW: (262-243-4344); CUAA (734-995-7371). Students may be asked to provide a written statement regarding the weapon incident to Campus Safety within 24 hours of the incident. Any student who makes such a report in good faith will not be subjected to retaliation of any kind; however, failure to report such activity may result in a referral to the Office of Student Conduct. A student may choose to remain anonymous by using the Campus Safety Tip Line Call CUW: (262-243-2200); CUAA (734-995-7371) when making the initial report to Campus Safety.

Article 3 - Policies Student Welfare

A. University Medical Amnesty Policy (MAP) – "CALL FIRST"

Purpose: The purpose of the policy is to facilitate access and remove barriers to students who require medical assistance in drug or alcohol related emergencies, and to provide the opportunity for caring, non-punitive interventions in response to such incidents.

Policy: The Medical Amnesty Policy (MAP) is a key component of the University's comprehensive approach to reducing the harmful consequences caused by the use of drugs or excessive consumption of alcohol. The MAP represents the University's commitment to informed decision making and promotion of healthy behaviors. In order to achieve these goals, the MAP mandates that discretion be exercised, including the possibility of conversations with supportive people such as the Dean of Students, Resident Director, etc. and may involve some educational programming to support a transition to a healthy lifestyle. All of this can be possible as permitted under the University's Code of Student Conduct, as follows:

> 1. Students are expected to contact Resident Hall Staff or Campus Safety when they believe that assistance for an impaired student is needed. *Also see Contact Protocol below.*
>
> 2. At the discretion of the Department of Campus Safety, the Department will assist intoxicated individuals by facilitating transport to medical facilities.
>
> 3. In cases of concern for the health and safety of an individual, students should utilize one of the following options: notifying Resident Life Staff, notifying Campus Safety Staff, or by calling 911 for assistance by City Rescue Squad - then notify Campus Safety or Resident Hall Staff.
>
> 4. Students seeking assistance for drug or alcohol related emergencies will not be referred through the University's student conduct system. However, a student will not be granted protection under this policy if campus officials (e.g., Resident Hall Staff, Campus Safety) intervene beforehand.
>
> 5. Students who seek emergency assistance on behalf of a person(s) experiencing drug or alcohol-related emergencies will not be referred through the University's student conduct system. However, a student will not be granted protection under this policy if campus officials (e.g., Resident Hall Staff, Campus Safety) intervene beforehand.
>
> 6. Records of all requests for assistance under this policy shall be maintained by the Office of the Dean of Students. Participation in any program as a result of this policy shall not be noted on the student's conduct record.
>
> 7. This policy does not preclude disciplinary action regarding other violations of the University Code of Student Conduct, such as causing or threatening physical harm, sexual abuse, damage to property, harassment, hazing, etc. Students should also be aware that this policy does not prevent action by local and state authorities.
>
> 8. Nothing in this policy shall prevent an individual who is obligated by state or federal law to do so from reporting, charging or taking other action related to the possible criminal prosecution of any student.
>
> 9. Students who may have violated the Code of Student Conduct when s/he became a victim of sexual misconduct shall be granted Amnesty. Therefore, an alcohol/drug violation will not be applied to a student who reports that s/he was under the influence at the time of a sexual assault or harassment incident.

B. University Missing Student Policy

In compliance with the "Higher Education Opportunity Act, P.L. 110-315, sec. 488, 122 Stat. 3301 (2008)" Missing Student Notification Policy and Procedures, it is the policy of the Office of Campus Safety to actively investigate any report of a missing resident who is enrolled at the University and residing in on-campus housing. Each resident will be notified of the Missing Student Notification Policy and Procedures via this Code.

For purposes of this policy, a student may be considered to be a "missing person" if the person's absence is contrary to his/her usual pattern of behavior and unusual circumstances may have caused the absence. Such circumstances could include, but not be limited to, a report or suspicion that the missing person may be the victim of foul play, has expressed suicidal thoughts, where there are concerns for drug or alcohol use, is in a life-threatening situation, or has been with persons who may endanger the student's welfare.

Each resident, on or before checking into his/her assigned room, has the option to identify the name and contact number of the individual(s) who are a primary contact to be notified in case of an emergency or in the event that the resident is reported missing (see Emergency Contact Information at the beginning of this document). In the event the resident is under the age of 18 or is not emancipated, the University is required to have the primary emergency contact be a custodial parent or guardian.

If a member of the University community has reason to believe that a student is missing, Campus Safety should immediately be notified.

Note: This notification can be made anonymously.

Upon receiving notification, Campus Safety, through the Vice President of Student Life/Dean of Students, will make reasonable efforts to locate the student to determine his or her state of health and well-being. These efforts may include, but are not limited to, checking the resident's room, class schedule, friends, ID card access, locating the resident's vehicle, and calling his/her reported cell phone number. As part of the investigation, the University reserves the right to contact the individual(s) whom the student has identified as his/her emergency contacts person(s) to help determine the whereabouts of the resident.

If, upon investigation by Campus Safety and concurred by the Vice President of Student Life/Dean of Students, that the resident has been determined to be missing for at least 24 hours, the following will occur. A University representative will contact the resident's designated emergency contact and the Director of Campus Safety or his designee who will contact the Local Police Department and request a missing person report initiating a police investigation. Even if a student has not registered a contact person, the local law enforcement agency will be notified that the student is missing. Investigation will continue in collaboration with law enforcement officers as appropriate.

C. University Emotional Support Animal Policy

Concordia University is committed to compliance with state and federal laws as the laws relate to individuals with disabilities. As the laws pertaining to emotional support animals are evolving, CU reserves the right to modify its policies and guidelines accordingly. The use of an emotional-assistance animal is determined in accordance with these applicable laws and regulations regarding whether such an animal is a reasonable accommodation for a disability. Students with disabilities may seek an addendum to their housing contract to include an emotional-assistance animal as an accommodation. This determination will be made on a case-by-case basis as described below. The needs of the disabled person will be balanced with the impact that the animal has on programs or other members of the campus community.

Sufficient information and documentation may be required to determine whether the animal qualifies as an emotional-assistance animal under the applicable law. Documentation should be provided on the letterhead of a treating physician or mental health provider, and permit a determination as to whether:

1. The individual has a disability for which the animal is needed;

2. How the animal assists the individual, including whether the animal has undergone any training;

3. The relationship between the individual's disability and the assistance the animal provides.

4. Animals whose sole function is to provide comfort and emotional support, meaning that they have not been trained to perform a specific task, do not qualify as service animals under the ADA.

Consistent with federal and state law, an emotional support animal may be prohibited from the residence halls if the animal's behavior or presence poses a direct threat to the health or safety of others. It may be excluded from areas where its presence fundamentally alters the nature of a program or activity, if the animal is disruptive, if its presence would result in substantial physical damage to the property of others, or if it substantially interferes with the reasonable enjoyment of the housing or public accommodation by others.

The owner of the emotional support animal is responsible for the following requirements: vaccination, leash control, clean up rules, animal health and hygiene, etc. Individuals seeking the use of an emotional support animal as a reasonable accommodation must follow the procedures for implementation of this policy as described below.

1. Procedures for Gaining Authorization to Bring an Emotional-Assistance Animal to Campus

a. Students must be registered with the Academic Resources Center (ARC) and the Accessibility Support Services. Students must gain authorization to bring an emotional support animal to the campus or at University sanctioned events off campus. The request must be directed to the Office of Accessibility Services.

b. Students must complete form requests for Emotional Support Animals.

c. Follow all guidelines as outlined in the CU Policy and Guidelines for Emotional-Assistance Animals. Complete the "Request for Emotional Support Animal", "User/Owner Statement for Emotional Support Animals", and "Animal Registration" forms and include documentation of your disability as outlined on the (ARC) Learning Resource web site (https://www.cuw.edu/academics/services/student-academic-resources/learning-resource-center/).

d. Complete the medical documentation required (animal and student documentation).

e. Contact Accessibility Support Services for intake appointment.

f. Grievances may be made as outlined in the "Accessibility Support Services Handbook" available at: (https://www.cuw.edu/academics/services/student-academic-resources/learning-resource-center/disability-support/after-registration.html)

g. At CUW, paperwork is completed 30 days prior to approval. Once you receive approval, students will be contacted by appropriate departments to schedule a meeting.

For questions about emotional-assistance animals please see the Disability Support Services (DSS) on your campus.

University Service Dog Statement:

Concordia University recognizes some students with disabilities may require the use of a service animal. Service animals are defined as dogs that are individually/specifically trained to perform certain tasks for people with disabilities. The task that the dog has been trained to provide must be directly related to the person's disability in order for that dog to qualify as a service animal.

Dogs whose sole function is to provide emotional support do not qualify as service animals under the Americans with Disabilities Act. Concordia University has a separate residence hall policy regarding emotional-assistance animals (see CU Policy and Guidelines for Emotional Support Animals).

When it is not obvious what service the animal provides, students and campus visitors may be stopped by University personnel and asked the following questions:

1. Is the dog a service animal required because of a disability?

2. What task has the dog been trained to perform?

While not required, it is beneficial for students and campus visitors with service animals to register their dogs with the appropriate campus accessibility support services coordinator. The Coordinator will, in turn, coordinate efforts across campus (instructors, residence life, student life, and campus safety, among others) to ensure that the student or campus visitor and their service animal have a safe and enjoyable experience while on campus.

The Accessibility Support Services Coordinator for CUW is Janis Chapman

Janis.Chapman@cuw.edu

The Accessibility Support Services Coordinator for CUAA is Dr. Tori Negash

tori.negash@cuaa.edu

D. Poster and Posting Policies

1. Student organizations, Faculty and Staff are allowed to post signs, posters, or fliers in designated areas in buildings and residence halls in compliance with established posting procedures. All information must first be entered onto the Campus Calendar and approved for posting by the Student Life Office.

For more information regarding posting on the CUAA campus, visit this link (https://catalog.cuw.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	$200	9-12	Probation = 9 months With possible Housing Suspension	AoD Assessment; Notice to parents
Possession or Use Violation Severity Level 2		none	One full semester suspension from the University with possible Expulsion	AoD Counseling to return; Notice to parents
Sale or Distribution		none	1 year Suspension or Expulsion	AoD Counseling to return; Notice to parents

NOTE 1: A combination of one alcohol violation and one drug violation on a students' record may also result in the equivalent sanction to a third alcohol violation.

Violence Policy Violations – Code Policy #'s 33, 34, 35, 44, 52

Violation	Fee	Points	Probation, Suspension, or Expulsion	Education or Remediation
Severity Level 1	$50 to $100	2-5	Up to 5 months' Probation	Online education program as appropriate; counseling as appropriate; mediation as appropriate; apology to victim; letter of reprimand
Severity Level 2	$100 to $200	6-9	6-12 months' Probation	Housing relocation for residents; restricted campus access for commuters; counseling as appropriate; apology to victim; letter of reprimand; loss of privileges; student worker position revoked; additional restrictions/ conditions as appropriate
Severity Level 3		none	University Suspension or Expulsion	Apology to the victim; loss of privileges; student worker position revoked; documentation of a completed program through a licensed agency with agency's recommendation for return

All Other Policy Violations (see specific policy number)

Violation	Fee	Points	Probation, Suspension, or Expulsion	Education or Remediation
Level A	$0-$15	0-1		
Level B	$35-$50	2-4	2 months' Probation as appropriate for repeated offenses	
Level C	$70-$85	5-9	5 months' Probation	Online education program as appropriate; counseling and/or mediation as appropriate
Level D	$100 - $200	9-12	6-12 months' Probation	Online education program as appropriate; counseling and/or mediation as appropriate
Level E			Residence Hall Suspension or Expulsion; University Suspension or Expulsion	Conditions may be imposed as a condition to be readmitted

Points: The accumulations of student conduct points have the effect(s) as described below.

Break Period Violations - Students found reasonable for violating the student conduct code on campus during periods of hall closures (Christmas and Spring break) will have all student conduct points doubled.

Yearly Conduct Points - Student conduct points awarded for violations occurring after room selection of the current year carry over to the next academic year.

Resident Students - Current resident students who accumulate more than 19 student conduct points in the current year are not eligible to participate in the following year's room selection process.

Note: All accumulated points affect a student's housing priority.

All Students - Students who accumulate a yearly student conduct point total of more than 24 points are subject to immediate resident hall suspension or expulsion or University suspension or expulsion.

O. Appeals

1. General Outline

a. There are two types of appeals that a student can request during the Initial Administrative Hearing (IAH).

b. The first appeal is called the **Outcome Appeal,** which a student can request if the student refuses to take responsibility for the conduct violation or disagrees with the sanctions recommended by the Conduct Officer.

***NOTE** – the Outcome Appeal can only be requested during the IAH. Once the student has accepted responsibility for the conduct violation and agreed to the sanctions recommended by the Conduct Officer, s/he can no longer request an Outcome Appeal.

c. After a student has requested an Outcome Appeal, s/he will be given the Outcome Appeal Form by the Conduct Officer overseeing the case. The student will complete the Outcome Appeal Form in the presence of the Conduct Officer and then submit the form to the Conduct Officer. The Conduct Officer will then submit the Outcome Appeal Form to the Dean of Students who will review the form.

d. Once the Dean of Students has reviewed the form and noted whether the student requested either a Formal Administrative Hearing or Formal Panel Hearing (see Frequently Asked Questions for definitions), the Dean of Students will determine the time and meeting of the hearing.

e. The decisions made in both the Formal Administrative Hearing and Formal Panel Hearing are final.

f. The second appeal is called a **Procedural/Omission Appeal,** which can be requested in the following cases:

i. If a student believes that a procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g., substantiated bias, material deviation from established procedures, etc.)

ii. To consider new evidence, unavailable during the original hearing or investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.

iii. The sanctions fall outside the range of sanctions the University has designated for the offense. As the Dean of Students or the Dean of Students and Title IX Coordinator reviews all sanctions, this ground for appeal is only appropriate when this review has not taken place.

g. The Procedural/Omission Appeal must be submitted to the Vice President of Student Life by completing the form "Request for Appeal," which can be found on the Portal under the Resource Tab.

h. The Procedural/Omission Appeal must be submitted within three (3) business days after the IAH.

Frequently Asked Questions

1. What are the Formal Administrative Hearing and Formal Panel Hearing?

The Formal Administrative Hearing is a hearing including the Dean of Students (and/or) appointed representative and the student requesting the appeal. The student appealing will have this opportunity to discuss the conduct charges and/or sanctions with the Dean of Students/appointed representative. Decisions made by the Dean of Students and/appointed representative in this meeting are final.

The Formal Panel Hearing is a hearing that includes the student appealing and a panel made up of at least one faculty member, one student and one staff member. The student will have the opportunity to discuss the conduct charges and/or sanctions with the panel and the panel will then make a recommendation to the Dean of Students on the decision that the panel has reached.

1. Does a Formal Administrative Hearing/Formal Panel Hearing take the Conduct Officer's decision into account?

The presumptive stance of the Dean of Students/the Panel is that the original hearing body was correct in its initial finding. The burden is on the appellant to convincingly communicate otherwise.

In the case of a Procedural/Omission Appeal, the appellant must show that either policy was not followed or that new information changes the decision that was made.

Appeals are not intended to be full re-hearings of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing, and pertinent documentation regarding the grounds for appeal. No interviewing of or testimony by the parties is appropriate.

1. Will sanctions be paused until the appeal is complete?

All sanctions instituted by the original hearing body are to be implemented, barring extreme exigent circumstances. Final exams, graduation-related events, and/or proximity to the end of a term are not considered exigent circumstances.

1. Who can request a Procedural/Omission Appeal?

Any party to a complaint (Reporting Party or Responding Party) may submit a Request for Appeal (RFA) form to the Vice President of Student Life or designee who will review the appeal (Hereinafter the "RFA Reviewer"). Any party to a complaint may only file one appeal per incident, exigent circumstances notwithstanding.

1. What is the General Outline of the Procedural/Omission Appeal?

a. Request for Appeal must be submitted in writing to the RFA Reviewer within three (3) business days of notification of the outcome of the Formal Hearing. All outcomes are assumed received by all parties three business (3) days after sent via e-mail.

b. Any Request for Appeal not filed in a timely fashion will be denied. No exceptions to this timeline are permissible without the express permission of the RFA Reviewer.

c. The RFA Reviewer, who was not involved in the investigation, will review all Requests for Appeal to insure the request has standing.

d. The RFA Reviewer, reviewing the Request, may consider credibility, plausibility, and weight in his/her assessment of the Request.

e. Any Request for Appeal will be shared with all parties (Reporting Party, Responding Party, Investigator and Formal Hearing Panel Chair) who may respond to the Request in a "Response Memorandum."

f. All Response Memorandums must be submitted to the RFA Reviewer for consideration within three (3) days of the notification of the Request for Appeal.

g. All Response Memorandums will be shared with all parties.

h. The RFA Reviewer, after considering all Requests and Response Memorandums, will make and communicate one of the following

determinations within three (3) business days of receiving the final response Memorandum:

1) The findings of the original hearing panel are affirmed, therefore, the Request for Appeal is denied. This decision is final and there is no appeal to this decision permitted by any party.

2) The Request for Appeal is denied in part and being forwarded in part for consideration.

3) The Request for Appeal is being considered.

i. Forwarded Requests for appeals will be considered and decisions will be communicated to all parties in writing within five (5) business days of receipt from the RFA Reviewer.

j. The decisions are limited to the following:

1) Affirming the decision of the original hearing body.

2) In cases where it is determined that the procedural error did significantly impact the finding or sanction, it will either:

i) Remand the case back to be reheard by a new Formal Hearing Panel/ Hearing Officer.

This is typically done in cases where the procedural error is so profound as to render the original panel too biased or influenced. Or,

ii) Remand the case back to the original hearing body with instruction to repair the procedural error.

k. In cases where it is determined that the new evidence, unavailable during the original hearing or investigation, is now available and could substantially impact the original finding or sanction it will either:

1) Remand the case back to the original hearing body with instruction to consider the new evidence.

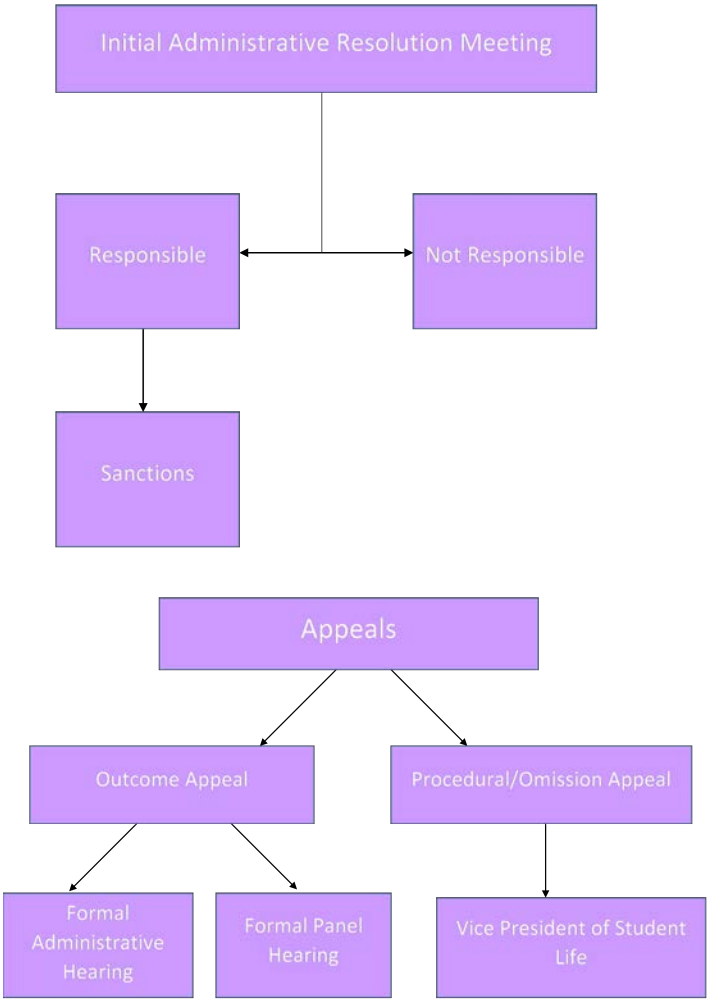
2) In these cases, the original hearing body will convene solely to consider the new evidence. Whether all parties are required to be in attendance is at the discretion of the Chair/Original Hearing Officer.

3) Remand the case back to be reheard in its entirety by a new Formal Hearing Panel/Hearing Officer. This is typically done in cases where the new evidence is accompanied by a procedural error so profound as to render the original panel too biased or influenced.

4) In rare cases, the decision may be to alter the finding or sanction based on the new evidence. This will only be done in cases where reconvening the Panel would put an undue burden on the parties (e.g., the Panel is not available).

5) In cases where a new panel is convened or the original hearing panel is reconvened, the appellate process may still be available to the parties, but only on the outcomes and proceedings of the most recent hearing, and subject to the same grounds and restrictions. There are no appeals procedures applicable to a decision affirming the original findings.

Flowcharts



Resource Lists

Alcohol Laws:

Wisconsin state law can be found at:

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

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

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

For CUW Center sites – see your Center Director

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

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Applied Exercise Sci - Masters (MSES)

MSES 540. Applied Kinesiology. (3 Credits)
this course is an examination of human movement mechanics in applied settings. Focus will be placed on functional assessment, training and conditioning, rehabilitation, and injury prevention. Advanced application of arthrokinematics, musculoskeletal function, and relative biomechanics as they relate to evidenced based science will be the focus of class content. 3 credits.
Prerequisite: None

Offered at: CUW

MSES 545. Cardiorespiratory Exerci Phys. (3 Credits)
this course will focus on the mechanisms involved in the adjustments the cardiorespiratory system is required to make to meet the metabolic demands of physical activity. Acute adjustments as well as chronic adaptations of the cardiorespiratory system will be examined in healthy and special populations.A laboratory component allows for skill achievements in exercise testing. 3 credits.
Prerequisite: None

Offered at: CUW

MSES 550. Seminar in Exercise Science. (3 Credits)
this course provides an analysis of current topics in the exercise sciences. Specific topics will be selected by the instructor(s) and the issues will be critically analyzed through readings, discussion, presentation and writing. 3 credits.
Prerequisite: None

Offered at: CUW

MSES 560. Practicum in Exercise Science. (3-6 Credits)
this course provides an opportunity for a student to gain valuable practical experience in an exercise physiology setting aligned with the student's individual career or graduate study goals. The student will be able to demonstrate and apply the knowledge and skills learned in the classroom and laboratory to a professional setting along with networking with professionals in the community. Students will meet individually with the Practicum Director to discuss the Practicum experience. 3 to 6 variable credits
Prerequisite: None

MSES 565. Neuromuscular Exerc Physiology. (3 Credits)
this course provides an examination of acute and chronic responses of the nervous and musculoskeletal systems to physical activity and inactivity. The anatomy and physiology of the nervous and musculoskeletal systems will be covered. Methods of enhancing the function of the neuromuscular system in healthy and special populations will be explored. 3 credits.
Prerequisite: None

MSES 569. Research Methods. (3 Credits)
this course provides an examination of the research methods commonly used to design, implement and evaluate research in the exercise sciences. The course includes the study of descriptive, quantitative and qualitative research methods, as well as techniques of literature review and reporting of research. Students completing this course should have a draft of a research proposal that can be used for either a thesis or graduate capstone project. 3 credits.
Prerequisite: None

Offered at: CUW

MSES 600. Thesis. (1-6 Credits)
this course is designed to help students hone their research skills through the implementation of a research proposal under the advisement of a faculty member. Students will propose a research project, get IRB approval, perform data collection, and analyze their data. Additionally, students will write up results in a complete thesis document. Students are expected to work semi-independently with their thesis adviser and must produce scholarly work. Students must also orally defend the thesis in a public forum. 1 to 6 variable credits.
Prerequisite: MSES 569 Research Methods.

Offered at: CUW

MSES 601. Graduate Capstone Project. (1-6 Credits)
this course will allow the student to propose and complete a rigorous project that is different than a traditional master's degree research oriented thesis. If the capstone project is proposed, approval must be obtained from a majority of the graduate level faculty in the Department of Health and Human Performance. This course would be taken in place of MSES 600 Thesis. 1 to 6 variable credits.
Prerequisite: MSES 569 Research Methods.

MSES 757. Bioenergetcs & Weight Control. (3 Credits)
this course is designed to provide an understanding of the metabolic processes affecting weight control as well as practical approaches to the clinical management of weight issues. Specific topics include the pathways of energy metabolism, hormonal regulation of energy balance and substrate utilization, effect of diets/supplements and physical activity on weight control as well as clinical effects of prolonged obesity. 3 credits.
Prerequisite: None

MSES 820. Basic Statistics. (3 Credits)

Art Education-Graduate (AEG)

AEG 500. Great Books in Art Education. (1.5 Credits)
Offered at: CUW

AEG 501. The Historical Bases of Art Ed. (3 Credits)
surveys the history of educational practices and the major philosophic, theoretical, and methodological foundations that underpin the evolution and development of art education in American elementary and secondary schools. Emphasis will be on 19th and early 20th century ideas and practices - 3 credits.
Prerequisite: None

Offered at: CUW

AEG 510. Developmental Issues in Art Ed. (3 Credits)
studies the physical growth, emotional and intellectual development, and the mastery of visually expressive skills of children, pre-adolescents, and adolescents and their relationship to artistic behaviors and creative operations. Visual learning behaviors and their consequences are also studied for the influence on social growth and the enculturation process - 3 credits.
Prerequisite: None

Offered at: CUW

AEG 521. Contemp Readings in Art Ed. (3 Credits)
draws upon recent literature related to the field of art education for purposes of study and discussion. Emphasis will be upon a selection of readings of the past two decades that deepens knowledge and insights into issues currently confronting the field. Emphasis will be upon independent inquiry, individual presentations of subject matter, and group discussions related to assigned readings and the selected readings of participants - 3 credits.
Prerequisite: None

AEG 522. Modrn/Post-Mod&Classroon Pract. (3 Credits)

AEG 530. Digital Photography I. (3 Credits)

AEG 531. Modern Practices in Art Ed. (3 Credits)
examines the philosophic, theoretical, and methodological grounds for practices in art education at all levels of instruction in public, private, and parochial schools from WWI to the present. Special emphasis will be given to post-WWII era curricular initiatives and instructional practices advocated and/or supported by foundations, special interest groups, government agencies, and public institutions (e.g. museums) as well as by leading art educators and general educationists - 3 credits.
Prerequisite: None

AEG 533. Teach Art with Art. (3 Credits)
presents ways in which historic and contemporary masterworks of art can be used to enhance kindergarten through twelfth-grade art curriculum. The use of the art museum, works of art, and environment as a primary resource for instruction will be emphasized. A wide range of curricular guides, visual reference materials, reproductions, and commercially developed resource materials are examined for their efficacy in the teaching of art with art - 3 credits.
Prerequisite: None

AEG 535. Docent Training:MAM. (3 Credits)

AEG 536. Lecture Series:MAM. (3 Credits)

AEG 537. Docent Training:MAM. (3 Credits)

AEG 538. Lecture Series:MAM. (3 Credits)

AEG 540. Curriculum Design in Art Ed. (3 Credits)
studies a wide range of curricular rationales and formats used to articulate programs of study in the visual arts in public, private, and parochial at all levels on instruction. Curriculum models are developed and tested. Special emphasis is given to the generation of developmentally appropriate instructional plans and to the use of art history and criticism with studio-based curricula - 3 credits.
Prerequisite: None

AEG 542. Meth Tchng/Learn in Art Class. (3 Credits)
Offered at: CUW

AEG 544. Assessment & Evaluation in Art. (3 Credits)

AEG 549. Calligraphy and Illumination. (3 Credits)

AEG 550. Integrative Iss in Art Ed. (3 Credits)
addresses issues, opinions, and strategies related to the integration of instruction in the visual arts with other subject areas of K through 12 curricula at all levels of instruction in public, private, and parochial schools. Special emphasis is given to the integration of visual arts instruction and curricula in language arts, science, social studies, and the other art forms—music, dance, literature, and theater - 3 credits.
Prerequisite: None

AEG 551. Lect Series:Art Hist & Art. (3 Credits)

AEG 560. Special Topics in Art Ed. (3 Credits)
examines a specific art education topic in depth for a full semester. The single topic will be considered in a given semester will be identified—e.g. (COURSE NO.) SEMINAR: MUSEUM EDUCATION— and addressed through lectures, intensive study and research, independent readings by students, class discussions, group reports and/or presentations, and term papers. Topics for this special seminar will be selected by the graduate art education faculty for their relevancy, currency and important to practices in art education. These topics will include titles such as Museum education, Art and Language, Cognition and Sensation, Research Methods for Art Education, Assessment and Evaluation in Art Curricula, The Philosophic Bases of Art Education, Art Education and Urban Schooling, The Role of Art Education in Parochial Schools, and Utilizing Community Resources in the Teaching of Art - 3 credits.
Prerequisite: None

Offered at: CUW

AEG 565. Painting II. (3 Credits)

AEG 580. Studio Workshop. (2,3 Credits)
presents in-depth studio exercises that relate to a particular expressive form in the visual arts. A variety of workshops will be offered under this course title, each requiring a full semester of engagement with a specific art form. Any studio workshop to be offered in a given semester will be specifically identified—e.g. (COURSE NUMBER) STUDIO PRACTICES IN ART EDUCATION: TWO-DIMENSIONAL PRACTICES—and taught through lectures, technical demonstrations, independent inquiry, and studio exercises. Each studio workshop will be selected by the Graduate Faculty in Art Education for its relevance, currency, and importance to practices in Art Education. These workshops will include titles such as: Two-Dimensional Practices, Three- Dimensional Practices, Design Structures and Applications, Multiple Image Processes (Printmaking, Photography, and Computer), Fiber Arts, and Art in Public Places. 3 credits for each special topics seminar.
Prerequisite: None

AEG 582. Creative Educator's Inst:MIAD. (3 Credits)

AEG 585. Studio Mentorship:MIAD. (3 Credits)

AEG 586. Studio Mentorship:MIAD. (3 Credits)

AEG 587. Studio Mentorship:MIAD. (3 Credits)

AEG 588. Studio Mentorship:MIAD. (3 Credits)

AEG 589. Studio Mentorship:MIAD. (3 Credits)

AEG 590. Technology in Art Ed. (3 Credits)
addresses the use of the computer and other electronic technologies to meet the needs of the art teacher in developing and presenting visually-based instructional materials, in managing and maintaining student performance records, and in developing and utilizing database and visual retrieval systems for a wide range of subject matter specific to the teaching of art. Special emphasis is placed on the technological support of curricula and program management in art education at all levels of instruction - 3 credits.
Prerequisite: None

AEG 591. Fibers. (3 Credits)

AEG 595. Loom Weaving Fundamentals. (3 Credits)

AEG 598. Applied Design. (3 Credits)

AEG 599. Independent Study. (1-6 Credits)

AEG 600. Digital Design 1. (3 Credits)

AEG 601. Digital Design 11. (3 Credits)

AEG 610. Design 1-2-Dim Design. (3 Credits)

AEG 611. 2-D Composition. (3 Credits)

AEG 620. Extended Exp in Art Education. (3 Credits)
provides students with opportunities to extend their range of experiences in the study of Art Education and, in doing so, to increase insight into and understanding of social and professional contexts, theories, practices, curricular issues, practitioners, and subject matter that relates to the field. A variety of special opportunities that are usually non-scholastic in character and setting will be offered under this course title, each requiring the equivalent of a full semester of study and engagement. Any course offering will be specifically identified—e.g. (COURSE NUMBER) EXTENDED EXPERIENCES IN ART EDUCATION-FIELD APPLICATIONS —and taught and/or monitored through specifically guided activities, direct observations, reports, professional demonstrations, and academic and/or studio-like exercises. Each extended experience will be designed or evaluated by the Graduate Faculty in Art Education and assigned credit value for its relevancy, currency, and importance to practices in the teaching of art at all levels. These extended experiences will include titles such as Field Applications, Travel Study, Internships (Museum, Parks and Recreation, Schools, etc.), or Special Service Workshops (Scouting, Elderly Centers, Inner-City Programs), or Saturday or Summer Programs. 1 - 3 credits.
Prerequisite: None

Offered at: CUW

AEG 621. Design II (3D). (3 Credits)

AEG 622. Outdoor Drawing & Painting. (3 Credits)

AEG 627. Portfolio I. (0 Credits)

AEG 628. Portfolio II. (0 Credits)

AEG 629. Portfolio III. (0 Credits)

AEG 630. Printmaking. (3 Credits)

AEG 631. Photography 1. (3 Credits)

AEG 641. Drawing 1. (3 Credits)

AEG 645. Drawing II Assorted Media. (3 Credits)

AEG 658. Ceramics I. (3 Credits)

AEG 660. Curriculum Development I. (3 Credits)
is a two-semester thesis alternative and an optional capstone requirement for the program of study for the Master of Science Degree in Art Education. This two-course sequence permits the student to engage in concentrated curriculum writing for a specific teaching assignment or grade level. Guided curriculum work over the two semesters concludes with a thorough and complete curriculum document designed to be both developmentally appropriate and specific to a particular community demographic. 6 credits.
Prerequisite: None

Offered at: CUW

AEG 661. Curriculum Development II. (3 Credits)
is a two-semester thesis alternative and an optional capstone requirement for the program of study for the Master of Science Degree in Art Education. This two-course sequence permits the student to engage in concentrated curriculum writing for a specific teaching assignment or grade level. Guided curriculum work over the two semesters concludes with a thorough and complete curriculum document designed to be both developmentally appropriate and specific to a particular community demographic. 6 credits.
Prerequisite: None

Offered at: CUW

AEG 665. Painting I (Acrylic). (3 Credits)

AEG 670. Mentorship/Apprenticeship I. (3 Credits)
is a two-semester thesis alternative and an optional capstone requirement for the program of study for the Master of Science Degree in Art Education. This two-course sequence permits the student to identify and work closely with a master artist, craftsperson or art educator. Directed studio work over the two semesters concludes with a thoroughly developed body of work in a specific studio discipline. Work with an art educator would result in a written account of the engagement as well as a set of curriculum documents related to a specific medium, age level, or teaching situation. 6 credits.
Prerequisite: None

Offered at: CUW

AEG 671. Mentorship/Apprenticeship II. (3 Credits)
is a two-semester thesis alternative and an optional capstone requirement for the program of study for the Master of Science Degree in Art Education. This two-course sequence permits the student to identify and work closely with a master artist, craftsperson or art educator. Directed studio work over the two semesters concludes with a thoroughly developed body of work in a specific studio discipline. Work with an art educator would result in a written account of the engagement as well as a set of curriculum documents related to a specific medium, age level, or teaching situation. 6 credits.
Prerequisite: None

Offered at: CUW

AEG 675. Sculpture I. (3 Credits)

AEG 676. Sculpture II. (3 Credits)

AEG 679. Travel Study. (3 Credits)
Offered at: CUW

AEG 680. Art Education Thesis. (3 Credits)
is the capstone requirement for the program of study for the Master of Science Degree in Art Education. This course supports a student's independent initiative to define a problem or area of interest in the field of art education and to then pursue its resolution. Thesis students will select one of three formats for their study: a scholarly effort concluding with a major paper related to philosophy, theory, or practice; a body of work applied to their curricular practices, concluding with a major paper which describes the applied practice and analyzes the curricular insights gained from it; or a studio-centered project, developing new curricular structures and processes in a particular median. 3 credits.
Prerequisite: None

Offered at: CUW

AEG 681. Directed Course Work I. (3 Credits)
is a two-semester thesis alternative and a possible capstone requirement for the program of study for the Master of Science Degree in Art Education. Enrollment in AEG 681/682 requires the approval of the Director of the Graduate Program in Art Education. This two-course sequence consists of two courses selected in consultation with a member of the graduate art education faculty. Courses are selected based upon the perceived needs of the student and student interests. 3 credits.
Prerequisite: None

AEG 682. Directed Course Work II. (3 Credits)
is a two-semester thesis alternative and a possible capstone requirement for the program of study for the Master of Science Degree in Art Education. Enrollment in AEG 681/682 requires the approval of the Director of the Graduate Program in Art Education. This two-course sequence consists of two courses selected in consultation with a member of the graduate art education faculty. Courses are selected based upon the perceived needs of the student and student interests. 3 credits.
Prerequisite: None

AEG 685. Art History I. (3 Credits)

AEG 686. Art History II. (3 Credits)

AEG 687. Student Teach in Art Ed:Elem. (3 Credits)
Offered at: CUW

AEG 688. Student Teach in Art Ed:Second. (3 Credits)
Offered at: CUW

AEG 690. Applied Design:Fibers. (3 Credits)

AEG 691. Stained Glass. (3 Credits)

AEG 692. Special Projects I. (3 Credits)
Offered at: CUW

AEG 693. Special Projects II. (3 Credits)
Offered at: CUW

AEG 698. Applied Design. (3 Credits)

AEG 730. Printmaking. (3 Credits)

AEG 739. Film and Video Production. (3 Credits)

AEG 741. Drawing III. (3 Credits)

AEG 758. Ceramics II. (3 Credits)

AEG 765. Painting II. (3 Credits)

AEG 781. Aesthetics. (3 Credits)

Athletic Training (MSAT)

MSAT 501. Manual Based Exam & Treatment. (3 Credits)
will familiarize the student with the theory, skills, and clinical applications of various forms of manual soft tissue examination and treatment. The manual therapy techniques that this course will focus on include Graston Technique, muscle energy techniques, joint mobilization, trigger point therapy and myofascial release techniques, cupping, and Kinesio-tape. All skills will be demonstrated and practiced in a hands-on lab environment. 3 credits.
Prerequisites: fourth year Athletic Training Student with previous background in clinical patient care or consent of instructor.

Offered at: CUW

MSAT 510. Pathophys, Pharm & Gen Med. (4 Credits)
is designed to provide the learner with information regarding diseases and conditions addressed in the profession of athletic training. Classroom and laboratory experiences will encompass classroom exercises addressing illness/condition recognition, assessment, differential diagnosis, referral, and treatment of a variety of different patient populations. The course will examine pharmaceutical drug applications, interactions, and their value to the injury-healing process and athletic performance. 3 credits.
Prerequisite: fifth year Athletic Training Student.

Offered at: CUW

MSAT 512. General Medical Conditions Assessment & Diagnosis. (3 Credits)
Offered at: CUAA

MSAT 520. Basic Stats for Athletic Train. (3 Credits)
is designed to help athletic trainers acquire skills related to consuming research. Fundamental scientific inquiry skills related to searching electronic data bases, reading, understanding, and appraising the athletic training research literature for the purpose of evidence-based practice is emphasized. Students are exposed to basic concepts of research methodology and a review of conceptually-based statistics that further enhances skills with consuming the scientific literature. Students will practice reading and critiquing professional literature. 3 credits.
Prerequisite: None

Offered at: CUW

MSAT 530. Psychosocial Aspects of AT. (3 Credits)
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. 3 credits.
Prerequisite: None

Offered at: CUW

MSAT 532. Psychosocial Principles of Athletic Training. (3 Credits)
Offered at: CUAA

MSAT 540. Applied Kinesiology. (3 Credits)
is an examination of human movement mechanics in applied settings. Focus will be placed on functional assessment, training and conditioning, rehabilitation, and injury prevention. Advanced application of arthrokinematics, musculoskeletal function, and relative biomechanics as they relate to evidenced based science will be the focus of class content. 3 credits.
Prerequisite: None

Offered at: CUW

MSAT 541. Athletic Training Seminar. (1 Credit)
Offered at: CUAA

MSAT 542. Clinical Education I. (2 Credits)
Offered at: CUAA

MSAT 543. Clinical Eduction II. (2 Credits)
Offered at: CUAA

MSAT 544. Clinical Education III. (3 Credits)
Offered at: CUAA

MSAT 545. Clinical Education IV. (3 Credits)
Offered at: CUAA

MSAT 546. Clinical Education V. (3 Credits)
Offered at: CUAA

MSAT 547. Clinical Education VI. (3 Credits)
Offered at: CUAA

MSAT 551. Orth Assess/Mgmt of LE. (3 Credits)
Offered at: CUAA

MSAT 552. Orth As/Mgmt-UE/Head/Neck/Spn. (3 Credits)
Offered at: CUAA

MSAT 553. Therapeutic Mod for Ath Inj. (3 Credits)
Offered at: CUAA

MSAT 554. Palp & Func Anatomy for ATs. (3 Credits)
Offered at: CUAA

MSAT 555. Therapeutic Exercise. (3 Credits)
Offered at: CUAA

MSAT 556. Acute Emerg Care of Ath Inj. (3 Credits)
Offered at: CUAA

MSAT 557. Advanced Injury Managment. (3 Credits)
Offered at: CUAA

MSAT 558. Pharmacology. (3 Credits)

MSAT 559. Admin & Organization of AT. (3 Credits)
Offered at: CUAA

MSAT 568. Research Methods in Sports Medicine. (3 Credits)
Offered at: CUAA

MSAT 569. Research Methods. (3 Credits)
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. 3 credits.
Prerequisite: None

Offered at: CUW

MSAT 570. Internship Athletic Training. (1-6 Credits)
is designed to expose students to various aspects involved with health care and rehabilitation in either a clinical or non-clinical setting. Although the student is only at the pre-professional level, he/she can be involved in the observation, assistance, and discussion of patients' treatment and care, as the experienced professional deems appropriate. 3 credits.
Prerequisite: None

Offered at: CUW

MSAT 571. Adv Pract & Admin in Ath Train. (3 Credits)
will prepare students for advanced practice and administrative roles in the athletic training field. It will explore organizational structure and employment considerations at the University, Clinic/Hospital, and Outreach settings. This course will prepare the student for assuming administrative roles and managing resources as well as explore the facets of teaching and mentoring students and young professionals in the athletic training field. 3 credits.
Prerequisite: None

Offered at: CUW

MSAT 572. Adv Musculoskeletal Anatomy. (3 Credits)
is designed for students seeking to gain a higher level understanding of human anatomy. The course will provide a comprehensive review of human cadaver anatomy for health professionals. Major muscles, skin, bones and joints, internal organs, blood vessels, the brain, spinal cord and major nerves will be covered. The students will use dissected cadavers to study anatomical variations, pathologies, and changes due to disease/injury. The students enrolled in the course will attend clinical lectures followed by cadaver exploration and identification. 3 credits.
Prerequisite: None

Offered at: CUW

MSAT 573. Athletic Training Capstone. (1-6 Credits)
Offered at: CUAA

MSAT 578. Pharmacology for Athletic Trainers. (3 Credits)

MSAT 599. Thesis in Athletic Training. (3 Credits)
Offered at: CUAA

MSAT 600. Thesis. (1-6 Credits)
this course is designed to help students hone their research skills through the implementation of a research proposal under the advisement of a faculty member. Students will propose a research project, obtain IRB approval, perform data collection, and analyze their data. Additionally, students will create a complete thesis document. Students are expected to work semi-independently with their thesis adviser and must produce scholarly work. Students must also orally defend the thesis in a public forum. 3 credits.
Prerequisite: MSAT 569 Research Methods.

Offered at: CUW

Biology (BIO)

BIO 510. Ecology. (3 Credits)

BIO 530. Pharmacology. (3 Credits)

BIO 540. Advanced Botany. (3 Credits)
concentrates on botanical nomenclature, vegetative anatomy, floral anatomy, and morphology of vascular plants. The course includes a survey of vascular plants with an emphasis on identification of native flora. Implications of the presence or absence of each species in various biotic communities will be studied. 3 credits
Prerequisite: None

BIO 550. Human Anatomy. (6 Credits)
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 supervised dissection and/or examination of prosected human cadavers. Human anatomy is part of the professional curricula in Occupational and Physical Therapy. As such, this course helps students develop their knowledge and understanding of the structure and function of the human body, and to prepare them for service as health care professionals. 6 credits.
Prerequisites: Matriculation in the CUW Master of Occupational Therapy Program or Doctor of Physical Therapy Program, or consent of instructor.

Offered at: OL

BIO 556. Readings in Environ Science. (3 Credits)
This course covers a wide range of issues and problems such as air and water pollution, energy resources, climate change, acid rain, the greenhouse effect, wastes, and land/resource management. 3 crs.
Prerequisite: None

BIO 567. Ecology of the Tropics. (3 Credits)
is a field study of tropical organisms and ecosystems. This is a travel course that requires travel to the Caribbean. The influence of humans, culture, ecotourism, geology, and geography will be addressed. 3 credits.
Prerequisite: None

BIO 570. Ornithology. (3 Credits)
is a field oriented course designed to study birds in their natural habitats. Avian ecology, anatomy, physiology, and behavior as well as identification will be explored. 3 credits.
Prerequisite: None

BIO 575. BIOCHEMISTRY. (3 Credits)

BIO 580. BIOLOGY INTERNSHIP. (3 Credits)

BIO 585. Neuroscience. (5 Credits)
neuroscience is an integrated approach to the principles of human nervous system structure and function; including development and neural plasticity. The gross anatomy of the central nervous system and its vascular supply, as well as functional pathways and circuits and the cellular anatomy and physiology of neurons and synapses will be described. The course will cover somatosensory, motor (somatic and autonomic), limbic, cognitive, special sensory and ventricular systems and their interactions along with detailed discussion of the cranial nerves. The laboratory focuses on gross examination of the human central nervous system, its surrounding connective tissues and blood vessels, and cranial nerves as well as diagnostic imaging of neurological disorders, video presentations of individuals with neurological dysfunction, and practice integrating lecture material into case examples. Neuroscience is part of the professional curriculum in OT and PT. As such, this course helps students develop their knowledge and understanding of the structure and function of the human central nervous system, and will include collaborative small group analysis of patient case studies for a better understanding of the impact of injury or illness on movement and occupation. Pre-requisites: admission into the MOT successful completion of BIO 550. 5 credits.
Prerequisite: None

Offered at: CUW

BIO 611. PHYSIO/HUMAN PERF LAB. (0 Credits)

BIO 810. Ecology. (3 Credits)

BIO 840. Advanced Botany. (3 Credits)
concentrates on botanical nomenclature, vegetative anatomy, floral anatomy, and morphology of vascular plants. The course includes a survey of vascular plants with an emphasis on identification of native flora. Implications of the presence or absence of each species in various biotic communities will be studied. 3 credits
Prerequisite: None

BIO 842. Pharmacotherapeutics. (3 Credits)
this course will cover essential concepts of pharmacotherapy including antimicrobials, cardiovascular and anticoagulant medications, medications used to treat respiratory conditions, medications to treat endocrine disorders, dermatologic agents, gastrointestinal agents, musculoskeletal agents, central nervous system agents, medications used to treat men's and women's health conditions, psychotropic medications and vaccines. 3 credits.
Prerequisites: BIO 536/836 or MSN 836.

Offered at: OL

BIO 850. Genetics, Immunology & Microbi. (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 central genetics is to understanding human health and disease and will gain new insights into the role and interactions between microorganisms and the human immune system. 3 credits.
Prerequisite: None

Offered at: OL

BIO 856. Readings in Environmen Science. (3 Credits)
this course covers a wide range of issues and problems such as air and water pollution, energy resources, climate change, acid rain, the greenhouse effect, wastes, and land/resource management. 3 credits
Prerequisite: None

BIO 867. Ecology of the Tropics. (3 Credits)

Business-MBA Grad (MBA)

MBA 500. Managerial Economics. (3 Credits)
provides a clear and balanced presentation of relevant economic theories and instruments. The focus of this course will be on the application of these relevant theories and the tools of analysis of decision-making science to examine how a firm makes optimal managerial decisions in the face of the constraints it faces. It will teach students how to deal with the nature of the firm, and how and why it is organized the way it is, in order to make students better, more efficient and more highly rewarded executives. The course should be thought of as applied economics, emphasizing those topics of the greatest interest and importance to managers. These topics include demand, production, cost, pricing, market structure and government regulations. A strong grasp of the principles that govern economic behavior is an important managerial asset. Students will learn how to apply these principles in appropriate situations. 3 credits.
Prerequisite: None

Offered at: CUW, GB, OS

MBA 502. Publicity and Public Relations. (3 Credits)
examines the techniques and strategies used to gain public support for an individual or organization. How spokespersons are selected and used to project policy are examined along with the use of techniques, such as interview and speech opportunities. A special emphasis is placed on integrating strategies and tools used by professionals to market a product or idea, increase sales, or change an organization's positioning or reputation. Campaigns are analyzed through a management approach that stresses strategic planning and implementation techniques. 3 credits
Prerequisite: None

Offered at: CUW

MBA 503. Ethics & Org Leadership. (3 Credits)
this course studies contemporary business issues facing managers. Emphasis will be on developing theoretical skills for analyzing ethical issues and competing claims, and formulating well–grounded policies. A special emphasis on organizations and their attendant process is designed to increase ones leadership skills and effectiveness. 3 credits.
Prerequisite: None

Offered at: CUW, GB, MID, OS, WAU

MBA 504. Management Nonprofit Org. (3 Credits)
students will apply the principles of designing a nonprofit organization and the means for a successful launch. Students will learn to identify and research entities that support the efforts of nonprofit organizations including funding for maximum impact in the community. Students will examine nonprofit practices in human resource development, organizational development and apply strategies for nonprofit sector success in a managerial role. 3 credits.
Prerequisite: None

MBA 505. Graduate School Success. (3 Credits)
this course is designed to level set graduate students on the five competency areas of the Concordia University MBA program: ethical and spiritual development, numeracy, communication, problem solving, and cultural understanding. Course work will position incoming students to understand the Concordia University graduate learning environment and to reach his or her God-given potential as a student. 3 credits.
Prerequisite: None

Offered at: CUW

MBA 507. Fin Mgmt Nonprofit Orgs. (3 Credits)
focuses on the specific elements of nonprofit financial management, explores the differences in not-for-profit accounting standards, including contribution accounting, program designation of operating expenses, sources of revenue, budgeting, and governmental reporting requirements. Financial analysis, cost accounting, auditing, cash flow management, and internal and management controls are examined. Students will develop and analyze financial reports for effective financial management. 3 credits.
Prerequisite: None

MBA 508. Software Test & Qlty Assurance. (3 Credits)
in this course students will learn multiple aspects of software testing: test cycles; testing objectives; testing in the software development process; types of software errors; reporting and analyzing software errors; problem tracking systems; test case design; testing tools; test planning; test documentation; managing a test group; test-driven development principles; continuous delivery principles and their impact on testing. Students will also get hands-on experience with industry leading open-source testing software.
Prerequisite: None

Offered at: CUW

MBA 510. Appl Statistic Meth. (3 Credits)
studies statistical methods used in business decision-making, including the use of both descriptive and inferential techniques, probability, regression, and research study designs. Application and integration of statistical methods in business-related fields is emphasized along with the use of computer analysis. 3 credits.
Prerequisite: None

Offered at: CUW, KEN, OS

MBA 511. Social Marketing Strategies. (3 Credits)
this course is designed to help the student understand the social media revolution; the concepts, tools and applications. This course will provide students with the practical knowledge and insights needed to successfully plan, implement, manage and measure social media marketing efforts.
Prerequisite: None

MBA 512. Nonprofit Fundrais Grant Write. (3 Credits)
examines the aspects, importance, and significance of fundraising for nonprofit organizations. Management of the fundraising function including the elements of information management and donor research will be explored. Students will understand the importance of relationship building as a fundraising strategy and apply the principles of fundraising research for nonprofit organizations. Students will engage in effective grant writing to develop a “case for support” and for sustaining a nonprofit organization. 3 credits.
Prerequisite: None

MBA 513. Bus Found Admin Professions. (3 Credits)
this course is suggested for incoming students that need to fulfill MBA core prerequisite requirements; however, it can be taken by any student as a refresher of business administrative practices. This course provides the integration of management, marketing, statistics, economics, finance, and accounting concepts essential to the management and administration in organizations. Students will synthesize knowledge of theories and application that will serve as a basis for developing effective roles as administrators. Fulfills all core prerequisite requirements. 3 credits.
Prerequisite: None

Offered at: CUW

MBA 514. Corp Governance & Board Dev. (3 Credits)
this course examines the critical elements of a policy governance model for nonprofits. Students will develop a board policy manual, learn to write board policies, develop skills for practicing policy governance, and acquire skills for implementing this governance model in a nonprofit organization. 3 credits.
Prerequisite: None

MBA 516. Legal Issues in Nonprofit Org. (3 Credits)
students will understand the background of the legal issues for nonprofit management and the differences between public and private entities. Students will recognize the specific rules and regulations surrounding the nonprofit sector as they apply to local, state, and federal entities including the IRS and create a reporting mechanism for oversight. The intersection of governance models, role of nonprofit board of directors, fundraising regulations, and service to the community will be examined. 3 credits
Prerequisite: None

MBA 517. International Business Law. (3 Credits)
is divided into two fields: public international law and private international law. Public international law governs the relations between nations and international organizations. Such law consists of treaties, conventions, and customs. Private international law is generally the domestic choice of law rules used by domestic courts to resolve conflicts of law issues arising out of international business transactions. First, the course surveys institutions affecting international business and the evolution of international agencies. Next, the course concentrates on the international sale of goods, the risks associated with such transactions, and the financing of the sale of goods, e.g. letters of credit. Finally, the course covers foreign and direct investment and dispute resolution in the international setting. Closely related to international business transactions is the study of international trade and economic relations. 3 credits
Prerequisite: None

MBA 520. Management Information Systems. (3 Credits)
concerns managing the use of technology, emphasizing computer systems, in providing the information systems that effectively support organizations and allow them to meet their goals. Fundamental concepts of information systems and their underlying technology are presented in the framework of tools for personal and managerial problem solving. Foundational information systems concepts, along with terminology, ethical issues, application and hands-on system use are explored. Additional topics include system capabilities, system abilities, and the role of intelligence in information systems. Coursework combines assignments that directly apply concepts from the textbook reading along with projects that allow students to extend their learning and apply it to practical applications. 3 credits. Concordia University Accelerated Learning Centers and Off Campus Offerings 67
Prerequisite: Admission to the program.

MBA 521. Oracle Acad Database Des & Pro. (3 Credits)
this course is designed to provide students with an in-depth learning experience around database modeling, design, and implementation. It is divided into two major sections. In the first section, Database Design, students learn to analyze complex business scenarios and create a data model, a conceptual representation of an organization's information. In the second section, Database Programming with SQL, students implement their database design by creating a physical database using the Oracle Application Express tool and SQL, the industry-standard database programming language. Students will gain extensive hands-on experience with databases. Upon completion of this course, students will have been prepared to sit for the Oracle Database SQL Expert exam if they wish to take it. 3 credits..
Prerequisite: None

MBA 522. Data Commun & Network Security. (3 Credits)
presents the fundamentals of data communications including communication media and equipment, protocols, network architectures, network hardware, and network software. The Internet is discussed in detail and used extensively in the course as a source of a variety of information pertinent to the content of the course. Network management objectives and techniques are presented and network security is discussed. 3 credits.
Prerequisite: None

MBA 523. Oracle Java Fundamental & Prog. (3 Credits)
this course lays the foundation for business students who have little to no programming experience to learn fundamental Java programming comcepts and terminology. Is is divided into two major modules. In the first module, Java fundamantals, students learn the Alice, Greenfoot, and Eclipse Java development environments. The second module, Java Programming, is designed to build upon the knowledge gained from the Fundamentals module and further develop Java programming knowledge using the Java SE7 programming language.
Prerequisite: None

MBA 524. Systems Analysis & Design. (3 Credits)
presents a short overview of information systems followed by a comprehensive treatment of modern techniques of systems analysis and design. Each of the five steps in the Systems Design Life Cycle (SDLC) is discussed in detail. A variety of case studies are considered and tools for systems analysis and design are presented. Extensive use is made of pertinent web sites. 3 credits.
Prerequisite: None

MBA 525. Advanced Auditing. (3 Credits)
builds on the audit theory, concepts and techniques that were gained by the student in completing Principles of Auditing (ACCT 420). Covers integrated audits of public companies, advanced topics concerning complex auditing judgments, and the auditor's responsibility for detecting fraud in a financial statement audit. Case studies will be used to enable students to apply audit theory to actual situations. Infused throughout this course is the application of Ethical Decision-Making Frameworks. Not available to students who have completed ACCT 425. 3 credits.
Prerequisite: None

Offered at: CUW

MBA 526. Decision Support Systems. (3 Credits)
covers the processes used in making creative decisions and effectively solving problems. An extensive coverage of decision-making theory is presented. A strong emphasis is placed on application and use of decision support systems (DSS). Several mini-cases are treated in detail. Topics covered include data mining, data warehousing architectures and technologies, expert systems, artificial intelligence systems, and executive information systems. 3 credits.
Prerequisite: None

MBA 527. Project Management. (3 Credits)
presents project management from a practical point of view. The course focuses on the technical aspects of project management that are directly related to practice. Numerous case studies are considered to help explain how to apply proven project management tools and techniques at each stage in a projects life-cycle. Software tools for project design and management are also presented and used. 3 credits.
Prerequisite: None

Offered at: CUW, OS

MBA 528. Oracle Business Applications. (3 Credits)
this course exposes students to enterprise applications that are used to manage core business operations globally. Students will gain an overview of Oracle Financials and Oracle Supply Chain Management functionality and learn how these applications support the core business processes of an organization. Students will also gain hands-on exposure to the Oracle software. 3 credits.
Prerequisite: None

MBA 529. Database Management. (3 Credits)
provides the basis for a practical approach to database creation and administration. The course presents the various steps required to create data models (relational, network, hierarchical). This course focuses on various competencies within the MBA program: programming, manipulating data, communication, and management of technology. 3 credits.
Prerequisite: a basic knowledge of Microsoft Access.

MBA 530. Corporate Finance. (3 Credits)
studies the function of finance and the flow of funds within the corporation. This course emphasizes financial analysis, decision-making, planning and controlling, capital acquisition and use, and strategic planning. 3 credits.
Prerequisites: undergraduate finance or equivalent.

Offered at: BEL, CUW, GB, OS

MBA 532. Governmental Accounting. (3 Credits)
emphasizes the different characteristics of governmental and not-for-profit organizations. Topics include accounting for state and local government entities and the role of the Governmental Accounting Standards Board (GASB), the accountability for public funds, and the accounting & financial reporting in the not-for-profit sector. Not available to students who have completed ACCT 432. 3 credits.
Prerequisite: None

MBA 535. GLOBL PRODUCT/OPER MGMT. (3 Credits)

MBA 540. Acct:Fin Analysis/Decision. (3 Credits)
is an integral part of business management. The course focuses on business financial management from a firm's perspective, particularly from the perspective of a multinational enterprise. It examines some important topics of international financial management such as causes for foreign direct investment, international trade and balance of payments, foreign exchange and exchange risk management, and international capital budgeting. It provides a conceptual framework within which the key financial decision of a multinational firm can be analyzed. There are no prerequisites for this course. 3 credits.
Prerequisite: None

Offered at: CUW, KEN, MID, MPW, OS

MBA 541. Mergers and Acquistions. (3 Credits)
this course builds on the broad spectrum of accounting knowledge gained in Intermediate Accounting, by exploring more advanced accounting issues related to intercorporate investments with emphasis on mergers and acquisitions. This course will enable the students to apply U. S. Generally Accepted Accounting Principles ("U.S. GAAP") for equity accounting, purchase accounting, intercompany transactions and transfer pricing, variable interest entities, consolidation of majority owned subsidiaries, and disposition of subsidiaries. This course will also further develop the student's ability to prepare financial statements in accordance with U. S. GAAP. In this class the instructor will further engage the students in discussing U. S. GAAP and International Financial Reporting Standards convergence issues and will cover the newest FASB and IASB pronouncements. Students in the MBA program will expand their research and written and oral presentation abilities in a project teamwork environment. 3cr. Not available to students that have taken ACCT 541.
Prerequisite: None

Offered at: CUW

MBA 542. Six Sigma Process & Applicat. (3 Credits)
the Introduction to Six Sigma course introduces a method that organizes an operational improvement project into five components: define, measure, analyze, implement and control (DMAIC). Similar to a scientific research project, students will learn the Six Sigma process and how to use measures and statistics to make the right decisions to improve the effectiveness of organizational operations. This is an "application project course" and the project will be the most significant mediator of success and the final grade. 3 credits. Certificate: Students successfully completing this courses can obtain the associated certificate.
Prerequisite: None

Offered at: CUW

MBA 543. Introduction to Lean. (3 Credits)
an Introduction to Lean introduces a series of concepts and practices directed toward improving customer value and reducing waste. Lean means creating more value to the customer with fewer resources. The course will focus on how to systematically expose unneeded processes, materials, and effort to make operations processes more effective and customer focused. 3crs. Certificate: Students successfully completing this courses can obtain the associated certificate.
Prerequisite: None

MBA 546. Special Topics: Business & Industry. (3 Credits)
this class covers a wide range of emerging and existing topics and is designed to be flexible as to capture commercial and industrial innovation as they develop. One such example is water. By collaborating with the 123 organizations in SE Wisconsin that are in water as well as the Water Council, Water Institute and the New School of Fresh Water Sciences, we can prepare students for employment in specialty sectors. Another example is energy but, specific to employment in the SE Wisconsin's industrial and commercial energy sector. 3 credits
Prerequisite: None

MBA 548. LEED Associate & Accred Prof. (3 Credits)
this course will utilize the Environmental Studentship facility as a technological demonstration site for hand on experiences. This is a "how to" course that introduces tools, instruments and measures of the modern sustainably designed building. It prepare students to become an expert in sustainable operations and maintenance of existing buildings as a LEED AP with specialization in USGBC's LEED Existing Buildings Operations and Maintenance Rating System. This rating system considers buildings over their entire life-cycle, and provides a means of maintaining existing buildings that already have sustainable features in place to ensure the continued reduction of environmental and human health impacts. 3crs. Certificate: Students successfully completing this courses can obtain the associated certificate.
Prerequisite: None

MBA 549. Ecological Economics. (3 Credits)
addresses the distribution of wealth and the allocation of resources with a goal of efficiency, acknowledgement and rigorous assessment of the scale issue with a goal of optimality. This is what fundamentally distinguishes ecological economics from conventional or neoclassical economics. This business decision and natural science course gives full treatment to the efficiency standard, externalities, sustainability, socio-economic measurement, food, energy, water, poverty, pollution, depletion, population and migration in our economic world. The course ends with a scientific research project that aims to improve both ecological and financial performance, showing clearly that both can be accomplished concurrent.
Prerequisite: None

MBA 550. Strategic Marketing. (3 Credits)
studies the planning, implementation and control of the marketing function. Topics covered include: market segmentation, use of marketing research in decision-making, use of media and promotion, budgeting, and marketing program evaluation. 3 credits.
Prerequisite: None

MBA 552. Direct Marketing. (3 Credits)
introduces the concepts, strategies, and applications involved in direct marketing, including direct mail, lead generation, circulation, relationship-loyalty programs, store-traffic building, fund raising, pre-selling, and research. Topics include launching direct marketing programs, planning and market segmentation, promotion, media selection, list management, creative process, production, pricing, customer service, and response/performance measurement. The course includes examination of all major direct marketing media: direct mail, broadcast (including the Internet and other technologies), print advertising, catalogs, telemarketing, inserts and videos. The measurability and accountability of direct marketing and the relationship to the total marketing mix are stressed. The fundamentals of the new direct marketing methods involving the Internet are also explored and put into practice in this course. 3 credits.
Prerequisite: None

MBA 553. Sales Management. (3 Credits)
studies the principles and practices in planning, organizing, and controlling sales force. Selection, training, compensating, supervising and stimulating salespersons is emphasized. The art of effective selling is explored with emphasis on conduct and attitude, and persuasive techniques. 3 credit hours.
Prerequisite: None

MBA 554. Advertising Management. (3 Credits)
is the study of advertising in a context of marketing communication and integrated marketing. It covers all forms of promotion which exist to inform and persuade the diverse and fragmented audiences that seek goods, services and ideas. The course places the advertising function within a marketing framework while recognizing that advertising is both an art and a science. 3 credits.
Prerequisite: None

Offered at: AP

MBA 555. Small Business Management. (3 Credits)
studies the principles of management as applied to a small business with emphasis on the elements necessary to create a successful business operation. Development of a business plan will be the culmination of the course. 3 credits.
Prerequisite: None

MBA 556. Real Estate Management. (3 Credits)

MBA 557. Sustainable Business Practices. (3 Credits)
an introduction to developing and implementing a successful program in the domain of sustainability and social responsibility. The student is introduced to methods of implementing technologies and practices and how to measure the consequent social and environmental performance. Reporting and presenting social and environmental performance is given full treatment. This class reveals the most widely used concepts of sustainability and social responsibility in the modern business organization. Likely to be the most important challenges of the 21stcentury, this overview addresses the essence of the emerging green economy. 3 credits.
Prerequisite: None

Offered at: GB

MBA 558. Real Estate Investment. (3 Credits)

MBA 560. INTERNATIONAL BUSINESS. (3 Credits)

MBA 565. Supply Chain Management. (3 Credits)
is the study of the integration of organizational strategies, policies, and programs across organizations) both the parent organization, supplier organizations, and sub-supplier organizations. This course examines supply chain management in both a domestic and global environment. 3 credits.
Prerequisite: None

MBA 569. Mgmt Science & Analytics. (3 Credits)
this course introduces techniques and methods used in business management to analyze and solve business problems. The course will also explore the reasoning behind the use of management science techniques. We will explore various practices from the field of management science that can be applied in spreadsheet models to help in the decision-analysis and decision making process. The course will also present techniques to assist managers with planning, organizing, leading and controlling projects. 3 credit hours. Concordia University Accelerated Learning Centers and Off Campus Offerings 69
Prerequisite: None

Offered at: AP, CUW, MPW, OS

MBA 570. Legal Aspects. (3 Credits)
entails the study of the contemporary and legal issues facing managers and the development of practical skills for analyzing decision-making from both the legal and ethical standpoints. Issues will be studied from the position of managerial decision-making with an emphasis on the establishment of sound, well-grounded policies intended to prevent and resolve disputes. 3 credits.
Prerequisite: None

Offered at: KEN, MID

MBA 571. Environmental Law. (3 Credits)
is the study of the federal, state, and common law, administrative regulations and policies and how all of these impact businesses and natural environ and regulations and the administrative and statutory provisions and policies impacting business and natural environment, and human interaction with it. Pre-requisite: None; 3 credit hours.
Prerequisite: None

MBA 576. Fraud Management. (3 Credits)
is designed to provide students with a basis understanding of the principles of occupational fraud, emphasizing circumstances with which any management team may ultimately be confronted. The course covers fraud in the areas of skimming, cash larceny, check fraud, register schemes, and misappropriation of cash and assets. A brief overview of corruption and interviewing of employees when a fraud is suspected is also included. 3 credits.
Prerequisite: None

Offered at: KEN, OS

MBA 577. Loss Prevention. (3 Credits)
students will learn practical and strategic loss prevention techniques, and be able to apply them to business in a way that positively impacts sales and profits. Students will also learn how to provide safe and secure work environments. This course is an elective under the risk management MBA concentration. 3 credits.
Prerequisite: None

Offered at: AP

MBA 578. Marketing Research & Intellige. (3 Credits)
students will learn to target markets by leveraging the use of marketing research and analytics. The reasons for marketing research, and how to analyze the data derived from multiple forms such as surveys, sales reports and logs, and social media are put into practice. Students will learn how marketing intelligence can help realize full marketing growth potential, and its impact on profitability. 3 credit hours.
Prerequisite: None

MBA 579. Strategic Innovation. (3 Credits)
(required for students completing the Innovation and Entrepreneurship concentration) This course is designed to introduce students to the practices necessary to stimulate and manage innovation in an organization. Students are given frameworks and methods for designing, developing, and implementing innovation in real work situations. The aim of the course is to provide the learner with the perspective and skill base necessary to lead innovation-focused projects, people, and ventures. How to create an organizational culture for innovation and commensurate competencies will also be introduced. This course will emphasize how innovation tools and methods can be successfully employed in real work situations. Each module is designed to engage in a conceptual and experiential application of innovation practices. 3 credit hours.
*Certificate: Students successfully completing this course will earn the Professional Innovators Certificate.
Prerequisite: None

MBA 587. Industry Leaders Sem Series. (3 Credits)
introduces the graduate student to best practices in business administration from the perspective of organizational leaders who give guest lectures for the students. Students get exposed to the culture, business and technical aspects of various industry types, and hone their professional networking skills. Series delivered over two semesters and combines on-campus and online components. 3 credit hours.
Prerequisite: None

Offered at: CUW

MBA 588. MKTG/NON-PROFIT ORGANIZ. (3 Credits)

MBA 590. Strategic Management. (3 Credits)
incorporates utilization of a textbook, Capstone Foundation simulation, and other resources such as Internet and workplace materials. 3 credits.
Prerequisite: None

Offered at: AP, CUW, OS

MBA 600. Compensation & Benefits. (3 Credits)
studies the design and implementation of strategic-based compensation systems for organizational excellence. Topics include: business strategy and the compensation system; motivation and compensation philosophies; compensation planning and design; base, carriable, and indirect pay processes; market pricing; total compensation strategies and practices, and “pay” system management issues and processes. 3 credits.
Prerequisite: None

MBA 605. Altern Dispute Resolution. (3 Credits)
focuses on the practices and policies which are intended to manage and resolve disagreements with minimal cost and adversarial impact. Conciliation, meditation and arbitration are explored in both mandatory and voluntary settings. The application to disputes in business contexts is emphasized. 3 credits.
Prerequisite: None

MBA 610. Issues Human Res Management. (3 Credits)
this course introduces and examines the major functions and processes of managing human resources. Through the various assignments, discussion, research and debates, you will sharpen your skills and both analysis and communication while learning the vast responsibilities and impact human resources can have on an organization.
Prerequisite: None

Offered at: BEL, CUW, MPW, OS

MBA 615. Employment & Labor Law. (3 Credits)
studies the management and administration issues related to group and individual performances and their effective contributions to the organizational objectives. Strategies for successful self-management, team building, and delegation will be emphasized. 3 credits.
Prerequisite: None

MBA 620. Economics and Public Policy of Health Care. (3 Credits)
involves the economic analysis of current health care issues that lead to policy formation. Students will apply traditional economic concepts, such as demand, supply, production and investment, to analyze the health care sector of the economy and health policies. The course will include study of the influences on demand for health care, supply of health care, trends in managed care and rationale for government intervention including Medicare, Medicaid, and price regulation. International comparison and general considerations to guide health policy as well as ethical implications of policy decisions are included. Issues will be framed within a historical perspective with the intent of teaching students how to conceptualize and deal with future issues. Prerequisite recommended: MBA 500/800. 3 credits.
Prerequisite: None

Offered at: CUW

MBA 621. Financial Instit Management. (3 Credits)
provides an understanding of the financial services industry with a focus on measuring and managing risks. It is designed for the practical application of measurement and management techniques, thus complex formula-driven techniques will be reviewed in concept. 3 credits.
Prerequisite: None

MBA 622. Intro to Insur and Risk Manage. (3 Credits)
is an introduction to the tools of insurance and risk management. Property, life, health, and liability insurance will be discussed. Students desiring a more in-depth evaluation of the subject should also consider MBA 624/924- Health, Life and Social Insurance. 3 credits.
Prerequisite: None

Offered at: CUW, OS

MBA 623. Statutory Accounting. (3 Credits)
deals with the unique accounting system for insurance, pension, and institutional decisions. 3 credits.
Prerequisite: None

MBA 624. Health,Life & Business Soc Ins. (3 Credits)
investigates annuities, types of health and life coverages, employee benefits, and unemployment, disability, and old-age insurance. 3 credits. 70 Concordia University Accelerated Learning Centers and Off Campus Offerings
Prerequisite: None

MBA 625. Securities Analysis. (3 Credits)
is the study of investment choices and the analysis of each for the investment decision. Stocks, bonds, derivatives, and mutual funds are all examined. Understanding the characteristics of securities and how to evaluate them using financial spreadsheets and internet applications toward making a capital decision is emphasized. This course is intended as a requirement in the Finance emphasis area and requires Corporate Finance as a prerequisite. It also intended to be a prerequisite for Portfolio Mathematics. 3 credits.
Prerequisite: None

MBA 626. Portfolio Math. (3 Credits)
emphasizes investment selection/decision/policy issues, key concepts in modern portfolio theory, methods of common stock valuation, understanding the essentials of fixed income securities, determinants of option pricing, and evaluating managers' performance. 3 credits.
Prerequisite: MBA 625/925.

MBA 627. ARM 54 Corporate Risk Mgmt. (3 Credits)
theory and real world application of traditional Risk Management and Enterprise Risk Management (ERM). We will explore integrated Enterprise Risk Management as it has evolved today including how traditional risks are incorporated into ERM. We will also study Risk Management as a process which is relevant for organizations pursuing a more traditional Risk Management approach. 3 credit hours.
Prerequisite: None

Offered at: GB

MBA 628. ARM 56 Corporate Risk Financin. (3 Credits)
explores the concepts and real world examples of risk financing evaluation and decisions. This course covers theory and application of various aspects of risk and the analysis and quantification of the cost of risk. The course will also explore the details of different risk financing techniques and the use of multiple techniques to finance different layers of losses from the same sources. 3 credit hours.
Prerequisite: None

Offered at: CUW

MBA 641. Global Persp of Sprt & Ent Mgt. (3 Credits)
the purpose of this course is to create an awareness and understanding of the issues prevalent in the sport/entertainment business industry today while providing various perspectives and developing possible solutions. Sport/entertainment contemporary business issues will be studied and are intended to evoke critical discussions relative to the nuances of this vastly growing global industry. Specific functions of management such as decision making, conflict resolution, and compliance within the realm of the sport/entertainment industry will be discussed and debated. The course will emphasize the impact of international marketing and branding, societal implications, import/export strategies, considerations of host city bid process, and the globalization of sport/entertainment properties.
Prerequisite: None

MBA 642. Cont Princ of Hosp & Event Mgt. (3 Credits)
this course focuses on the applications of industry knowledge and introduces students to the fundamentals and best practices of hospitality, and event management. Students will be exposed to current industry policy, procedure, and standards through relevant, up to date resources/ materials and comprehensive case studies. This class provides students with an in-depth look at the challenges and opportunities that are routinely faced by a manager in the context of local, national and international events at entertainment, sport and event facilities. 3 credits.
Prerequisite: None

MBA 643. Integ Pub Rel and Social Media. (3 Credits)
this course is designed to provide students with an understanding of the field of public relations and its role in sport/entertainment management. A clear understanding of the differences between public relations and advertising, marketing, publicity, and promotion is provided. The basic areas of public relations covered include media relations and community relations, thus providing an understanding of public relations strategic planning process. Students will explore mainstream social media platforms and define their specific niche usability. Furthermore, students will be able to define social media platforms and be challenged to choose specific social media platforms as vehicles for a particular organization. Students will understand the relevance of social media as it pertains to entertainment, sport, and event management. Students will be challenged to develop effective content for various public relations and social media platforms; and will understand the importance of analytics, engagement of end markets and measurability of public relations and social media efforts. 3 credits.
Prerequisite: None

MBA 644. Integ Marketing & Brand Activa. (3 Credits)
this course includes an in-depth study of sport/entertainment marketing, brand activation strategies, and the influence it has in accomplishing objectives in today's global marketplace. It involves a thorough review of the product, be it a good or a service, and details industry practices for developing, implementing and evaluating marketing and/or branded collaterals. Specific study will be placed on consumer/fan perceptions, consumer engagement strategies, return on investment, pricing, product placement, and building consumer relations and brand equity. 3 credits.
Prerequisite: None

MBA 645. Sponsorship, Sales & Fund Stra. (3 Credits)
this course delves into to the specific function/role of sales, sponsorship, and fundraising (cause marketing) in the sport, entertainment, hospitality, and event industry sectors. Topics such as inside/group/suite sales, sponsorship sales, sponsorship/partnership management, pricing strategies, value proposition, etc. will be discussed in this course. Students will partake in simulated course projects and experiential learning activities and managing the sport, entertainment and hospitality industries respectively
Prerequisite: None

MBA 646. Event Mgmt & Activation. (3 Credits)
this course is designed to acquire an in-depth knowledge about the specialized field of event management; emphasis will be placed on the following broad based sectors including but not limited to sport, entertainment, and hospitality industries. Students will be provided with a complete understanding of management techniques and strategies required for successful planning, promotion, implementation, and evaluations. Students will study objectives, strategies, and tactics of event management; identify costs for events and potential revenue streams; select host cities and venues; understand the event planning process; and understand the accommodation and management of guests at events. Emphasis will be placed on the simulated production and management of an actual event.
Prerequisite: None

MBA 685. Spec Topics-Health Care. (3 Credits)
offers students the opportunity to explore many of the issues that are confronted in health care today. Health care has been moving in the direction that finds the public and businesses more concerned with the costs, quality of life, and the increasing role of government leading to the beginning of the debates to resolve these issues. 3 credits. Concordia University Accelerated Learning Centers and Off Campus Offerings
Prerequisite: None

MBA 686. Sustainabil & Social Entrepren. (3 Credits)
introduces the graduate student to the triple bottom line of sustainability (people, profit, planet) as related to pharmaceutical and chemical product development; and, to social entrepreneurship concepts that guide how such a business is run. The focus of the course is on balancing a company's need to maximize profits, while also minimizing negative impact on the environment, and maximizing positive social impact. Industry-relevant examples are used, to illustrate these concepts in a practical way. 3 credit hours.
Prerequisite: None

Offered at: CUW

MBA 687. Intellectual Prop and Reg Issu. (3 Credits)
this course provides lectures and case studies on various aspect of intellectual property and regulatory matters as they relate to product development and commercialization. An overview is provided of the major forms of intellectual property (IP): patent, trademark, copyright and trade secret. IP issues as they pertain to the business of product development are presented through case studies and lectures. 3 credit hours.
Prerequisite: None

Offered at: CUW

MBA 688. New Venture Form & Bus Develop. (3 Credits)
this course provides brief lectures on the process of writing a business plan, suited to a new venture (or acquiring a growing concern) that a student is interested in starting, as well as lectures on business development. Class is taught both as lecture and in regular mentoring sessions between the student and the faculty mentor(s) they are assigned, to guide them through the process of writing their own business plan. Weekly exercises are provided, with feedback given to the student each week to prepare them for the next step in the process, until a complete business plan is written. Students also gain an understanding of the business development process, associated with commercializing a product or service within a company. 3 credit hours.
Prerequisite: None

Offered at: CUW

MBA 800. Managerial Economics. (3 Credits)
provides a clear and balanced presentation of relevant economic theories and instruments. The focus of this course will be on the application of these relevant theories and the tools of analysis of decision-making science to examine how a firm makes optimal managerial decisions in the face of the constraints it faces. It will teach students how to deal with the nature of the firm, and how and why it is organized the way it is, in order to make students better, more efficient and more highly rewarded executives. The course should be thought of as applied economics, emphasizing those topics of the greatest interest and importance to managers. These topics include demand, production, cost, pricing, market structure and government regulations. A strong grasp of the principles that govern economic behavior is an important managerial asset. Students will learn how to apply these principles in appropriate situations. 3 credits.
Prerequisite: None

Offered at: OL

MBA 802. Publicity and Public Relations. (3 Credits)
examines the techniques and strategies used to gain public support for an individual or organization. How spokespersons are selected and used to project policy are examined along with the use of techniques, such as interview and speech opportunities. A special emphasis is placed on integrating strategies and tools used by professionals to market a product or idea, increase sales, or change an organization's positioning or reputation. Campaigns are analyzed through a management approach that stresses strategic planning and implementation techniques. 3 credits
Prerequisite: None

Offered at: OL

MBA 803. Ethics & Org Leadership. (3 Credits)
this course studies contemporary business issues facing managers. Emphasis will be on developing theoretical skills for analyzing ethical issues and competing claims, and formulating well–grounded policies. A special emphasis on organizations and their attendant process is designed to increase ones leadership skills and effectiveness. 3 credits.
Prerequisite: None

Offered at: OL

MBA 804. Management Nonprofit Org. (3 Credits)
students will apply the principles of designing a nonprofit organization and the means for a successful launch. Students will learn to identify and research entities that support the efforts of nonprofit organizations including funding for maximum impact in the community. Students will examine nonprofit practices in human resource development, organizational development and apply strategies for nonprofit sector success in a managerial role. 3 credits.
Prerequisite: None

Offered at: OL

MBA 805. Graduate School Success. (3 Credits)
this course is designed to level set graduate students on the five competency areas of the Concordia University MBA program: ethical and spiritual development, numeracy, communication, problem solving, and cultural understanding. Course work will position incoming students to understand the Concordia University graduate learning environment and to reach his or her God-given potential as a student. 2 credits.
Prerequisite: None

Offered at: OL

MBA 807. Fin Mgmt Nonprofit Orgs. (3 Credits)
focuses on the specific elements of nonprofit financial management, explores the differences in not-for-profit accounting standards, including contribution accounting, program designation of operating expenses, sources of revenue, budgeting, and governmental reporting requirements. Financial analysis, cost accounting, auditing, cash flow management, and internal and management controls are examined. Students will develop and analyze financial reports for effective financial management. 3 credits.
Prerequisite: None

MBA 808. Software Test & Qlty Assurance. (3 Credits)

MBA 810. Applied Statistics. (3 Credits)
studies statistical methods used in business decision-making, including the use of both descriptive and inferential techniques, probability, regression, and research study designs. Application and integration of statistical methods in business-related fields is emphasized along with the use of computer analysis. 3 credits.
Prerequisite: None

Offered at: OL

MBA 811. Social Marketing Strategies. (3 Credits)
this course is designed to help the student understand the social media revolution; the concepts, tools and applications. This course will provide students with the practical knowledge and insights needed to successfully plan, implement, manage and measure social media marketing efforts. 3 credits.
Prerequisite: None

Offered at: OL

MBA 812. Nonprofit Fundrais Grant Write. (3 Credits)
examines the aspects, importance, and significance of fundraising for nonprofit organizations. Management of the fundraising function including the elements of information management and donor research will be explored. Students will understand the importance of relationship building as a fundraising strategy and apply the principles of fundraising research for nonprofit organizations. Students will engage in effective grant writing to develop a “case for support” and for sustaining a nonprofit organization. 3 credits.
Prerequisite: None

Offered at: OL

MBA 813. Bus Found Admin Professions. (3 Credits)
this course is suggested for incoming students that need to fulfill MBA core prerequisite requirements; however, it can be taken by any student as a refresher of business administrative practices. This course provides the integration of management, marketing, statistics, economics, finance, and accounting concepts essential to the management and administration in organizations. Students will synthesize knowledge of theories and application that will serve as a basis for developing effective roles as administrators. Fulfills all core prerequisite requirements. 3 credits.
Prerequisite: None

Offered at: OL

MBA 814. Corp Governance & Board Dev. (3 Credits)
This course examines the critical elements of a policy governance model for nonprofits. Students will develop a board policy manual, learn to write board policies, develop skills for practicing policy governance, and acquire skills for implementing this governance model in a nonprofit organization. 3 credits.
Prerequisite: None

Offered at: OL

MBA 816. Legal Issues in Nonprofit Org. (3 Credits)
students will understand the background of the legal issues for nonprofit management and the differences between public and private entities. Students will recognize the specific rules and regulations surrounding the nonprofit sector as they apply to local, state, and federal entities including the IRS and create a reporting mechanism for oversight. The intersection of governance models, role of nonprofit board of directors, fundraising regulations, and service to the community will be examined. 3 credits
Prerequisite: None

MBA 820. Management Information Systems. (3 Credits)
concerns managing the use of technology, emphasizing computer systems, in providing the information systems that effectively support organizations and allow them to meet their goals. Fundamental concepts of information systems and their underlying technology are presented in the framework of tools for personal and managerial problem solving. Foundational information systems concepts, along with terminology, ethical issues, application and hands-on system use are explored. Additional topics include system capabilities, system abilities, and the role of intelligence in information systems. Coursework combines assignments that directly apply concepts from the textbook reading along with projects that allow students to extend their learning and apply it to practical applications. 3 credits.
Prerequisite: Admission to the program.

Offered at: OL

MBA 821. Oracle Acad Database Des & Pro. (3 Credits)
this course is designed to provide students with an in-depth learning experience around database modeling, design, and implementation. It is divided into two major sections. In the first section, Database Design, students learn to analyze complex business scenarios and create a data model, a conceptual representation of an organization's information. In the second section, Database Programming with SQL, students implement their database design by creating a physical database using the Oracle Application Express tool and SQL, the industry-standard database programming language. Students will gain extensive hands-on experience with databases. Upon completion of this course, students will have been prepared to sit for the Oracle Database SQL Expert exam if they wish to take it. 3 credits..
Prerequisite: None

Offered at: OL

MBA 822. Data Commun & Network Security. (3 Credits)
presents the fundamentals of data communications including communication media and equipment, protocols, network architectures, network hardware, and network software. The Internet is discussed in detail and used extensively in the course as a source of a variety of information pertinent to the content of the course. Network management objectives and techniques are presented and network security is discussed. 3 credits.
Prerequisite: None

Offered at: OL

MBA 823. Oracle Java Fundamental & Prog. (3 Credits)
this course lays the foundation for business students who have little to no programming experience to learn fundamental Java programming comcepts and terminology. Is is divided into two major modules. In the first module, Java fundamantals, students learn the Alice, Greenfoot, and Eclipse Java development environments. The second module, Java Programming, is designed to build upon the knowledge gained from the Fundamentals module and further develop Java programming knowledge using the Java SE7 programming language.
Prerequisite: None

Offered at: OL

MBA 824. Systems Anal & Design. (3 Credits)
presents a short overview of information systems followed by a comprehensive treatment of modern techniques of systems analysis and design. Each of the five steps in the Systems Design Life Cycle (SDLC) is discussed in detail. A variety of case studies are considered and tools for systems analysis and design are presented. Extensive use is made of pertinent web sites. 3 credits.
Prerequisite: None

Offered at: OL

MBA 825. Advanced Auditing. (3 Credits)

MBA 826. Decision Support System. (3 Credits)
covers the processes used in making creative decisions and effectively solving problems. An extensive coverage of decision-making theory is presented. A strong emphasis is placed on application and use of decision support systems (DSS). Several mini-cases are treated in detail. Topics covered include data mining, data warehousing architectures and technologies, expert systems, artificial intelligence systems, and executive information systems. 3 credits.
Prerequisite: None

Offered at: OL

MBA 827. Project Management. (3 Credits)
presents project management from a practical point of view. The course focuses on the technical aspects of project management that are directly related to practice. Numerous case studies are considered to help explain how to apply proven project management tools and techniques at each stage in a projects life-cycle. Software tools for project design and management are also presented and used. 3 credits.
Prerequisite: None

Offered at: OL

MBA 828. Oracle Business Applications. (3 Credits)
this course exposes students to enterprise applications that are used to manage core business operations globally. Students will gain an overview of Oracle Financials and Oracle Supply Chain Management functionality and learn how these applications support the core business processes of an organization. Students will also gain hands-on exposure to the Oracle software. 3 credits.
Prerequisite: None

Offered at: OL

MBA 829. Database Management. (3 Credits)
provides the basis for a practical approach to database creation and administration. The course presents the various steps required to create data models (relational, network, hierarchical). This course focuses on various competencies within the MBA program: programming, manipulating data, communication, and management of technology. 3 credits.
Prerequisite: a basic knowledge of Microsoft Access.

Offered at: OL

MBA 830. Corporate Finance. (3 Credits)
studies the function of finance and the flow of funds within the corporation. This course emphasizes financial analysis, decision-making, planning and controlling, capital acquisition and use, and strategic planning. 3 credits.
Prerequisites: undergraduate finance or equivalent.

Offered at: OL

MBA 832. Governmental Accounting. (3 Credits)
emphasizes the different characteristics of governmental and not-for-profit organizations. Topics include accounting for state and local government entities and the role of the Governmental Accounting Standards Board (GASB), the accountability for public funds, and the accounting & financial reporting in the not-for-profit sector. Not available to students who have completed ACCT 432. 3 credits.
Prerequisite: None

Offered at: OL

MBA 840. Acct:Finan Anal/Decision. (3 Credits)
is an integral part of business management. The course focuses on business financial management from a firm's perspective, particularly from the perspective of a multinational enterprise. It examines some important topics of international financial management such as causes for foreign direct investment, international trade and balance of payments, foreign exchange and exchange risk management, and international capital budgeting. It provides a conceptual framework within which the key financial decision of a multinational firm can be analyzed. There are no prerequisites for this course. 3 credits.
Prerequisite: None

Offered at: OL

MBA 841. Mergers and Acquistions. (3 Credits)
This course builds on the broad spectrum of accounting knowledge gained in Intermediate Accounting, by exploring more advanced accounting issues related to intercorporate investments with emphasis on mergers and acquisitions. This course will enable the students to apply U. S. Generally Accepted Accounting Principles ("U.S. GAAP") for equity accounting, purchase accounting, intercompany transactions and transfer pricing, variable interest entities, consolidation of majority owned subsidiaries, and disposition of subsidiaries. This course will also further develop the student's ability to prepare financial statements in accordance with U. S. GAAP. In this class the instructor will further engage the students in discussing U. S. GAAP and International Financial Reporting Standards convergence issues and will cover the newest FASB and IASB pronouncements. Students in the MBA program will expand their research and written and oral presentation abilities in a project teamwork environment. Not available to students that have taken ACCT 541. 3 credit
Prerequisite: None

Offered at: OL

MBA 842. Six Sigma Process & Applicat. (3 Credits)
the Introduction to Six Sigma course introduces a method that organizes an operational improvement project into five components: define, measure, analyze, implement and control (DMAIC). Similar to a scientific research project, students will learn the Six Sigma process and how to use measures and statistics to make the right decisions to improve the effectiveness of organizational operations. This is an "application project course" and the project will be the most significant mediator of success and the final grade. 3 credits. Certificate: Students successfully completing this courses can obtain the associated certificate.
Prerequisite: None

Offered at: OL

MBA 843. Introduction to Lean. (3 Credits)
an Introduction to Lean introduces a series of concepts and practices directed toward improving customer value and reducing waste. Lean means creating more value to the customer with fewer resources. The course will focus on how to systematically expose unneeded processes, materials, and effort to make operations processes more effective and customer focused. 3crs. Certificate: Students successfully completing this courses can obtain the associated certificate.
Prerequisite: None

Offered at: OL

MBA 845. MBA Internship. (1-3 Credits)
The internship experience provides the student with a practical application experience that cannot be duplicated in the classroom. Curricular emphasis is placed on student use of learned skills and exposure to hands-on business techniques. Students must work in an approved business site for a minimum of 120 hours to practice skills discusses 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. 3 credits.
Prerequisite: None

Offered at: OL

MBA 846. Special Topics: Business & Industry. (3 Credits)
this class covers a wide range of emerging and existing topics and is designed to be flexible as to capture commercial and industrial innovation as they develop. One such example is water. By collaborating with the 123 organizations in SE Wisconsin that are in water as well as the Water Council, Water Institute and the New School of Fresh Water Sciences, we can prepare students for employment in specialty sectors. Another example is energy but, specific to employment in the SE Wisconsin's industrial and commercial energy sector. 3 credits
Prerequisite: None

MBA 847. Industrial Ecology. (3 Credits)
is a STEM based systematic analysis of global, regional and local material and energy flows and uses that are associated with products, processes, industrial sectors, infrastructure, and sustainable development. Energy consumption, non-renewable and renewable materials consumption, air pollutant emissions, waterborne pollutant effluents and solid waste generation associated with commercial and industrial activities are tracked and documented as part of this body of knowledge. These measures and consequent analyses are the foundation of industrial ecology, which seeks to design and manage products and services that meet human needs in an environmentally sustainable manner. 3 credits.
Prerequisite: None

MBA 848. LEED Associate & Accred Prof. (3 Credits)
this course will utilize the Environmental Studentship facility as a technological demonstration site for hand on experiences. This is a "how to" course that introduces tools, instruments and measures of the modern sustainably designed building. It prepare students to become an expert in sustainable operations and maintenance of existing buildings as a LEED AP with specialization in USGBC's LEED Existing Buildings Operations and Maintenance Rating System. This rating system considers buildings over their entire life-cycle, and provides a means of maintaining existing buildings that already have sustainable features in place to ensure the continued reduction of environmental and human health impacts. 3crs. Certificate: Students successfully completing this courses can obtain the associated certificate.
Prerequisite: None

MBA 849. Ecological Economics. (3 Credits)
Ecological economics addresses the distribution of wealth and the allocation of resources with a goal of efficiency, acknowledgement and rigorous assessment of the scale issue with a goal of optimality. This is what fundamentally distinguishes ecological economics from conventional or neoclassical economics. This business decision and natural science course gives full treatment to the efficiency standard, externalities, sustainability, socio-economic measurement, food, energy, water, poverty, pollution, depletion, population and migration in our economic world. The course ends with a scientific research project that aims to improve both ecological and financial performance, showing clearly that both can be accomplished concurrent.
Prerequisite: None

Offered at: OL

MBA 850. Strategic Marketing. (3 Credits)
studies the planning, implementation and control of the marketing function. Topics covered include: market segmentation, use of marketing research in decision-making, use of media and promotion, budgeting, and marketing program evaluation. 3 credits.
Prerequisite: None

Offered at: OL

MBA 852. Direct Marketing. (3 Credits)
introduces the concepts, strategies, and applications involved in direct marketing, including direct mail, lead generation, circulation, relationship-loyalty programs, store-traffic building, fund raising, pre-selling, and research. Topics include launching direct marketing programs, planning and market segmentation, promotion, media selection, list management, creative process, production, pricing, customer service, and response/performance measurement. The course includes examination of all major direct marketing media: direct mail, broadcast (including the Internet and other technologies), print advertising, catalogs, telemarketing, inserts and videos. The measurability and accountability of direct marketing and the relationship to the total marketing mix are stressed. The fundamentals of the new direct marketing methods involving the Internet are also explored and put into practice in this course. 3 credits.
Prerequisite: None

Offered at: OL

MBA 853. Sales Management. (3 Credits)
studies the principles and practices in planning, organizing, and controlling sales force. Selection, training, compensating, supervising and stimulating salespersons is emphasized. The art of effective selling is explored with emphasis on conduct and attitude, and persuasive techniques. 3 credit hours.
Prerequisite: None

Offered at: OL

MBA 854. Advertising Management. (3 Credits)
is the study of advertising in a context of marketing communication and integrated marketing. It covers all forms of promotion which exist to inform and persuade the diverse and fragmented audiences that seek goods, services and ideas. The course places the advertising function within a marketing framework while recognizing that advertising is both an art and a science. 3 credits.
Prerequisite: None

Offered at: OL

MBA 855. Small Business Management. (3 Credits)
studies the principles of management as applied to a small business with emphasis on the elements necessary to create a successful business operation. Development of a business plan will be the culmination of the course. 3 credits.
Prerequisite: None

Offered at: OL

MBA 856. Real Estate Management. (3 Credits)
is a survey course which outlines the different professional paths available in setting and obtaining investment objectives. This survey includes an overview of available investment instruments (capital, debt, securitization and government subsidized) and investor strategies for constant fluid markets. 3 credits.
Prerequisite: None

Offered at: OL

MBA 857. Sustainable Business Practices. (3 Credits)
An introduction to developing and implementing a successful program in the domain of sustainability and social responsibility. The student is introduced to methods of implementing technologies and practices and how to measure the consequent social and environmental performance. Reporting and presenting social and environmental performance is given full treatment. This class reveals the most widely used concepts of sustainability and social responsibility in the modern business organization. Likely to be the most important challenges of the 21stcentury, this overview addresses the essence of the emerging green economy. 3 credits.
Prerequisite: None

Offered at: OL

MBA 858. Real Estate Investment. (3 Credits)
is a survey course which outlines the different professional paths available in setting and obtaining investment objectives. This includes an overview of investment instruments, forms of ownerships, financing instruments (capital, debt, securitization and government subsidized) and investor strategies for constant fluid markets. 3 credits
Prerequisite: None

Offered at: OL

MBA 865. Supply Chain Management. (3 Credits)
is the study of the integration of organizational strategies, policies, and programs across organizations) both the parent organization, supplier organizations, and sub-supplier organizations. This course examines supply chain management in both a domestic and global environment. 3 credits.
Prerequisite: None

Offered at: OL

MBA 869. Mgmt Science & Analytics. (3 Credits)
this course introduces techniques and methods used in business management to analyze and solve business problems. The course will also explore the reasoning behind the use of management science techniques. We will explore various practices from the field of management science that can be applied in spreadsheet models to help in the decision-analysis and decision making process. The course will also present techniques to assist managers with planning, organizing, leading and controlling projects. 3 credit hours
Prerequisite: None

Offered at: OL

MBA 870. Legal Aspects of Business. (3 Credits)
entails the study of the contemporary and legal issues facing managers and the development of practical skills for analyzing decision-making from both the legal and ethical standpoints. Issues will be studied from the position of managerial decision-making with an emphasis on the establishment of sound, well-grounded policies intended to prevent and resolve disputes. 3 credits.
Prerequisite: None

Offered at: OL

MBA 871. Environmental Law. (3 Credits)
Environment Law is the study of the federal, state, and common law, administrative regulations and policies and how all of these impact businesses and natural environ and regulations and the administrative and statutory provisions and policies impacting business and natural environment, and human interaction with it. Pre-requisite: None; 3 credit hours.
Prerequisite: None

Offered at: OL

MBA 875. Business Ethics. (3 Credits)

MBA 876. Fraud Management. (3 Credits)
is designed to provide students with a basis understanding of the principles of occupational fraud, emphasizing circumstances with which any management team may ultimately be confronted. The course covers fraud in the areas of skimming, cash larceny, check fraud, register schemes, and misappropriation of cash and assets. A brief overview of corruption and interviewing of employees when a fraud is suspected is also included. 3 credits.
Prerequisite: None

Offered at: OL

MBA 877. Loss Prevention. (3 Credits)
students will learn practical and strategic loss prevention techniques, and be able to apply them to business in a way that positively impacts sales and profits. Students will also learn how to provide safe and secure work environments. This course is an elective under the risk management MBA concentration. 3 credits.
Prerequisite: None

Offered at: OL

MBA 878. Marketing Research & Intellige. (3 Credits)
students will learn to target markets by leveraging the use of marketing research and analytics. The reasons for marketing research, and how to analyze the data derived from multiple forms such as surveys, sales reports and logs, and social media are put into practice. Students will learn how marketing intelligence can help realize full marketing growth potential, and its impact on profitability. 3 credit hours.
Prerequisite: None

Offered at: OL

MBA 879. Strategic Innovation. (3 Credits)
(required for students completing the Innovation and Entrepreneurship concentration) This course is designed to introduce students to the practices necessary to stimulate and manage innovation in an organization. Students are given frameworks and methods for designing, developing, and implementing innovation in real work situations. The aim of the course is to provide the learner with the perspective and skill base necessary to lead innovation-focused projects, people, and ventures. How to create an organizational culture for innovation and commensurate competencies will also be introduced. This course will emphasize how innovation tools and methods can be successfully employed in real work situations. Each module is designed to engage in a conceptual and experiential application of innovation practices. 3 credit hours.
*Certificate: Students successfully completing this course will earn the Professional Innovators Certificate.
Prerequisite: None

Offered at: OL

MBA 880. Leadership/Organizational Beha. (3 Credits)

MBA 885. Topics in Health Care. (3 Credits)

MBA 886. Sustainabil & Social Entrepren. (3 Credits)
introduces the graduate student to the triple bottom line of sustainability (people, profit, planet) as related to pharmaceutical and chemical product development; and, to social entrepreneurship concepts that guide how such a business is run. The focus of the course is on balancing a company's need to maximize profits, while also minimizing negative impact on the environment, and maximizing positive social impact. Industry-relevant examples are used, to illustrate these concepts in a practical way. 3 credit hours.
Prerequisite: None

Offered at: OL

MBA 887. Intellectual Prop and Reg Issu. (3 Credits)
the Industry Leaders Seminar Series introduces the graduate student to best practices in business administration from the perspective of organizational leaders who give guest lectures for the students. Students get exposed to the culture, business and technical aspects of various industry types, and hone their professional networking skills. Series delivered over two semesters and combines on-campus and online components. 3 credit hours.
Prerequisite: None

MBA 888. New Venutre Form & Bus Develop. (3 Credits)
this course provides brief lectures on the process of writing a business plan, suited to a new venture (or acquiring a growing concern) that a student is interested in starting, as well as lectures on business development. Class is taught both as lecture and in regular mentoring sessions between the student and the faculty mentor(s) they are assigned, to guide them through the process of writing their own business plan. Weekly exercises are provided, with feedback given to the student each week to prepare them for the next step in the process, until a complete business plan is written. Students also gain an understanding of the business development process, associated with commercializing a product or service within a company. 3 credit hours.
Prerequisite: None

Offered at: OL

MBA 890. Strategic Management. (3 Credits)
incorporates utilization of a textbook, Capstone Foundation simulation, and other resources such as Internet and workplace materials. 3 credits.
Prerequisite: None

Offered at: OL

MBA 900. Compensation & Benefits. (3 Credits)
studies the design and implementation of strategic-based compensation systems for organizational excellence. Topics include: business strategy and the compensation system; motivation and compensation philosophies; compensation planning and design; base, carriable, and indirect pay processes; market pricing; total compensation strategies and practices, and "pay" system management issues and processes. 3 credits.
Prerequisite: None

Offered at: OL

MBA 905. Alterntv Dispute Resolu. (3 Credits)
focuses on the practices and policies which are intended to manage and resolve disagreements with minimal cost and adversarial impact. Conciliation, meditation and arbitration are explored in both mandatory and voluntary settings. The application to disputes in business contexts is emphasized. 3 credits.
Prerequisite: None

Offered at: OL

MBA 910. Issues-Human Resour Management. (3 Credits)
this course introduces and examines the major functions and processes of managing human resources. Through the various assignments, discussion, research and debates, you will sharpen your skills and both analysis and communication while learning the vast responsibilities and impact human resources can have on an organization.
Prerequisite: None

Offered at: OL

MBA 915. Labor & Employment Law. (3 Credits)
studies the management and administration issues related to group and individual performances and their effective contribution to the organizational objectives. Strategies for successful self-management, team building, and delegation will be emphasized. 3 credits.
Prerequisite: None

Offered at: OL

MBA 920. Economics and Public Policy of Health Care. (3 Credits)
is a study of the demand for health care compared to the supply of providers of health care services. Consideration is given to an economic analysis of health care policies with emphasis on the ethical implications of policy decisions. Prerequisite recommended: MBA 500/800. 3 credits.
Prerequisite: None

Offered at: OL

MBA 921. Financial Instit Mgmt. (3 Credits)
provides an understanding of the financial services industry with a focus on measuring and managing risks. It is designed for the practical application of measurement and management techniques, thus complex formula-driven techniques will be reviewed in concept. 3 credits.
Prerequisite: None

Offered at: OL

MBA 922. Intro to Insur and Risk Manage. (3 Credits)
is an introduction to the tools of insurance and risk management. Property, life, health, and liability insurance will be discussed. Students desiring a more in-depth evaluation of the subject should also consider MBA 624/924- Health, Life and Social Insurance. 3 credits.
Prerequisite: None

Offered at: OL

MBA 923. Statutory Accounting. (3 Credits)
deals with the unique accounting system for insurance, pension, and institutional decisions. 3 credits.
Prerequisite: None

Offered at: OL

MBA 924. Hlth,Life & Bus Soc Ins. (3 Credits)
investigates annuities, types of health and life coverages, employee benefits, and unemployment, disability, and old-age insurance. 3 credits. 70 Concordia University Accelerated Learning Centers and Off Campus Offerings
Prerequisite: None

Offered at: OL

MBA 925. Securities Analysis. (3 Credits)
is the study of investment choices and the analysis of each for the investment decision. Stocks, bonds, derivatives, and mutual funds are all examined. Understanding the characteristics of securities and how to evaluate them using financial spreadsheets and internet applications toward making a capital decision is emphasized. This course is intended as a requirement in the Finance emphasis area and requires Corporate Finance as a prerequisite. It also intended to be a prerequisite for Portfolio Mathematics. 3 credits.
Prerequisite: None

Offered at: OL

MBA 926. Portfolio Mathematics. (3 Credits)
emphasizes investment selection/decision/policy issues, key concepts in modern portfolio theory, methods of common stock valuation, understanding the essentials of fixed income securities, determinants of option pricing, and evaluating managers' performance. 3 credits.
Prerequisite: MBA 625/925.

Offered at: OL

MBA 927. ARM 54 Corporate Risk Mgmt. (3 Credits)
theory and real world application of traditional Risk Management and Enterprise Risk Management (ERM). We will explore integrated Enterprise Risk Management as it has evolved today including how traditional risks are incorporated into ERM. We will also study Risk Management as a process which is relevant for organizations pursuing a more traditional Risk Management approach. 3 credit hours.
Prerequisite: None

Offered at: OL

MBA 928. ARM 56 Croporate Risk Financin. (3 Credits)
explores the concepts and real world examples of risk financing evaluation and decisions. This course covers theory and application of various aspects of risk and the analysis and quantification of the cost of risk. The course will also explore the details of different risk financing techniques and the use of multiple techniques to finance different layers of losses from the same sources. 3 credit hours.
Prerequisite: None

Offered at: OL

MBA 941. Global Persp of Sprt & Ent Mgt. (3 Credits)
the purpose of this course is to create an awareness and understanding of the issues prevalent in the sport/entertainment business industry today while providing various perspectives and developing possible solutions. Sport/entertainment contemporary business issues will be studied and are intended to evoke critical discussions relative to the nuances of this vastly growing global industry. Specific functions of management such as decision making, conflict resolution, and compliance within the realm of the sport/entertainment industry will be discussed and debated. The course will emphasize the impact of international marketing and branding, societal implications, import/export strategies, considerations of host city bid process, and the globalization of sport/entertainment properties. 3 credits.
Prerequisite: None

MBA 942. Cont Princ of Hosp & Event Mgt. (3 Credits)
this course focuses on the applications of industry knowledge and introduces students to the fundamentals and best practices of hospitality, and event management. Students will be exposed to current industry policy, procedure, and standards through relevant, up to date resources/ materials and comprehensive case studies. This class provides students with an in-depth look at the challenges and opportunities that are routinely faced by a manager in the context of local, national and international events at entertainment, sport and event facilities. 3 credits.
Prerequisite: None

Offered at: OL

MBA 943. Integ Pub Rel and Social Media. (3 Credits)
this course is designed to provide students with an understanding of the field of public relations and its role in sport/entertainment management. A clear understanding of the differences between public relations and advertising, marketing, publicity, and promotion is provided. The basic areas of public relations covered include media relations and community relations, thus providing an understanding of public relations strategic planning process. Students will explore mainstream social media platforms and define their specific niche usability. Furthermore, students will be able to define social media platforms and be challenged to choose specific social media platforms as vehicles for a particular organization. Students will understand the relevance of social media as it pertains to entertainment, sport, and event management. Students will be challenged to develop effective content for various public relations and social media platforms; and will understand the importance of analytics, engagement of end markets and measurability of public relations and social media efforts. 3 credits.
Prerequisite: None

MBA 944. Integ Marketing & Brand Activa. (3 Credits)
this course includes an in-depth study of sport/entertainment marketing, brand activation strategies, and the influence it has in accomplishing objectives in today's global marketplace. It involves a thorough review of the product, be it a good or a service, and details industry practices for developing, implementing and evaluating marketing and/or branded collaterals. Specific study will be placed on consumer/fan perceptions, consumer engagement strategies, return on investment, pricing, product placement, and building consumer relations and brand equity. 3 credits.
Prerequisite: None

Offered at: OL

MBA 945. Sponsorship, Sales & Fund Stra. (3 Credits)
this course delves into to the specific function/role of sales, sponsorship, and fundraising (cause marketing) in the sport, entertainment, hospitality, and event industry sectors. Topics such as inside/group/suite sales, sponsorship sales, sponsorship/partnership management, pricing strategies, value proposition, etc. will be discussed in this course. Students will partake in simulated course projects and experiential learning activities and managing the sport, entertainment and hospitality industries respectively. 3 credits
Prerequisite: None

Offered at: OL

MBA 946. Event Mgmt & Activation. (3 Credits)
this course is designed to acquire an in-depth knowledge about the specialized field of event management; emphasis will be placed on the following broad based sectors including but not limited to sport, entertainment, and hospitality industries. Students will be provided with a complete understanding of management techniques and strategies required for successful planning, promotion, implementation, and evaluations. Students will study objectives, strategies, and tactics of event management; identify costs for events and potential revenue streams; select host cities and venues; understand the event planning process; and understand the accommodation and management of guests at events. Emphasis will be placed on the simulated production and management of an actual event.3 credits
Prerequisite: None

Offered at: OL

MBA 985. Spec Topics-Health Care. (3 Credits)
offers students the opportunity to explore many of the issues that are confronted in health care today. Health care has been moving in the direction that finds the public and businesses more concerned with the costs, quality of life, and the increasing role of government leading to the beginning of the debates to resolve these issues. 3 credits.
Prerequisite: None

Offered at: OL

Business-MBA Grad-Chinese (MBC)

MBC 500. MANAGERIAL ECONOMICS. (3 Credits)

MBC 510. APPLIED STATS METHODS. (3 Credits)

MBC 520. Management Information Systems. (3 Credits)

MBC 530. Corporate Finance. (3 Credits)

MBC 535. GLOB PROD/OPERAT MGMT. (3 Credits)

MBC 536. International Management. (3 Credits)

MBC 540. ACCT:FINAN ANAL/DECISN. (3 Credits)

MBC 541. INTERNATIONAL FINANCE. (3 Credits)

MBC 545. INTERNATIONAL ECONOMICS. (3 Credits)

MBC 555. INTERNATIONAL MARKETING. (3 Credits)

MBC 560. International Business. (3 Credits)

MBC 575. Business Ethics. (3 Credits)

MBC 580. LEADERSHIP & ORGAN BEH. (3 Credits)

MBC 590. STRATEGIC MANAGEMENT. (3 Credits)

MBC 595. BUSINESS POLICY. (3 Credits)

MBC 599. THESIS. (6 Credits)

MBC 800. Managerial Economics. (3 Credits)

MBC 810. Applied Statiscl Methods. (3 Credits)

MBC 815. Statist Research for Decision. (3 Credits)

MBC 820. Management Information Systems. (3 Credits)

MBC 827. Project Management. (3 Credits)

MBC 830. Corporate Finance. (3 Credits)

MBC 835. Glob Prod/Operat Mgmt. (3 Credits)

MBC 836. International Management. (3 Credits)

MBC 840. Acct:Finan Anal/Decision. (3 Credits)

MBC 841. International Finance. (3 Credits)

MBC 845. International Economics. (3 Credits)

MBC 854. Advertising Management. (3 Credits)

MBC 855. International Marketing. (3 Credits)

MBC 860. International Business. (3 Credits)

MBC 875. Business Ethics. (3 Credits)

MBC 880. Leadership/Organiz Behavior. (3 Credits)

MBC 890. Strategic Management. (3 Credits)

MBC 910. Issues in Human Resource Mgmt. (3 Credits)

Chemistry (CHEM)

CHEM 555. Instrumental Analysis. (4 Credits)

CHEM 561. Environmental Chemistry/Toxicology I. (3 Credits)
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. 3 credit hours.
Prerequisites: one year of chemistry and one year of biology.

CHEM 861. Environmental Chem/Toxicology. (3 Credits)
introduces the student to how natural environmental processes are driven by chemical reactions and how these processes are affected by toxicants—natural as well as anthropogenic. Specific areas of concentration include the atmosphere, hydrosphere, energy, toxicology, and disposal of dangerous wastes. 3 credits.
Prerequisites: one year of chemistry and one year of biology.

Computer Science (CSC)

CSC 501. Introduction to Informatics. (3 Credits)
this course allows students to explore and understand the manifold dimensions of informatics. Informatics is using technology to aid people in solving problems. As The Technology Program with a Soul, CUW's MS IT program concentrates on the vital role played by people in the context of information technology. Information technology is the interrelationship between hardware, software, and people in the context of solving problems. This course also reviews a number of important concepts present in an undergraduate information technology program. In addition to the science of informatics, unique aspects of graduate studies in information technology are explored including practical issues related to graduate student success. The history and mission of CUW as a Lutheran higher education institution are examined. Because technological problems are solved via the communication of information, an emphasis is placed on reading and writing techniques for comprehension. Students will analyze their writing via the "writing cycle" as they read technical information and demonstrate comprehension of that information by creating effective documentation. CSC501/801 is required of students who do not have an undergraduate degree in an information technology related discipline from an accredited U.S. university. This course is especially helpful for students who have been away from higher education for some time or for international students. CSC 501/801 may be taken concurrently with CSC 505/805 if desired. 3 credits.
Prerequisite: None

Offered at: CUW

CSC 502. Essentials of Computer Science. (3 Credits)
for students conditionally admitted to the MS CS program, this course reviews fundamental knowledge and skills in the discipline. Computer programming, software engineering principles, theoretical foundations, and algorithm design are emphasized. CSC 502 focuses on the theory, practice, and application of computer science. 3 credit hours
Prerequisite: admission to the MS CS program.

Offered at: CUW

CSC 505. Foundations Information Tech. (3 Credits)
is a survey and overview of information technology used in the enterprise today. It includes such information technology fundamentals as: grand ideas of information technology; technology organizational issues; history of information technology; informing and allied disciplines; application domains; mathematical and statistical foundations; and ethical, moral and vocational issues in information technology. This course is a required first course in the Masters of Science in Information Technology curriculum. In addition to providing an overview of the discipline of information technology, the course develops an "IT mindset" in students by illustrating the diverse context and challenges in information technology. CSC 505/805 serves as the pre-requisite for all other MS IT course.
Prerequisite: None

Offered at: CUW

CSC 508. Theoretical Found of Comp Scie. (6 Credits)
formal logic, directed graphs and their properties, finite state models of computing systems, basic parsing techniques for languages specified by forma l grammars, proofs of program correctness based on operational semantics of programming languages. 6 credit hours.
Prerequisites: unconditional admission to the MS CS program, or completion of CSC 502 with a grade of B or better.

Offered at: CUW

CSC 510. Vocation and Ethical Computing. (3 Credits)
this course provides the foundation for professional ethics in the field of Information Technology (IT). Students are familiarized with the doctrine of vocation and its implications for ethical attitudes, policies and behaviors within IT. They also learn the history of computer ethics and the codes of practice proposed by professional societies such as the Association for Computing Machinery and the Institute for the Management of Information Systems. As our society becomes increasingly dependent on IT, it is imperative that students see their work as a means of service with social responsibilities that go far beyond the immediate legal and business-related requirements of their employer. Students learn that although the field of IT poses some unique ethical problems and challenges, these can be evaluated with the same moral criteria that apply in other walks of life. Specific topics studied include: serving the user's needs; developing sustainable and modifiable solutions; creating ethical products; computer security and privacy (including the problems of malicious software, hacking and identity disclosure); intellectual property rights; and the ethical implications of an electronic global community. Relevant moral criteria are presented and applied to contemporary case studies. The relationship between a Christian worldview and a technological society is investigated
Prerequisite: CSC 505/805 3 credit hours

Offered at: CUW

CSC 515. Applied Artificial Intelligenc. (3 Credits)
this course illuminates the concepts of intelligence, both human and machine, and the nature of information, its origin, description, and transmission. This course will offer a practical approach to incorporating artificial intelligence into useful applications. Major topics include: face recognition, speech recognition expert systems, machine learning and robotics. The nature of human intelligence and the limits of machine intelligence will be treated from a scientific, philosophical, and computational perspective.
Prerequisite: CSC 505/805

Offered at: CUW

CSC 518. Software Design & Development. (6 Credits)
advanced programming techniques, dynamic data structures, object - oriented design, requirements analysis, correctness and efficiency of algorithms, deployment on multiple modern platforms, risk mitigation, long - term maintenance of software systems. 6 credit hours.
Prerequisites: unconditional admission to the MS CS program, or completion of CSC 502 with a grade of B or better.

CSC 520. Human Computer Interaction. (3 Credits)
is meant to ensure that students have the necessary foundation for creating, implementing, and managing system user interfaces. An IT practitioner does not create and manage systems for their own sake, but instead considers that the IT must be usable as a productive and efficient problem-solving tool within an organizational context. Thiscourse will examine human factors in the use of technology, including cognitive principles and ergonomic design. The current range of application domain environments will be surveyed and analyzed. Heuristics of creating human-centered interfaces will be explored in depth. Usability standards and testing will be presented. A key component of CSC 5/20820 consists of identifying characteristics of effective interfaces and how to model successful human computer interaction. Understanding user experiences with technology along with varied user interaction styles is critical to employing effective interfaces. The course will explore methods of classifying and evaluating user interaction experiences. Issues of accessibility, including biometrics and ADA compliance, will be investigated. Emerging technologies, such as alternate input/output devices, will be discussed. Since Information Technology is not a static discipline, predicting future trends becomes an asset to the computer scientist. Finally this course doesnot treat Information Technology as a sterile discipline but seeks to provide a personality for it by demonstrating how a worldview influences the application of the tool and the development of the field.
Prerequisite: None

Offered at: CUW

CSC 525. Data Security & Info Assuance. (3 Credits)
this course is a survey and overview of methods to safeguard the information technology used in the enterprise today. IT systems are increasingly under attack and therefore knowledge of attacks, protection, and counter-measures is important to the IT practitioner. The IT practitioner must comprehend and manage assurance and security measures within the enterprise. Topics include: operational issues, policies and procedures, attacks and related defense measures, risk analysis, backup and recovery, and the security of information.
Prerequisite: CSC 505/805

Offered at: CUW

CSC 528. Human Aspects of Comp Systems. (6 Credits)
observation and interviews of clients and users in order to determine system requirements, iterative prototyping of user interfaces, assessment of usability, the use of social networking in computing systems, legal and ethical principles related to computing systems. 6 credit hours.
Prerequisites: unconditional admission to the MS CS program, or completion of CSC 502 with a grade of B or better.

CSC 530. Database & Info Management. (3 Credits)
this course provides students with the background to plan, design, implement, maintain, and use database management systems. It addresses the database structures, requirements, functions and evaluation of database management systems. The course focuses on the relational database model, standard SQL language, database structure normalization, conceptual data modeling, and the entity-relationship data model. Concepts of data integrity, security, privacy, and concurrence control are included.
Prerequisite: CSC 505/805

Offered at: CUW

CSC 532. Advanced Database Topics. (3 Credits)
this course explores advanced topics in database and information management systems. It is designed to delve deeper into subjects presented in CSC 530 Database and Information Management. In addition, it will examine new topics that were not covered in the introductory course. The course will provide a combination of practical applications and theoretical information. Major topics include: distributed databases, object-oriented databases, security, advanced SQL, performance tuning, and database integration with the internet. Throughout the course, we will incorporate the requirement for ethical use of information.
Prerequisite: CSC 530/830

CSC 533. Big Data Program & Data Vis. (3 Credits)
concepts of Big Data and Big Data Analytics allows students to investigate the theory, practice, and application of Big Data Analytics in the context of information technology. This course emphasizes the value of Big Data Analytics from a business perspective and introduces the student to the technologies and architectures that support Big Data in a variety of industry settings, with a specific focus on Apache Hadoop and Data Visualization. Key topics include the business value of Big Data, differences between traditional and Big Data information storage and reporting architectures and practices, the toolsets available to support Big Data collection, storage and analytics and the ethics of how Big Data is used in society. Several hands-on labs will be used that will require students to develop MapReduce programs that retrieve and analyze data using the Java programming language. Additional labs will require students to develop dashboards that use visualization to explain data patterns. 3 credit hours
Prerequisites: CSC 530/830 and CSC 535/835

CSC 535. Systems Develop:Theory&Practic. (3 Credits)
allows students to explore initial computer programming concepts with an emphasis on mapping current problem solving abilities to techniques that produce efficient computer systems. Topics covered include: history of programming languages, variables, conditionals, iteration, methods, and objects. These topics are covered within the context of good problem solving techniques, algorithm design, and user experience. The use of Python, an industry standard programming language, allows students to focus on the concepts of programming while minimizing the complexity of language details. Computer certifications (such as Mendix) are explored also.
Prerequisite: None

Offered at: CUW

CSC 537. Programming Practice II. (3 Credits)
allows students to transition from intermediate software developers to budding professionals by initially working with the Java programming language using industry standard development tools identical to those used by professionals to map concepts found in CSC 200 from Python to Java. The course then focuses on enhancing those skills through the design of graphical user interfaces (GUIs) within the context of Android mobile application development. Upon completion, students will have the necessary skills to develop and deploy simple mobile applications to the Google Play store. They will also have a comparative understanding of how Android development skills directly map to iOS development for distribution on the iPhone App Store.
Prerequisite: None

CSC 538. Data Management & Security. (6 Credits)
relational database theory, practical database design, interfacing with a database programmatically via a query language, securing, encrypting, and decrypting data, delivery of data on a variety of modern platforms. 6 credit hours.
Prerequisites: unconditional admission to the MS CS program, or completion of CSC 502 with a grade of B or better.

Offered at: CUW

CSC 540. Networking. (3 Credits)
this course is an in-depth view of data communication and networking ranging from the primitive historical approaches to the ever changing modern state of the field. It includes principles of network design, using a top-down approach and focusing on technologies used in the Internet. It will help students learn to design network-aware applications using sockets, threading, and concurrency. It will help students understand how the Internet works, from the transport layer down to the physical layer. It will help students prepare for future positions in research and development by introducing them to the latest research in Internet technologies. It will help students become better writers by emphasizing written work where possible. It will also help students apply networking technology in ways that can enrich their lives and assist in spreading the Gospel.
Prerequisite: CSC 505/805

Offered at: CUW

CSC 545. System Design and Configuratio. (3 Credits)
this course provides an in-depth treatment of those concepts practitioners must understand to effectively design and configure information technology systems. Topics include: operating systems, computer organization and architecture, computing infrastructures, enterprise deployment software, firmware and hardware, scripting and task automation, backup, and configuration.
Prerequisite: CSC 530/830

Offered at: CUW

CSC 548. Computing Infrastructure. (6 Credits)
theory and design of computer hardware, data representations, operating systems, computer networks, runtime environments, and peripheral devices. Students will configure and interface software with all of these entities. 6 credit hours.
Prerequisites: unconditional admission to the MS CS program, or completion of CSC 502 with a grade of B or better.

Offered at: CUW

CSC 550. System Admin and Maintenance. (3 Credits)
this course presents concepts and skills the professional system administrator must understand to effectively maintain enterprise information technology. Topics include: operating systems, application packages, administrative activities, administrative domains.
Prerequisite: CSC 545/845

Offered at: CUW

CSC 555. Project Management. (3 Credits)
project management concepts, skills, and techniques are vital for the successful development of any product using the software engineering process. This course will cover issues such as: requirements, request for proposals, acquisition and sourcing, integration, testing and quality assurance, and organization context.
Prerequisite: CSC 530/830

Offered at: CUW

CSC 560. Web Systems & Technologies. (3 Credits)
from eCommerce to data mining, web systems are the primary information repository of 21st century information technology. This course focuses on: web technologies, information architecture, digital media, web design and development, vulnerabilities and social software.
Prerequisite: CSC 520/820

CSC 565. IT Integrative Capstone. (3 Credits)
the integrative capstone course provides the student the opportunity to showcase computer science concepts and problem solving skills by effectively analyzing a real problem and synthesizing an effective solution. Students choose an acceptable problem and then fully implement the solution to that problem following professional programming practice in a software engineering framework. Students present their progress and project via written reports and oral presentations. The final acceptable project includes an actual product along with both process and product documentation equivalent to a masters thesis. Prerequisite: candidate status (last semester)
Prerequisites: candidate status (permission of program director) and successful completion of CSC 510/810, CSC 520/820, CSC 530/830, and CSC 535/835 candidate status (last semester)

Offered at: CUW

CSC 566. Capstone Continuation. (0 Credits)
this is a continuation of CSC 565/865 for students who need more time to complete their projects.
Prerequisite: None

CSC 568. Research in Computer Sci. (6 Credits)
searching professional computing literature, writing integrative summaries, design of a research project in computer science, executing the project, analyzing results, drawing conclusions, writing and presenting the project. 6 credits.
Prerequisite: completion of at least three of the six-credit-hour modules required for the MS CS.

Offered at: CUW

CSC 570. Readings in IT. (3 Credits)
this course provides insights into effective reading and writing techniques in the domain of information technology. In addition to specific activities focusing on reading and writing about information technology, students will select an interesting area of IT to investigate as a guided independent study. Useful information sources for technology will be explored, and students will be challenged to read widely and well as a foundation for life-long learning.
Prerequisite: CSC 505/805

Offered at: CUW

CSC 580. Internship in IT. (1-3 Credits)
consists of supervised work in a given area of information technology in an industrial or business setting. The topic of the internship is determined in conjunction with the responsible faculty, the on-site supervisor, and the student.
Prerequisite: permission of program director

CSC 801. Introduction to Informatics. (3 Credits)
this course allows students to explore and understand the manifold dimensions of informatics. Informatics is using technology to aid people in solving problems. As The Technology Program with a Soul, CUW's MS IT program concentrates on the vital role played by people in the context of information technology. Information technology is the interrelationship between hardware, software, and people in the context of solving problems. This course also reviews a number of important concepts present in an undergraduate information technology program. In addition to the science of informatics, unique aspects of graduate studies in information technology are explored including practical issues related to graduate student success. The history and mission of CUW as a Lutheran higher education institution are examined. Because technological problems are solved via the communication of information, an emphasis is placed on reading and writing techniques for comprehension. Students will analyze their writing via the "writing cycle" as they read technical information and demonstrate comprehension of that information by creating effective documentation. CSC501/801 is required of students who do not have an undergraduate degree in an information technology related discipline from an accredited U.S. university. This course is especially helpful for students who have been away from higher education for some time or for international students. CSC 501/801 may be taken concurrently with CSC 505/805 if desired.
Prerequisite: None

Offered at: OL

CSC 805. Foundations Information Tech. (3 Credits)
is a survey and overview of information technology used in the enterprise today. It includes such information technology fundamentals as: grand ideas of information technology; technology organizational issues; history of information technology; informing and allied disciplines; application domains; mathematical and statistical foundations; and ethical, moral and vocational issues in information technology. This course is a required first course in the Masters of Science in Information Technology curriculum. In addition to providing an overview of the discipline of information technology, the course develops an "IT mindset" in students by illustrating the diverse context and challenges in information technology. CSC 505/805 serves as the pre-requisite for all other MS IT course.
Prerequisite: None

Offered at: OL

CSC 810. Vocation and Ethical Computing. (3 Credits)
this course provides the foundation for professional ethics in the field of Information Technology (IT). Students are familiarized with the doctrine of vocation and its implications for ethical attitudes, policies and behaviors within IT. They also learn the history of computer ethics and the codes of practice proposed by professional societies such as the Association for Computing Machinery and the Institute for the Management of Information Systems. As our society becomes increasingly dependent on IT, it is imperative that students see their work as a means of service with social responsibilities that go far beyond the immediate legal and business-related requirements of their employer. Students learn that although the field of IT poses some unique ethical problems and challenges, these can be evaluated with the same moral criteria that apply in other walks of life. Specific topics studied include: serving the user's needs; developing sustainable and modifiable solutions; creating ethical products; computer security and privacy (including the problems of malicious software, hacking and identity disclosure); intellectual property rights; and the ethical implications of an electronic global community. Relevant moral criteria are presented and applied to contemporary case studies. The relationship between a Christian worldview and a technological society is investigated
Prerequisite: CSC 505/805 3 credit hours

Offered at: OL

CSC 815. Applied Artificial Intelligenc. (3 Credits)
This course illuminates the concepts of intelligence, both human and machine, and the nature of information, its origin, description, and transmission. This course will offer a practical approach to incorporating artificial intelligence into useful applications. Major topics include: face recognition, speech recognition expert systems, machine learning and robotics. The nature of human intelligence and the limits of machine intelligence will be treated from a scientific, philosophical, and computational perspective.
Prerequisite: CSC 505/805

Offered at: OL

CSC 820. Human Computer Interaction. (3 Credits)
is meant to ensure that students have the necessary foundation for creating, implementing, and managing system user interfaces. An IT practitioner does not create and manage systems for their own sake, but instead considers that the IT must be usable as a productive and efficient problem-solving tool within an organizational context. Thiscourse will examine human factors in the use of technology, including cognitive principles and ergonomic design. The current range of application domain environments will be surveyed and analyzed. Heuristics of creating human-centered interfaces will be explored in depth. Usability standards and testing will be presented. A key component of CSC 5/20820 consists of identifying characteristics of effective interfaces and how to model successful human computer interaction. Understanding user experiences with technology along with varied user interaction styles is critical to employing effective interfaces. The course will explore methods of classifying and evaluating user interaction experiences. Issues of accessibility, including biometrics and ADA compliance, will be investigated. Emerging technologies, such as alternate input/output devices, will be discussed. Since Information Technology is not a static discipline, predicting future trends becomes an asset to the computer scientist. Finally this course doesnot treat Information Technology as a sterile discipline but seeks to provide a personality for it by demonstrating how a worldview influences the application of the tool and the development of the field.
Prerequisite: None

Offered at: OL

CSC 825. Data Security & Info Assurance. (3 Credits)
this course is a survey and overview of methods to safeguard the information technology used in the enterprise today. IT systems are increasingly under attack and therefore knowledge of attacks, protection, and counter-measures is important to the IT practitioner. The IT practitioner must comprehend and manage assurance and security measures within the enterprise. Topics include: operational issues, policies and procedures, attacks and related defense measures, risk analysis, backup and recovery, and the security of information.
Prerequisite: CSC 505/805

Offered at: OL

CSC 830. Database & Info Management. (3 Credits)
this course provides students with the background to plan, design, implement, maintain, and use database management systems. It addresses the database structures, requirements, functions and evaluation of database management systems. The course focuses on the relational database model, standard SQL language, database structure normalization, conceptual data modeling, and the entity-relationship data model. Concepts of data integrity, security, privacy, and concurrence control are included.
Prerequisite: CSC 505/805

Offered at: OL

CSC 832. Database Systems II. (3 Credits)
this course explores advanced topics in database and information management systems. It is designed to delve deeper into subjects presented in CSC 530 Database and Information Management. In addition, it will examine new topics that were not covered in the introductory course. The course will provide a combination of practical applications and theoretical information. Major topics include: distributed databases, object-oriented databases, security, advanced SQL, performance tuning, and database integration with the internet. Throughout the course, we will incorporate the requirement for ethical use of information.
Prerequisite: CSC 530/830

CSC 833. Conc Big Data & Data Analytics. (3 Credits)
concepts of Big Data and Big Data Analytics allows students to investigate the theory, practice, and application of Big Data Analytics in the context of information technology. This course emphasizes the value of Big Data Analytics from a business perspective and introduces the student to the technologies and architectures that support Big Data in a variety of industry settings, with a specific focus on Apache Hadoop and Data Visualization. Key topics include the business value of Big Data, differences between traditional and Big Data information storage and reporting architectures and practices, the toolsets available to support Big Data collection, storage and analytics and the ethics of how Big Data is used in society. Several hands-on labs will be used that will require students to develop MapReduce programs that retrieve and analyze data using the Java programming language. Additional labs will require students to develop dashboards that use visualization to explain data patterns. 3 credit hours
Prerequisites: CSC 530/830 and CSC 535/835

CSC 835. System Develop:Theory&Practic. (3 Credits)
allows students to explore initial computer programming concepts with an emphasis on mapping current problem solving abilities to techniques that produce efficient computer systems. Topics covered include: history of programming languages, variables, conditionals, iteration, methods, and objects. These topics are covered within the context of good problem solving techniques, algorithm design, and user experience. The use of Python, an industry standard programming language, allows students to focus on the concepts of programming while minimizing the complexity of language details. Computer certifications (such as Mendix) are explored also.
Prerequisite: None

CSC 837. Programming Language II. (3 Credits)
allows students to transition from intermediate software developers to budding professionals by initially working with the Java programming language using industry standard development tools identical to those used by professionals to map concepts found in CSC 200 from Python to Java. The course then focuses on enhancing those skills through the design of graphical user interfaces (GUIs) within the context of Android mobile application development. Upon completion, students will have the necessary skills to develop and deploy simple mobile applications to the Google Play store. They will also have a comparative understanding of how Android development skills directly map to iOS development for distribution on the iPhone App Store.
Prerequisite: None

CSC 840. Networking. (3 Credits)
this course is an in-depth view of data communication and networking ranging from the primitive historical approaches to the ever changing modern state of the field. It includes principles of network design, using a top-down approach and focusing on technologies used in the Internet. It will help students learn to design network-aware applications using sockets, threading, and concurrency. It will help students understand how the Internet works, from the transport layer down to the physical layer. It will help students prepare for future positions in research and development by introducing them to the latest research in Internet technologies. It will help students become better writers by emphasizing written work where possible. It will also help students apply networking technology in ways that can enrich their lives and assist in spreading the Gospel.
Prerequisite: CSC 505/805

CSC 845. System Design and Configuratio. (3 Credits)
this course provides an in-depth treatment of those concepts practitioners must understand to effectively design and configure information technology systems. Topics include: operating systems, computer organization and architecture, computing infrastructures, enterprise deployment software, firmware and hardware, scripting and task automation, backup, and configuration.
Prerequisite: CSC 530/830

Offered at: OL

CSC 850. System Admin & Maintenance. (3 Credits)
this course presents concepts and skills the professional system administrator must understand to effectively maintain enterprise information technology. Topics include: operating systems, application packages, administrative activities, administrative domains.
Prerequisite: CSC 545/845

CSC 855. Project Management. (3 Credits)
project management concepts, skills, and techniques are vital for the successful development of any product using the software engineering process. This course will cover issues such as: requirements, request for proposals, acquisition and sourcing, integration, testing and quality assurance, and organization context.
Prerequisite: CSC 530/830

CSC 860. Web Systems & Technologies. (3 Credits)
from eCommerce to data mining, web systems are the primary information repository of 21st century information technology. This course focuses on: web technologies, information architecture, digital media, web design and development, vulnerabilities and social software.
Prerequisite: CSC 520/820

CSC 865. IT Integrative Capstone. (3 Credits)
the integrative capstone course provides the student the opportunity to showcase computer science concepts and problem solving skills by effectively analyzing a real problem and synthesizing an effective solution. Students choose an acceptable problem and then fully implement the solution to that problem following professional programming practice in a software engineering framework. Students present their progress and project via written reports and oral presentations. The final acceptable project includes an actual product along with both process and product documentation equivalent to a masters thesis. Prerequisite: candidate status (last semester)
Prerequisites: candidate status (permission of program director) and successful completion of CSC 510/810, CSC 520/820, CSC 530/830, and CSC 535/835 candidate status (last semester)

Offered at: OL

CSC 880. Internship in IT. (1 Credit)
consists of supervised work in a given area of information technology in an industrial or business setting. The topic of the internship is determined in conjunction with the responsible faculty, the on-site supervisor, and the student.
Prerequisite: permission of program director

Counseling-Graduate (COUN)

COUN 510. Christian Persp Psychphrmclgy. (3 Credits)

COUN 512. Psychopharmacology. (3 Credits)
provides a thorough overview of Alcohol and other drugs, the rationale for their use in schools and the community. Emphasis will be placed on the major categories of medications, drugs and alcohol with case overviews outlining the process of making the best possible referral and counseling practices. This class will be offered periodically as COUN 512/812-REL and will be taught by an ordained pastor or commissioned minister of religion of religion who are licensed counselors. When 512/812-REL is delivered in this format, the focus will include Biblical passages that address issues related to substance use and abuse. 3 credits.
Prerequisite: None

Offered at: CUW

COUN 515. Research & Eval in Counseling. (3 Credits)
this course provides "a broad understanding of types of research, basic statistics, research report development, research implementation, …publication of research information, and ethical and legal considerations." (Wisconsin Legislature: MPSW 14.01 (4) (d.7)). 3 credits.
Prerequisite: None

Offered at: CUW

COUN 520. Addictions Counseling. (3 Credits)
In addition to Alcohol and Drug concerns, this course will also address behavioral addictions such as: gambling, shopping, gaming, sex and hoarding. The course will address treatment and relapse plans and goals, as well as the impact of addiction on family, friends and support systems. Developmental issues, as well as comorbidity, are addressed in the addiction process as therapeutic models are discussed. 3 credits
Prerequisite: None

Offered at: CUW, KEN

COUN 522. Ethics of Christian Counselor. (3 Credits)

COUN 523. Ind Counsl frm Christian Persp. (3 Credits)

COUN 528. Christian Persp Family Dev. (3 Credits)

COUN 543. Counsel-Theory & Issues. (3 Credits)
provides both the historical and current perspectives of various theories of counseling, as well as introducing the student to the profession of counseling. The ethics of working as a counselor is a primary underpinning of the field. Both American Counseling Association (ACA and American School Counseling Association (ASCA) ethical guidelines for counseling, as well as legal concerns, are discussed and integrated into all assignments. This course also introduces the student to specific requirements of the graduate program. The portfolio requirement, APA writing style, are also reviewed. This is the first class taken in the program. 3 credits
Prerequisite: None

Offered at: CUW

COUN 544. Scripture & Christian Counselo. (3 Credits)
will use a Lutheran Church Missouri Synod (LCMS) scriptural world view in the integration of faith-based principles into a holistic counseling approach. This class will be taught by an ordained pastor or a commissioned teacher of religion who is a licensed counselor. 3 credits.
Prerequisite: None

COUN 545. Christian Care Giving. (3 Credits)
this course offers counseling professionals already working in the church, or contemplating working in a faith-based organization the opportunity to understand and apply Christian theology in their professional practice and in service to others. This course will incorporate lay ministry principles that will support the development of Christian counseling skills. 3 credits.
Prerequisite: None

COUN 546. Christian Reconciliation. (3 Credits)
is an introduction to the Christian Reconciliation process. Students will gain a basic knowledge about what causes conflict and various responses to conflicted situations. A theological framework for Christian Reconciliation will be presented that will introduce students to the concept of sin and forgiveness. Students will explore their own responses to personal conflict while learning skills to assist others who are struggling with interpersonal conflicted situations. 3 credits.
Prerequisite: None

COUN 550. Social Psychology. (3 Credits)

COUN 552. Soc/Cult Foundation Coun. (3 Credits)
is an exploration of various cultures and their impact on human behavior. The focus of this course is on the powerful impact that cultural background may have on the mental health field, and on how biases may affect therapeutic relationships. Current issues and therapeutic techniques are addressed keeping in mind our multicultural society. This is one of the first 5 courses taken in the counseling program. 3 credits
Prerequisite: COUN 543/843.

Offered at: CUW

COUN 553. Social/Cultural Theolgcl Found. (3 Credits)

COUN 554. Theories of Personality. (3 Credits)
focuses on the basic theoretical underpinnings of personality development: psychoanalytic, behavioral, cognitive, humanistic, social learning, biological and trait. Emphasis will be placed on ways in which a counselor incorporates these theories with their personal beliefs as helping professional to best serve their clients. 3 credits.
Prerequisite: COUN 543/843.

COUN 561. Career Counsel Foundation. (3 Credits)
refers to the life-long process of developing knowledge about the world of work. Skills and aptitudes, interests, personality characteristics, beliefs and values are all important aspects of career counseling. This course introduces a variety of theories and practices in career development and career counseling using career assessments and information sources.
Prerequisites: COUN 543/843; COUN 584/884 or EDG 580/880; COUN 592/892; COUN 587/887- 3 credits.

Offered at: CUW

COUN 563. Cur Topics Pastors & Church Wk. (3 Credits)
this course will look at a range of topics such as physical and sexual abuse, pornography, and various addictions. Christian reconciliation and other topics that churches and Christian agencies experience in their service to members and non-members are also addressed. 3 credits.
Prerequisite: None

COUN 564. Consultations Strategies. (3 Credits)
is designed to provide an overview of the consultation process and insight into the various roles that consultants may play. Theoretical approaches and principles of consultation, planned change, and organizational development will be discussed as well as counselors as consultants within the organization and within the community. 3 credits. This class will be offered periodically as COUN 564/864-REL and will be taught by an ordained pastor or commissioned minister of religion who are licensed counselors. When COUN 564/864-REL is delivered in this format, the focus will be to develop and use a variety of consulting and collaborative Christian resources. COUN 580/880 FAMILY DEVELOPMENT explores issues in family systems and the cycle of family life. Topics focus on issues relating to family systems and stages of family development. The course is designed to generate an understanding of the family system in biological, psychological, and spiritual development. This class will be taught by an ordained pastor or a commissioned teacher of religion who is a licensed counselor. 3 credits. This class will be offered periodically as COUN 580/880-REL and will be taught by an ordained pastor or commissioned minister of religion who are licensed counselors. When COUN 580/880-REL is delivered in this format, applicable Biblical passages will be integrated into the course content and discussions.
Prerequisites: COUN 543/843; COUN 584/884 or EDG 580/880; COUN 592/892; COUN 552/882 or COUN 550/880; COUN 554/884; COUN 593/893; COUN 594/894.

Offered at: CUW, MAD

COUN 565. Consult Strat within Church. (3 Credits)

COUN 574. INTRO REHABIL PSYCH. (3 Credits)

COUN 575. MEDICL/PHYSICL DISABIL. (3 Credits)

COUN 577. Mod & Meth Christian Fam Couns. (3 Credits)

COUN 578. Christian Trauma Counseling. (3 Credits)

COUN 579. Practicum Elementary School. (2 Credits)
Offered at: CUW, KEN, MAD

COUN 580. Family Development. (3 Credits)

COUN 581. Models/Methods Family Coun. (3 Credits)
Offered at: CUW

COUN 582. Trauma Counseling. (3 Credits)
affords the student the opportunity to work with victims and survivors of trauma. The student will discuss skills for dealing with trauma survivors and families, and trauma victims. Students will also discuss suicide risk assessment and intervention. Additional topics will include: compassion fatigue, post-traumatic stress disorder, trauma in families and trauma in children. 3 credits
Prerequisite: Successful completion of the first 5 courses in the program.

Offered at: CUW

COUN 583. Clients From Spec Popul. (3 Credits)

COUN 584. Human Development. (3 Credits)
offers students an opportunity to explore issues in the stages of human development over the life span. Various issues related to human development in the biological, cognitive, psychosocial, and spiritual spheres will be discussed. Further, students will also become more familiar with the major psychological theories pertaining to human development. 3 credits.
Prerequisite: COUN 543/843.

Offered at: CUW

COUN 586. Design,Implem and Eval. (3 Credits)
explores the planning, establishing, administering, and evaluating of counseling / consultation programs that are supported in the literature as Evidence Based Practices. The student will utilize knowledge of basic statistics and data collection to design a program within her/his own special area of interest. The students will utilize data they have gathered to establish the steps to implement the program within their school or community. Further, the students will use data driven information to evaluation the efficacy of the program they have designed and implemented. This is a required capstone course in the Graduate Counseling program. This is generally one of the last courses taken as a student in the Counseling program at Concordia University. 3 credits
Prerequisite: 30 credit hours in the program.

Offered at: CUW, KEN, MAD

COUN 587. Tests & Measurements. (3 Credits)
provides the student with an understanding of test analysis and design. Special emphasis is placed on evaluating the validity and reliability of commercially available tests and self-created test instruments. 3 credits.
Prerequisites: COUN 543/843; COUN 584/884 or EDG 580/880; COUN 592/892.

Offered at: CUW

COUN 588. Psychopathology. (3 Credits)
views how human and scientific aspects of normal/abnormal psychology converge in the world of clinical treatment. Students will gain an understanding of conceptual framework and alternative modes of treatment. 3 credits.
Prerequisite: COUN 543/843; COUN 554/854; COUN 584/884: COUN 592/892.

Offered at: CUW

COUN 589. Found Clin Mental Health Couns. (3 Credits)
this course reviews the history of mental health counseling, as well as reviewing various models, theories and principles of mental health counseling in a clinical setting. Various options for treatment, as well as various responsibilities which are a part of clinical mental health counseling are addressed. Further, various aspects of clinical work are addressed: Advocacy, consultation, collaboration and ethics. 3 credits.
Prerequisite: None

Offered at: CUW

COUN 590. Practicum Middle School. (2 Credits)
Offered at: CUW, KEN, MAD

COUN 591. Practicum High School. (2 Credits)
Offered at: CUW, KEN, MAD

COUN 592. Professional Ethics. (3 Credits)
deals with philosophical issues affecting practice. Special attention is given to ethics and the nature of human kind. Professional ethical behavior and adherence to ethical standards is a foundational cornerstone to the profession of counseling, as such, issues such as confidentiality, malpractice, the law, and the counselor as witness will be discussed.. Both the American Counseling Association (ADA) and the American School Counseling Association (ASCA) codes of ethics will be the primary foci of the course. This is one of the five required background courses and should be taken as one of the first five courses within the graduate counseling program. 3 credits
Prerequisite: None

Offered at: CUW

COUN 593. Individual Counseling. (3 Credits)
provides the student with hands-on experience in individual counseling techniques as well as the opportunity to gain objective insight into the dynamics of one-to-one counseling, and the role of the counselor. The course requirements include practice of counseling techniques, small-group activities, audio or video-taped counseling sessions designed to promote self- awareness, skill development and development of intentional competencies. This class will be taught by an ordained pastor or a commissioned teacher of religion who is a licensed counselor. 3 credits. This class will be offered periodically as COUN 593/893-REL and will be taught by an ordained pastor or commissioned minister of religion who are licensed counselors. When COUN 593/893-REL is delivered in this format, Biblical passages and connections to these passages will be integrated into the course. COUN 594/894 GROUP COUNSELING discusses the purpose, types, functions and principles of group counseling. Students develop an understanding of how to engage in and evaluate small group processes and relationships. Group counseling techniques, group development, and group stages are addressed. E-learning students must take this class in a face-to-face format.
Prerequisites: COUN 543/843; COUN 552/852 or COUN 550/880; COUN 554/884; COUN 584/884 or EDG 550/880; COUN 592/892 - 3 credits.

Offered at: CUW

COUN 594. Group Counseling. (3 Credits)
discusses the purpose, types, functions and principles of group counseling. Students develop an understanding of how to engage in and evaluate small group processes and relationships. Group counseling techniques, group development, and group stages are addressed. Online students must take this class in a face-to-face format. 3 credits.
Prerequisites: COUN 543/843; COUN 552/852 or COUN 550/880; COUN 554/884; COUN 584/884 or EDG 550/880; COUN 592/892.

Offered at: CUW

COUN 595. Read/Research Counseling. (1-3 Credits)

COUN 596. Adv Thry & Skill for Prof Coun. (3 Credits)
addresses specific issues related to working with clients, including those who may have substance abuse concerns. Coursework addresses 'the diagnostic process, including differential diagnosis and the use of diagnostic classification systems (DSM & ICD); training on administration of intake interview, mental status evaluation, biopsychosocial history; mental health history, and psychological assessment for treatment planning and caseload management; and techniques and interventions related to a broad range of mental health issues.' (Wisconsin Legislature: Chapter MPSW 14.01(2) (f) 1). 3 credit hours
Prerequisite: 33 credit hours in the counseling program.

Offered at: CUW

COUN 598. Pract for School Counselors I. (3 Credits)
(SCHOOL COUNSELING) provides 300 hours of field experiences designed to acclimate and prepare the student to assume responsibilities of a school counselor. The students will complete a practicum experience within an approved school setting under the supervision of an on-site counselor and Concordia University counselor/supervisor. In addition students should enroll in and complete COUN 628/928-Portfolio 2 while enrolled in this course.
Prerequisite: None

COUN 599. Pract for School Counselors II. (3 Credits)
(SCHOOL COUNSELING) is a continuation of Practicum I. The student completes an additional 300 hours of field experience under supervision of both an on-site counselor and a supervisor/counselor from Concordia University. In addition, students should enroll in and complete COUN 628/928-Portfolio 3 while enrolled in this course. 3 credits.
Prerequisite: COUN 598.

COUN 600. Internship I. (2 Credits)
Internship I provides an additional 300 hours of field experiences designed to acclimate and prepare the student to assume the responsibilities of a school counselor. The student will complete the internship hours wi8thin an approved school setting under th supervision of an on-site counselor and a Concordia University counselor/ supervisor. The should be working to complete Portfolio 2 and Portfolio 3 during this course. 2 credits.
Prerequisite: None

COUN 601. Internship II. (3 Credits)
Internship II requires that the student complete an additional 300 hours of field experience as a part of a 700 hour practicum/internship requirement. Internship II experiences must be under the supervision of an on-site counselor and a counselor/supervisor from Concordia University. In addition, the student should be complete Portfolio 2 and Portfolio 3 during this class and plan to take the Praxis II-Professional School Counselor exam that is required for licensing. 3 credits.
Prerequisite: None

COUN 603. Pract for Prof Counselors I. (3 Credits)
is a 300 hour field-based internship/practicum designed to introduce student practitioners to the form and content of their discipline. Exposure to the day-to-day realities of clinical practice, i.e., case file maintenance, record keeping, staffing sessions, consultations with colleagues and other health-care providers, are expected to aid in shaping professional expectations and behaviors while preparing students for the transition from graduate school to professional practice. Students are to develop and demonstrate professional levels of competency in the various areas of clinical practice recommended and described by the American Counseling Association and the National Board of Certified Counselors. 2 credits.
Prerequisite: COUN 602/902-.

COUN 604. Pract for Prof Counselors II. (3 Credits)
is a 300 hour field-based internship/practicum experience designed to further develop the skills of the student practitioner. Continuation
Prerequisite: None

COUN 605. Pract for Prof Counselor III. (3 Credits)

COUN 606. Practicum for Prof Counselors. (3 Credits)
is a field-based experience designed to introduce the student to the area of professional counseling. Orientation to the profession is reviewed. Ongoing goals include the development of professional levels of competency and successful integration into the day-to-day operation and expectations of the clinical setting. 3 credits.
Prerequisite: Approval of Program Director.

Offered at: CUW

COUN 607. Internship I - Prof Counselor. (3 Credits)
is a 300 hour field-based internship experience designed to introduce student practitioners to the form and content of their discipline. The experience continues to be supervised by an approved site supervisor and approved supervisor from Concordia who both hold an appropriate current license issued by WI DSPS, or the equivalent of the license in the state of the experience. A minimum of 120 hours of face to face client contact is expected, as well as one hour per week of individual or triadic supervision by the onsite and/or university supervisor. Further, the student will participate and document an average of 1.5 hours weekly of group supervision provided by the site supervisor, an approved student supervisor or a CU supervisor. Exposure to the day-to-day realities of clinical practice, i.e., case file maintenance, record keeping, staff sessions, consultations with colleagues and other health-care providers, are expected to aid in shaping professional expectations and behaviors while preparing students for the transition from graduate school to professional practice. Students are to develop, demonstrate, and be evaluated on professional levels of competency in the various areas of clinical practice recommended and described by the American Counseling Association and the National Board of Certified Counselors.
Prerequisite: Successful completion of COUN 606/906 Practicum

Offered at: CUW

COUN 608. Internship II for Prof Counsel. (3 Credits)
is a 300 hour field-based internship experience designed to further develop the skills of the student practitioners. This is a continuation of the work started in Practicum in the development of professional levels of competency of clinical practice recommended and described by the American Counseling Association and the National Board of Certified Counselors. The experience continues to be supervised by an appropriately credentialed mental health professional holding a current license in Wisconsin, or the state in which the student is engaged in their internship hours. A minimum of 120 hours of face to face client contact is expected, as well as one hour per week of individual or triadic supervision by the onsite and/or university supervisor. Further, the student will participate in and document an average of 1.5 hours weekly of group supervision provided by the onsite supervisor, an approved student supervisor or a CU supervisor.
Prerequisite: Successful completion of COUN 607/907 Internship I

Offered at: CUW

COUN 620. Management for Counselors. (3 Credits)
examines the effective characteristics of successful secondary student instruction. The course emphasizes instructional design, content objectives, lesson and unit plan construction, instructional strategy selection, along with classroom management implications. 3 credits.
Prerequisite: None

COUN 627. Portfolio - Introduction. (0 Credits)
as a part of the licensing requirement for school counselors, school counselor candidates must completed a 3 part portfolio that demonstrates that have mastered the pupil service standard set by the State of Wisconsin for school counselors. During Portfolio 1, students will purchase an electronic portfolio program and complete a cover page, introduction, mission statement, resume and an educational platform. 0 credit.
Prerequisite: None

Offered at: CUW

COUN 628. Portfolio - Pre-Practicum. (0 Credits)
as a part of the licensing requirement for school counselors, school counselor candidates must completed a 3 part portfolio that demonstrates that have mastered the pupil service standard set by the State of Wisconsin for school counselors. During Portfolio 2 students begin work on the seven pupil standards by writing a rational for each standard, collecting artifacts for each standard and begin to write introductions to each of the artifacts for each standard. 0 credit.
Prerequisite: None

Offered at: CUW

COUN 629. Portfolio 3. (0 Credits)
as a part of the licensing requirement for school counselors, school counselor candidates must completed a 3 part portfolio that demonstrates that have mastered the pupil service standard set by the State of Wisconsin for school counselors. During Portfolio 3 students complete work on the seven pupil standards and complete Standard 8 which is a Concordia University counseling program requirement on servant-leadership. 0 credit.
Prerequisite: None

COUN 630. Portfolio Elementary school. (0 Credits)
Offered at: CUW, KEN, MAD

COUN 631. Portfolio - Middle School. (0 Credits)
Offered at: CUW, KEN, MAD

COUN 632. Portfolio High School. (0 Credits)
Offered at: CUW, KEN, MAD

COUN 810. Christian Persp Psychphrmclgy. (3 Credits)

COUN 812. Psychopharmacology. (3 Credits)
provides a thorough overview of Alcohol and other drugs, the rationale for their use in schools and the community. Emphasis will be placed on the major categories of medications, drugs and alcohol with case overviews outlining the process of making the best possible referral and counseling practices. This class will be offered periodically as COUN 512/812-REL and will be taught by an ordained pastor or commissioned minister of religion of religion who are licensed counselors. When 512/812-REL is delivered in this format, the focus will include Biblical passages that address issues related to substance use and abuse. 3 credits.
Prerequisite: None

Offered at: OL

COUN 815. Research & Eval in Counseling. (3 Credits)
this course provides "a broad understanding of types of research, basic statistics, research report development, research implementation, …publication of research information, and ethical and legal considerations." (Wisconsin Legislature: MPSW 14.01 (4) (d.7)). 3 credits.
Prerequisite: None

COUN 820. Addictions Counseling. (3 Credits)
In addition to Alcohol and Drug concerns, this course will also address behavioral addictions such as: gambling, shopping, gaming, sex and hoarding. The course will address treatment and relapse plans and goals, as well as the impact of addiction on family, friends and support systems. Developmental issues, as well as comorbidity, are addressed in the addiction process as therapeutic models are discussed. 3 credits
Prerequisite: None

Offered at: OL

COUN 822. Ethics of Christian Counselor. (3 Credits)

COUN 823. Ind Counsl frm Christian Persp. (3 Credits)

COUN 828. Christian Persp Family Dev. (3 Credits)

COUN 843. Counsel Theory & Issues. (3 Credits)
provides both the historical and current perspectives of various theories of counseling, as well as introducing the student to the profession of counseling. The ethics of working as a counselor is a primary underpinning of the field. Both American Counseling Association (ACA and American School Counseling Association (ASCA) ethical guidelines for counseling, as well as legal concerns, are discussed and integrated into all assignments. This course also introduces the student to specific requirements of the graduate program. The portfolio requirement, APA writing style, are also reviewed. This is the first class taken in the program. 3 credits
Prerequisite: None

Offered at: OL

COUN 844. Scripture & Christian Counselo. (3 Credits)
will use a Lutheran Church Missouri Synod (LCMS) scriptural world view in the integration of faith-based principles into a holistic counseling approach. This class will be taught by an ordained pastor or a commissioned teacher of religion who is a licensed counselor. 3 credits.
Prerequisite: None

COUN 845. Christian Care Giving. (3 Credits)
this course offers counseling professionals already working in the church, or contemplating working in a faith-based organization the opportunity to understand and apply Christian theology in their professional practice and in service to others. This course will incorporate lay ministry principles that will support the development of Christian counseling skills. 3 credits.
Prerequisite: None

Offered at: OL

COUN 846. Christian Reconciliation. (3 Credits)
is an introduction to the Christian Reconciliation process. Students will gain a basic knowledge about what causes conflict and various responses to conflicted situations. A theological framework for Christian Reconciliation will be presented that will introduce students to the concept of sin and forgiveness. Students will explore their own responses to personal conflict while learning skills to assist others who are struggling with interpersonal conflicted situations. 3 credits.
Prerequisite: None

COUN 850. Social Psychology. (3 Credits)

COUN 852. Social/Cultural Foundations. (3 Credits)
is an exploration of various cultures and their impact on human behavior. The focus of this course is on the powerful impact that cultural background may have on the mental health field, and on how biases may affect therapeutic relationships. Current issues and therapeutic techniques are addressed keeping in mind our multicultural society. This is one of the first 5 courses taken in the counseling program. 3 credits
Prerequisite: COUN 543/843.

Offered at: OL

COUN 853. Social/Cultural Theolgcl Found. (3 Credits)

COUN 854. Theories of Personality. (3 Credits)
focuses on the basic theoretical underpinnings of personality development: psychoanalytic, behavioral, cognitive, humanistic, social learning, biological and trait. Emphasis will be placed on ways in which a counselor incorporates these theories with their personal beliefs as helping professional to best serve their clients. 3 credits.
Prerequisite: COUN 543/843.

COUN 860. CAREER COUNSELING FOUND. (3 Credits)

COUN 861. Career Counseling Foundations. (3 Credits)
refers to the life-long process of developing knowledge about the world of work. Skills and aptitudes, interests, personality characteristics, beliefs and values are all important aspects of career counseling. This course introduces a variety of theories and practices in career development and career counseling using career assessments and information sources.
Prerequisites: COUN 543/843; COUN 584/884 or EDG 580/880; COUN 592/892; COUN 587/887- 3 credits.

Offered at: OL

COUN 863. Cur Topics Pastors & Church Wk. (3 Credits)
this course will look at a range of topics such as physical and sexual abuse, pornography, and various addictions. Christian reconciliation and other topics that churches and Christian agencies experience in their service to members and non-members are also addressed. 3 credits.
Prerequisite: None

COUN 864. Consultation Strategies. (3 Credits)
is designed to provide an overview of the consultation process and insight into the various roles that consultants may play. Theoretical approaches and principles of consultation, planned change, and organizational development will be discussed as well as counselors as consultants within the organization and within the community. 3 credits. This class will be offered periodically as COUN 564/864-REL and will be taught by an ordained pastor or commissioned minister of religion who are licensed counselors. When COUN 564/864-REL is delivered in this format, the focus will be to develop and use a variety of consulting and collaborative Christian resources. COUN 580/880 FAMILY DEVELOPMENT explores issues in family systems and the cycle of family life. Topics focus on issues relating to family systems and stages of family development. The course is designed to generate an understanding of the family system in biological, psychological, and spiritual development. This class will be taught by an ordained pastor or a commissioned teacher of religion who is a licensed counselor. 3 credits. This class will be offered periodically as COUN 580/880-REL and will be taught by an ordained pastor or commissioned minister of religion who are licensed counselors. When COUN 580/880-REL is delivered in this format, applicable Biblical passages will be integrated into the course content and discussions.
Prerequisites: COUN 543/843; COUN 584/884 or EDG 580/880; COUN 592/892; COUN 552/882 or COUN 550/880; COUN 554/884; COUN 593/893; COUN 594/894.

Offered at: OL

COUN 865. Consult Strat within Church. (3 Credits)

COUN 877. Mod & Meth Christian Fam Couns. (3 Credits)

COUN 878. Christian Trauma Counseling. (3 Credits)
Offered at: OL

COUN 879. Practicum-Elementary School. (2 Credits)
Offered at: OL

COUN 880. Family Development. (3 Credits)

COUN 881. Models/Methods Family Coun. (3 Credits)
Offered at: OL

COUN 882. Trauma Counseling. (3 Credits)
affords the student the opportunity to work with victims and survivors of trauma. The student will discuss skills for dealing with trauma survivors and families, and trauma victims. Students will also discuss suicide risk assessment and intervention. Additional topics will include: compassion fatigue, post-traumatic stress disorder, trauma in families and trauma in children. 3 credits
Prerequisite: Successful completion of the first 5 courses in the program.

Offered at: OL

COUN 883. Cur Topics Pastors & Church Wk. (3 Credits)

COUN 884. Human Development. (3 Credits)
offers students an opportunity to explore issues in the stages of human development over the life span. Various issues related to human development in the biological, cognitive, psychosocial, and spiritual spheres will be discussed. Further, students will also become more familiar with the major psychological theories pertaining to human development. 3 credits.
Prerequisite: COUN 543/843.

Offered at: OL

COUN 886. Design Imp & Eval of Dev Coun. (3 Credits)
explores the planning, establishing, administering, and evaluating of counseling / consultation programs that are supported in the literature as Evidence Based Practices. The student will utilize knowledge of basic statistics and data collection to design a program within her/his own special area of interest. The students will utilize data they have gathered to establish the steps to implement the program within their school or community. Further, the students will use data driven information to evaluation the efficacy of the program they have designed and implemented. This is a required capstone course in the Graduate Counseling program. This is generally one of the last courses taken as a student in the Counseling program at Concordia University. 3 credits
Prerequisite: 30 credit hours in the program.

Offered at: OL

COUN 887. Tests and Measurements. (3 Credits)
provides the student with an understanding of test analysis and design. Special emphasis is placed on evaluating the validity and reliability of commercially available tests and self-created test instruments. 3 credits.
Prerequisites: COUN 543/843; COUN 584/884 or EDG 580/880; COUN 592/892.

Offered at: OL

COUN 888. Psychopathology. (3 Credits)
views how human and scientific aspects of normal/abnormal psychology converge in the world of clinical treatment. Students will gain an understanding of conceptual framework and alternative modes of treatment. 3 credits.
Prerequisite: COUN 543/843; COUN 554/854; COUN 584/884: COUN 592/892.

Offered at: OL

COUN 889. Found Clin Mental Health Couns. (3 Credits)
this course reviews the history of mental health counseling, as well as reviewing various models, theories and principles of mental health counseling in a clinical setting. Various options for treatment, as well as various responsibilities which are a part of clinical mental health counseling are addressed. Further, various aspects of clinical work are addressed: Advocacy, consultation, collaboration and ethics. 3 credits.
Prerequisite: None

Offered at: OL

COUN 890. Practicum - Middle School. (2 Credits)
Offered at: OL

COUN 891. Practicum - High School. (2 Credits)
Offered at: OL

COUN 892. Professional Ethics. (3 Credits)
deals with philosophical issues affecting practice. Special attention is given to ethics and the nature of human kind. Professional ethical behavior and adherence to ethical standards is a foundational cornerstone to the profession of counseling, as such, issues such as confidentiality, malpractice, the law, and the counselor as witness will be discussed.. Both the American Counseling Association (ADA) and the American School Counseling Association (ASCA) codes of ethics will be the primary foci of the course. This is one of the five required background courses and should be taken as one of the first five courses within the graduate counseling program. 3 credits
Prerequisite: None

Offered at: OL

COUN 893. Individual Counseling. (3 Credits)
provides the student with hands-on experience in individual counseling techniques as well as the opportunity to gain objective insight into the dynamics of one-to-one counseling, and the role of the counselor. The course requirements include practice of counseling techniques, small-group activities, audio or video-taped counseling sessions designed to promote self- awareness, skill development and development of intentional competencies. This class will be taught by an ordained pastor or a commissioned teacher of religion who is a licensed counselor. 3 credits. This class will be offered periodically as COUN 593/893-REL and will be taught by an ordained pastor or commissioned minister of religion who are licensed counselors. When COUN 593/893-REL is delivered in this format, Biblical passages and connections to these passages will be integrated into the course. COUN 594/894 GROUP COUNSELING discusses the purpose, types, functions and principles of group counseling. Students develop an understanding of how to engage in and evaluate small group processes and relationships. Group counseling techniques, group development, and group stages are addressed. E-learning students must take this class in a face-to-face format.
Prerequisites: COUN 543/843; COUN 552/852 or COUN 550/880; COUN 554/884; COUN 584/884 or EDG 550/880; COUN 592/892 - 3 credits.

COUN 894. Group Counseling. (3 Credits)

COUN 895. Readings & Res in Counseling. (1-3 Credits)

COUN 896. Adv Thry & Skill for Prof Coun. (3 Credits)
addresses specific issues related to working with clients, including those who may have substance abuse concerns. Coursework addresses 'the diagnostic process, including differential diagnosis and the use of diagnostic classification systems (DSM & ICD); training on administration of intake interview, mental status evaluation, biopsychosocial history; mental health history, and psychological assessment for treatment planning and caseload management; and techniques and interventions related to a broad range of mental health issues.' (Wisconsin Legislature: Chapter MPSW 14.01(2) (f) 1). 3 credit hours
Prerequisite: 33 credit hours in the counseling program.

Offered at: OL

COUN 897. School Counselor Practicum. (1 Credit)
provides 100 hours of field experiences designed to acclimate and prepare the student to assume the responsibilities of a school counselor. The student will complete a practicum experience within an approved school setting under the supervision of anonsite counselor and a Concordia University counselor/supervisor. In addition, the student should enroll in and begin work in COUN 628/928-Portfolio 1 and COUN 629/929-Portfolio 2- 1 credit.
Prerequisite: None

COUN 898. Pract for School Counselors I. (3 Credits)
(SCHOOL COUNSELING) provides 300 hours of field experiences designed to acclimate and prepare the student to assume responsibilities of a school counselor. The students will complete a practicum experience within an approved school setting under the supervision of an on-site counselor and Concordia University counselor/supervisor. In addition students should enroll in and complete COUN 628/928-Portfolio 2 while enrolled in this course. 3 credits.
Prerequisites: Completion of 30 credits within the graduate counseling program including: COUN 543/843; COUN 552/852 or COUN 550/880; COUN 554/884; COUN 564/864; COUN 584/884 or EDG 550/880; COUN 592/892; COUN 593/893; COUN 594/894.

COUN 899. Practicum II. (3 Credits)
(SCHOOL COUNSELING) is a continuation of Practicum I. The student completes an additional 300 hours of field experience under supervision of both an on-site counselor and a supervisor/counselor from Concordia University. In addition, students should enroll in and complete COUN 628/928-Portfolio 3 while enrolled in this course. 3 credits.
Prerequisite: COUN 598.

COUN 900. Internship I. (2 Credits)
Internship I provides an additional 300 hours of field experiences designed to acclimate and prepare the student to assume the responsibilities of a school counselor. The student will complete the internship hours wi8thin an approved school setting under th supervision of an on-site counselor and a Concordia University counselor/ supervisor. The should be working to complete Portfolio 2 and Portfolio 3 during this course. 2 credits.
Prerequisite: None

COUN 901. Internship II. (3 Credits)
Internship II requires that the student complete an additional 300 hours of field experience as a part of a 700 hour practicum/internship requirement. Internship II experiences must be under the supervision of an on-site counselor and a counselor/supervisor from Concordia University. In addition, the student should be complete Portfolio 2 and Portfolio 3 during this class and plan to take the Praxis II-Professional School Counselor exam that is required for licensing. 3 credits.
Prerequisite: None

COUN 903. Pract for Prof Counselors I. (3 Credits)
is a 300 hour field-based internship/practicum designed to introduce student practitioners to the form and content of their discipline. Exposure to the day-to-day realities of clinical practice, i.e., case file maintenance, record keeping, staffing sessions, consultations with colleagues and other health-care providers, are expected to aid in shaping professional expectations and behaviors while preparing students for the transition from graduate school to professional practice. Students are to develop and demonstrate professional levels of competency in the various areas of clinical practice recommended and described by the American Counseling Association and the National Board of Certified Counselors. 2 credits.
Prerequisite: COUN 602/902-.

COUN 904. Pract for Prof Counselors II. (3 Credits)
is a 300 hour field-based internship/practicum experience designed to further develop the skills of the student practitioner. Continuation
Prerequisite: None

COUN 905. Pract for Prof Counselors III. (3 Credits)

COUN 906. Practicum for Prof Counselors. (1-3 Credits)
is a field-based experience designed to introduce the student to the area of professional counseling. Orientation to the profession is reviewed. Ongoing goals include the development of professional levels of competency and successful integration into the day-to-day operation and expectations of the clinical setting. 3 credits.
Prerequisite: Approval of Program Director.

Offered at: OL

COUN 907. Internship I for Prof Counselo. (2-3 Credits)
is a 300 hour field-based internship experience designed to introduce student practitioners to the form and content of their discipline. The experience continues to be supervised by an approved site supervisor and approved supervisor from Concordia who both hold an appropriate current license issued by WI DSPS, or the equivalent of the license in the state of the experience. A minimum of 120 hours of face to face client contact is expected, as well as one hour per week of individual or triadic supervision by the onsite and/or university supervisor. Further, the student will participate and document an average of 1.5 hours weekly of group supervision provided by the site supervisor, an approved student supervisor or a CU supervisor. Exposure to the day-to-day realities of clinical practice, i.e., case file maintenance, record keeping, staff sessions, consultations with colleagues and other health-care providers, are expected to aid in shaping professional expectations and behaviors while preparing students for the transition from graduate school to professional practice. Students are to develop, demonstrate, and be evaluated on professional levels of competency in the various areas of clinical practice recommended and described by the American Counseling Association and the National Board of Certified Counselors.
Prerequisite: Successful completion of COUN 606/906 Practicum

Offered at: OL

COUN 908. Internship II for Prof Counsel. (3 Credits)
is a 300 hour field-based internship experience designed to further develop the skills of the student practitioners. This is a continuation of the work started in Practicum in the development of professional levels of competency of clinical practice recommended and described by the American Counseling Association and the National Board of Certified Counselors. The experience continues to be supervised by an appropriately credentialed mental health professional holding a current license in Wisconsin, or the state in which the student is engaged in their internship hours. A minimum of 120 hours of face to face client contact is expected, as well as one hour per week of individual or triadic supervision by the onsite and/or university supervisor. Further, the student will participate in and document an average of 1.5 hours weekly of group supervision provided by the onsite supervisor, an approved student supervisor or a CU supervisor.
Prerequisite: Successful completion of COUN 607/907 Internship I

Offered at: OL

COUN 920. Management for Counselors. (3 Credits)
examines the effective characteristics of successful secondary student instruction. The course emphasizes instructional design, content objectives, lesson and unit plan construction, instructional strategy selection, along with classroom management implications. 3 credits.
Prerequisite: None

Offered at: OL

COUN 927. Portfolio - Introduction. (0 Credits)
as a part of the licensing requirement for school counselors, school counselor candidates must completed a 3 part portfolio that demonstrates that have mastered the pupil service standard set by the State of Wisconsin for school counselors. During Portfolio 1, students will purchase an electronic portfolio program and complete a cover page, introduction, mission statement, resume and an educational platform. 0 credit.
Prerequisite: None

COUN 928. Portfolio - Pre-Practicum. (0 Credits)
as a part of the licensing requirement for school counselors, school counselor candidates must completed a 3 part portfolio that demonstrates that have mastered the pupil service standard set by the State of Wisconsin for school counselors. During Portfolio 2 students begin work on the seven pupil standards by writing a rational for each standard, collecting artifacts for each standard and begin to write introductions to each of the artifacts for each standard. 0 credit.
Prerequisite: None

COUN 929. Portfolio 3. (0 Credits)
as a part of the licensing requirement for school counselors, school counselor candidates must completed a 3 part portfolio that demonstrates that have mastered the pupil service standard set by the State of Wisconsin for school counselors. During Portfolio 3 students complete work on the seven pupil standards and complete Standard 8 which is a Concordia University counseling program requirement on servant-leadership. 0 credit.
Prerequisite: None

COUN 930. Portfolio - Elementary school. (0 Credits)

COUN 931. Portfolio - Middle school. (0 Credits)

COUN 932. Portfolio - High School. (0 Credits)

Doctorate Nursing Practice (DNP)

DNP 903. Biostatistics & Epidemiology. (4 Credits)
introduces the tools and concepts in the fields of epidemiology and biostatistics. The student 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 medical literature. 4 credits.
Prerequisite: None

DNP 915. Advanced Evidence-Based Practice. (3 Credits)
introduces 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. 3 credits.
Prerequisite: None

DNP 921. Healthcare Informatics. (3 Credits)
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. 3 credits.
Prerequisite: None

Offered at: OL

DNP 940. DNP Project I. (4 Credits)
in this course, students build upon prior coursework to develop the foundation for the DNP Project. This includes: (a) further articulation of the evidence for practice change, (b) developing and refining the methodology for the practice change in collaboration with a faculty chairperson and site mentor, (c) seeking support for the practice change, and (d) securing appropriate personal, university, and site approvals for implementing the change. Students complete practicum hours in relation to the DNP Project activities for the planned change. 4 credits.
Prerequisite: None

DNP 941. DNP Project II. (4 Credits)
in this course, students synthesize prior Doctor of Nursing Practice (DNP) coursework and residency experiences while completing the DNP Project and disseminating its results. Students demonstrate achievement of the DNP Essentials through tangible and deliverable academic products. 4 credits.
Prerequisite: None

Education - CUW (ED)

ED 501. Found/Theory-American History. (3 Credits)
ED 506. GROUP DYNAMICS & LEADER. (3 Credits)
ED 507. CURRIC DEVELOPMENT. (3 Credits)
ED 515. Ed Research Methods. (3 Credits)
ED 516. EDUC RESEARCH METH II. (1-3 Credits)
ED 519. COMPUTER USE IN SCHOOLS. (3 Credits)
ED 521. Human Learn & Motivation. (3 Credits)
ED 523. TEACHER AS WRITER. (3 Credits)
ED 524. ISSUES IN RDG & LNG ART. (3 Credits)
ED 527. CLASSROOM MGT.. (0 Credits)
ED 531. PRIN OF EDUC ADMINISTR. (3 Credits)
ED 533. LDRSHP FOR CHANGE. (3 Credits)
ED 535. LEGL/ETHCL ISS-ED ADMIN. (3 Credits)
ED 536. EDUCAT GOVERN/ADMIN. (3 Credits)
ED 537. SUPERVISION OF INSTRUCT. (3 Credits)
ED 539. PRACT IN ED ADMIN. (3 Credits)
ED 541. BUS ADMIN OF SCHOOLS. (3 Credits)
ED 543. ED GOVN & ADMINISTRATOR. (3 Credits)
ED 550. MODALITY BASED READING. (3 Credits)
ED 551. INTEGRATNG READ & WRTNG. (3 Credits)
ED 555. GRAD INDEPEND STUDY. (1-6 Credits)
ED 557. STUDT ASST PRGM-D&A AWR. (2 Credits)
ED 558. GROUP FACILIT TRAIN. (1 Credit)
ED 559. SUBSTANCE ABUSE-ED. (3 Credits)
ED 560. CURR DES & DEV EC. (3 Credits)
ED 563. EARLY CHLDHD SCI/MATH. (3 Credits)
ED 565. CURR ISSUES-ECE. (3 Credits)
ED 566. ARTS IN EARLY CHILD. (3 Credits)
ED 567. FND EARLY LITERACY DEV. (3 Credits)
ED 568. PLAY:THEORY & PRACTICE. (3 Credits)
ED 569. FAMILIES/SCHOOLS TOGETH. (3 Credits)
ED 570. COOP LEARN IN CLASSRM. (3 Credits)
ED 572. MATH METH-SECNDRY TEACH. (3 Credits)
ED 578. CURR TOPIC IN CURRIC. (3 Credits)
ED 580. SEM IN CURR & INSTRUCT. (3 Credits)
ED 588. MARKET ED PROGRAMS. (3 Credits)
ED 590. PROJECT COMPLETION SEM. (3 Credits)
ED 595. GRADUATE SEMINAR. (3 Credits)
ED 601. EFFECT TIME MANAGEMENT. (3 Credits)
ED 602. DYNAMICS OF SUPERVISION. (3 Credits)
ED 603. PERSONAL LEADERSHIP. (3 Credits)
ED 611. NATL LUTH PRINC ACAD. (1-2 Credits)
ED 620. TEACH WRITING H.S.. (3 Credits)
ED 621. TEACH WRITING K-8. (3 Credits)
ED 622. MATCH LEARN STYLE K-8. (3 Credits)
ED 623. CURRIC MATCH:SCIENCE. (3 Credits)
ED 624. GIFTED & TALENTED. (3 Credits)

Education Family Life (EFL)

EFL 520. Parenting. (3 Credits)
explores the world of raising children emphasizing parenting as a process across their life span. Parenting practices will be explored across individual, cultural, and community needs.
Prerequisite: None

EFL 530. Marriage & Family Relations. (3 Credits)
considers the major issues impacting relationship issues pertaining to marriages and family life. Emphasis will be placed on roles, status, communication and conflict.
Prerequisite: None

EFL 540. Human Sexuality. (3 Credits)
considers the issues pertaining to the spiritual, intellectual, physical, and social/emotional aspects of what it means to be human. Topics include dating, love, romance, and sexual behavior. Sexuality and intimacy in interpersonal relationships across the lifespan will be discussed.
Prerequisite: None

EFL 550. Family Law and Public Policy. (3 Credits)
explores the historical development of laws and policies impacting the American family. The development of social values, diversity and the consequences of those values will be discussed.
Prerequisite: None

EFL 560. Curr & Methods in Family Life. (3 Credits)
provides the student with the basic curricular framework for the development of parent, family and societal programming.
Prerequisite: None

EFL 815. Educational Research Methods. (3 Credits)

EFL 820. Parenting. (3 Credits)
explores the world of raising children emphasizing parenting as a process across their life span. Parenting practices will be explored across individual, cultural, and community needs.
Prerequisite: None

EFL 830. Marriage & Family Relations. (3 Credits)
considers the major issues impacting relationship issues pertaining to marriages and family life. Emphasis will be placed on roles, status, communication and conflict.
Prerequisite: None

Offered at: OL

EFL 840. Human Sexuality. (3 Credits)
considers the issues pertaining to the spiritual, intellectual, physical, and social/emotional aspects of what it means to be human. Topics include dating, love, romance, and sexual behavior. Sexuality and intimacy in interpersonal relationships across the lifespan will be discussed.
Prerequisite: None

EFL 850. Family Law and Public Policy. (3 Credits)
explores the historical development of laws and policies impacting the American family. The development of social values, diversity and the consequences of those values will be discussed.
Prerequisite: None

EFL 860. Curr & Methods in Family Life. (3 Credits)
provides the student with the basic curricular framework for the development of parent, family and societal programming.
Prerequisite: None

Offered at: OL

EFL 880. Family Resource Management. (3 Credits)

EFL 895. Capstone - Family Life Pract. (3 Credits)
Offered at: OL

Education-Cert Elem Ed (EDC)

EDC 510. Professional Foundations I. (2 Credits)
is the initial course of the program and examines prominent forces that have shaped formal and informal education in the Western experience. This course explores the historical, philosophical, theological, social, scientific, and technological contributions that have influenced the American educational system. From that foundation, students will be encouraged to explore contemporary issues in American education as they consider their own personal philosophy of teaching and their future role in the teaching profession. 2 credits
Prerequisite: None

Offered at: KEN

EDC 511. Professional Found II Elem. (2 Credits)
presents the dilemmas facing the classroom teacher as they enter and continue in the profession. School law, legal rights and teacher responsibilities are examined. Relationships with parents and the community are refined, focusing on the professional role of the teacher as a role model in and outside the classroom. 2 credits
Prerequisite: None

Offered at: MAD

EDC 512. Clinicals. (0 Credits)
provide the teacher candidate with the necessary field experiences required by the Department of Public Instruction. Throughout the program, students complete a specific number of clinical hours in correlation with their coursework. A total of 70 hours are required in multiple elementary and middle school settings. Students are required to regularly reflect upon their fieldwork by turning in clinical reflections after each course. 0 credits
Prerequisite: None

Offered at: MAD

EDC 513. Human Learning & Development. (4 Credits)
explores theories of human development, learning, and motivation. The practical applications of these theories in child development, educational psychology and classroom management are explored. 4 credits
Prerequisite: None

EDC 514. Diversity in the Classroom. (4 Credits)
is designed to give the learner the knowledge, tools and dispositions to effectively facilitate a diverse classroom. An emphasis in this course is on understanding how student learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family and community values. Students will explore their personal attitudes and values as they consider the possibilities and challenges of teaching diverse student populations with varied historical, social, political and cultural backgrounds. Culture, language and social class will be studied as students confront group stereotypes and link theory to classroom practice. A specific focus will be the Native American tribes of Wisconsin, satisfying PI 34.15(4c). This course also introduces the education student to a study of the major characteristics of all disabilities as defined by state and federal law in order to recognize their existence in children and youth. Students will study the process and legal requirements for Special Education services, including pre-referral intervention, screening, the referral process, M-teams, and IEP's. Students will also study characteristics of gifted children. 4 credits
Prerequisite: None

EDC 515. Language Arts Dev & Strategies. (4 Credits)
offers pre-service teachers a comprehensive perspective on reading and writing acquisition, including language development, phonemic awareness and phonics methodology, strategies for classroom instruction, and accommodations for a wide range of readers. A balanced or integrated approach to literacy will be highlighted in the course. 4 credits
Prerequisite: None

EDC 516. Curr & Methods of Language Art. (4 Credits)
this course is designed to introduce participants to the theories of, the framework for, and the skills and strategies to be used in the field of language arts. Strategic reading and writing will be the focus with speaking, listening, and literature integrated throughout. Differentiated instruction will be introduced with practical applications made to all grade levels. Participants will have the opportunity to explore, discuss, observe and apply strategies, resources, and processes involved with literacy learning. 4 credits
Prerequisite: None

EDC 517. Practicum. (1 Credit)
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. 1 credit
Prerequisite: None

Offered at: AP, CUW, KEN, MAD

EDC 518. Curr & Methods of Science. (4 Credits)
will provide an inquiry-based approach to teaching the disciplines of science and the environment. Topics of discussion will include the scientific method, laboratory protocol, science in everyday life and ways to integrate topics of science and the environment across the curriculum. 4 credits
Prerequisite: None

Offered at: AP, CUW, KEN, MAD

EDC 519. Curr & Meth of Social Studies. (4 Credits)
will explore the topics and pedagogy necessary to construct a comprehensive social studies curriculum. Emphasis will be placed on rigorous content aligned to the Wisconsin Model Academic Standards. A specific focus will be the Native American tribes of Wisconsin. 4 credits
Prerequisite: None

Offered at: AP, CUW, KEN, MAD

EDC 520. Curr/Meth of Mathematics Elem. (4 Credits)
will examine the requisite math topics and skills of the elementary and middle-level classroom, specifically as they have been constructed following the reformed mathematics movement. Attention will be given to multiple means of explanation for math concepts and the use of manipulatives. 4 credits
Prerequisite: None

Offered at: AP, CUW, KEN, MAD

EDC 521. Curr & Methods of Phy Ed & Hea. (1 Credit)
will provide an important basis for future teachers in curriculum design and developmental considerations in physical education and health classes. The course will stress the teaching of lifelong health and fitness skills, the sexual development of the school-age child and integration of body-kinesthetic learning throughout the curriculum. 1 credit.
Prerequisite: None

Offered at: KEN

EDC 522. Tchng in the Primary Classroom. (1 Credit)
will be a forum in which to discuss the distinctive aspects of the primary-grade classroom. Special topics will include setting up a classroom, interpersonal relationships with students and parents, classroom management and discipline approaches that meet the developmental needs of primary learners and other unique features found in this cluster of grades. 1 credit.
Prerequisite: None

Offered at: AP, CUW, KEN, MAD

EDC 523. Tchng in the Middle School. (1 Credit)
will delve into the unique considerations of the middle-level classroom. Discussion will center upon the transescent learner, classroom management and discipline, the middle-school design, and the curricular approaches that are most impactful at this level. 1 credit.
Prerequisite: None

Offered at: AP, CUW, KEN, MAD

EDC 525. Collabor with Family & Communi. (1 Credit)
is a course which will focus on the broader function of the school within the community. The course highlights successful approaches to develop partnerships with community stakeholders, including the parents of students. Additionally, innovative partnership models will be explored. 1 credit.
Prerequisite: None

Offered at: AP, CUW, KEN, MAD

EDC 526. Curr & Methods of Fine Arts. (1 Credit)
will acquaint the pre-service teacher with the fine arts for the classroom. The visual and performing arts, including dance, theatre, vocal, and instrumental music will all be considered. Special consideration will be given to the integration of the fine arts across the curriculum. 1 credit.
Prerequisite: None

EDC 530. Portfolio I. (0 Credits)
is completed during the assigned term and provides the education student with an opportunity to demonstrate growth in four of the teacher standards. Students will organize thoughtful artifacts and create narratives which represent their competency in the standards. 0 credits
Prerequisite: None

EDC 531. Portfolio II. (0 Credits)
is conducted at the end of the formal coursework in the program and just prior to student teaching. Students share and present their portfolio demonstrating growth in all eleven standards based upon artifacts collected from life experiences as well as their teacher certification coursework. 0 credits
Prerequisite: None

Offered at: MAD

EDC 532. Portfolio III. (0 Credits)
is the final portfolio assessment and is conducted at the end of the student teaching semester. Students share and present their portfolio with new narratives and artifacts from the student teaching semester to demonstrate competency in all eleven teacher standards. 3 credits
Prerequisite: None

Offered at: CUW, MAD

EDC 535. Student Teaching Elementary. (1-6 Credits)
is the final phase of the experiential component to the Graduate Teacher Certification Program. 1-6 credits
Prerequisites: Approval of Director and all coursework and clinical work completed satisfactorily.

Offered at: AP, CUW, MAD

EDC 536. Student Teaching Middle School. (1-6 Credits)
is the final phase of the experiential component to the Graduate Teacher Certification Program. 1-6 credits
Prerequisites: Approval of Director and all coursework and clinical work completed satisfactorily.

Offered at: AP, CUW, MAD

EDC 560. Professional Foundations I. (2 Credits)
is the initial course of the program and examines prominent forces that have shaped formal and informal education in the Western experience. This course explores the historical, philosophical, theological, social, scientific, and technological contributions that have influenced the American educational system. From that foundation, students will be encouraged to explore contemporary issues in American education as they consider their own personal philosophy of teaching and their future role in the teaching profession. 2 credits
Prerequisite: None

EDC 561. Professional Foundations II. (2 Credits)
presents the dilemmas facing the classroom teacher as they enter and continue in the profession. School law, legal rights and teacher responsibilities are examined. Relationships with parents and the community are refined, focusing on the professional role of the teacher as a role model in and outside the classroom. 2 credits
Prerequisite: None

EDC 562. Clinicals. (0 Credits)
provide the teacher candidate with the necessary field experiences required by the Department of Public Instruction. Throughout the program, students complete a specific number of clinical hours in correlation with their coursework. A total of 70 hours are required in multiple middle and secondary school settings. Students are required to regularly reflect upon their fieldwork by turning in clinical reflections after each course. 0 credits
Prerequisite: None

EDC 563. Educational Psychology. (4 Credits)
explores theories of human development, learning and motivation. The practical applications of these theories in child development, educational psychology and classroom management are explored. 4 credits
Prerequisite: None

EDC 564. Diversity in the Classroom. (4 Credits)
is designed to give the learner the knowledge, tools and dispositions to effectively facilitate a diverse classroom. An emphasis in this course is on understanding how student learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family and community values. Students will explore their personal attitudes and values as they consider the possibilities and challenges of teaching diverse student populations with varied historical, social, political and cultural backgrounds. Culture, language and social class will be studied as students confront group stereotypes and link theory to classroom practice. A specific focus will be the Native American tribes of Wisconsin, satisfying PI 34.15(4c). This course also introduces the education student to a study of the major characteristics of all disabilities as defined by state and federal law in order to recognize their existence in children and youth. Students will study the process and legal requirements for Special Education services, including pre-referral intervention, screening, the referral process, M-teams, and IEP's. Students will also study characteristics of gifted children. 4 credits
Prerequisite: None

EDC 565. Teaching in the Middle School. (4 Credits)
introduces middle school teaching strategies for use with the transescent student. Topics to be emphasized include an introduction and background to middle-level education, developmental concerns for transescent youth, discipline and management in the middle school classroom and methods in curriculum and instruction. 4 credits
Prerequisite: None

EDC 566. Analysis of Instruction. (2 Credits)
examines the structure and organization of secondary schools, as well as characteristics of exemplary secondary school instruction. The course emphasizes standards-based lesson planning, a variety of instructional strategies and introduces the student to the assessment and evaluation process. 2 credits
Prerequisite: None

EDC 567. Lang and Lit in Content Area. (4 Credits)
in the Content Areas provides an in-depth study of the relationship of reading, writing, speaking, listening, research, inquiry and media knowledge as it relates to the literacy demands in different content areas. Emphasis is on the practical application of reading theory to content, lesson planning and instruction. 4 credits, 8 weeks.
Prerequisite: None

Offered at: AP

EDC 568. Practicum. (1 Credit)
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. 1 credit
Prerequisite: None

EDC 570. Curr & Methods of Tchg English. (4 Credits)
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. 4 credits
Prerequisite: None

EDC 571. Curr & Meth of Tchg Soc Studie. (4 Credits)
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. 4 credits
Prerequisite: None

Offered at: AP

EDC 572. Curr/ Meth of Tchg Math Sec. (4 Credits)
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. 4 credits
Prerequisite: None

EDC 573. Curr & Meth of Tchg Science. (4 Credits)
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. 4 credits
Prerequisite: None

EDC 574. Curr & Meth Tchg Bus Education. (4 Credits)
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. 4 credits
Prerequisite: None

EDC 575. Curr & Meth of Tchg World Lang. (4 Credits)
provides the students with an opportunity to familiarize themselves with the theoretical foundations and variety of practices in language acquisition. Students explore what different language methods have accomplished in the past, examine the standards and current practices in the teaching/learning of world languages, and attempt to clarify their own beliefs and vision of the world language classroom. Some of the topics include unit planning, effective instruction methodologies and assessment strategies.
Prerequisite: None

EDC 577. Curr & Meth of Tchg Art. (4 Credits)
this course examines the structure and organization of elementary and secondary art programs, as well as qualities of exceptional instruction at these levels. This course emphasizes standards-based lesson planning, various methods of assessment, and classroom management strategies. We will look at education with a focus on how the inherent nature of visual arts affects teaching approaches and classroom structure. 4 credits
Prerequisite: None

EDC 578. Curr & MethTchg Phy Ed & Healt. (4 Credits)
will provide an important basis for future teachers in curriculum design and developmental considerations in physical education and health classes. The course will stress the teaching of lifelong health and fitness skills, the sexual development of the school-age child and integration of body-kinesthetic learning throughout the curriculum. 1 credit.
Prerequisite: None

Offered at: MAD

EDC 580. Portfolio I. (0 Credits)
is completed during the assigned term and provides the teacher education student with an opportunity to demonstrate growth in five of the teacher standards. Students will organize thoughtful artifacts and create narratives which represent their competency in the standards. 0 credits
Prerequisite: None

EDC 581. Portfolio II. (0 Credits)
is conducted at the end of the formal coursework in the program and just prior to student teaching. Students share and present their portfolio demonstrating growth in all eleven standards based upon artifacts collected from life experiences as well as their teacher certification coursework. 0 credits
Prerequisite: None

EDC 582. Portfolio III. (0 Credits)
is the final portfolio assessment and is conducted at the end of the student teaching semester. Students share and present their portfolio with new narratives and artifacts from the student teaching semester to demonstrate competency in all eleven teacher standards. 0 credits
Prerequisite: None

EDC 586. Studnt Tchng Middle School. (1-6 Credits)
is the final phase of the experiential component to the Graduate Teacher Certification Program. 1-6 credits
Prerequisites: Approval of Director and all coursework and clinical work completed satisfactorily.

Offered at: MAD

EDC 587. Studnt Tchng High School. (1-6 Credits)
is the final phase of the experiential component to the Graduate Teacher Certification Program. 1-6 credits
Prerequisites: Approval of Director and all coursework and clinical work completed satisfactorily.

Offered at: AP, MAD

EDC 611. Lang Develop & Early Literacy. (4 Credits)
is a study of early language and literacy development and the application of developmental principals to the earliest stages of reading, writing, listening, and speaking in children ages 0 – 8. Includes analysis of literacy development and literacy routines: shared book experiences, authentic literature experiences, observations skills, organizing the literacy environment, stages of writing, and journal writing. The course will examine current research and curriculum practices. The Reading Foundations Test preparation will also be imbedded in the course content to better prepare students to be teachers of reading. Current trends to traditional methods will be introduced with application to pre-kindergarten through third grade classrooms. The students will explore the complex interaction and integration of the social, physical, emotional, cognitive, and spiritual development (SPECS) of children in order to address all areas effectively and meet the needs of all students and their families. 4 credits
Prerequisite: None

EDC 612. Developmental Reading. (2 Credits)
examines the teaching of reading, through an in-depth look at the elements essential for reading success, emergent literacy and strategies and materials appropriate for literacy instruction in the early childhood classroom. 2 credits.
Prerequisite: None

EDC 613. Books and Pictures. (4 Credits)
examines using picture books with children to develop verbal fluency, visual literacy and aesthetic awareness. The potential of picture books in the early childhood curriculum is studied, specific instructional strategies are suggested and illustration styles are studied. 4 credits.
Prerequisite: None

EDC 614. Curric & Methods of Science. (4 Credits)
provides the professional educator with the knowledge, skills, and dispositions necessary for engaging curiosity, developing scientific literacy, and embracing a sense of wonder in young children. This course will address how young children construct and represent scientific knowledge through problem solving, inquiry-based exploration, cooperative learning experiences, and integration with other curricular areas. Students will develop concepts about the essential components and skills of scientific investigation or theory building; and will use this information in developing, assessing, and modifying developmentally appropriate instructional strategies for diverse learners. Current research, trends, and curricular practices in early childhood science education will be explored. 4 credits
Prerequisite: None

EDC 615. Curric & Methods in ECE I. (4 Credits)
is a study of developmentally appropriate practices with an emphasis on the nature and functions of play. Curriculum design, goal development, and program planning will be examined. 4 credits
Prerequisite: None

Offered at: CUW, MAD

EDC 619. EC Student Teaching. (1-6 Credits)
provides one of three culminating clinical experiences for students who will receive a teaching license for early childhood. 3 credits EDUCATION – TEACHER CERTIFICATION PROGRAM – SECONDARY (for the Early Adolescence-Adolescence and Early Childhood-Adolescence licenses) To be eligible for these courses, you must be formally accepted into the Graduate Teacher Certification Program.
Prerequisite: None

Offered at: MAD

EDC 620. Issues & Trends in Gifted Educ. (3 Credits)
this course examines the history of gifted education including major theorists in gifted education and models of educating children with gifts and talents. Current trends in gifted education including issues and situations in the current Wisconsin landscape will be examined. Implications of gifted education in inclusive classrooms will also be explored. 3 credits
Prerequisite: None

EDC 621. Unique Needs of Gifted Child. (3 Credits)
this course examines models and theorists in gifted education, focusing on the psychology of gifted children. We examine the unique social and emotional needs of gifted students in the regular classroom and how to support students who are struggling to fit in. Creativity and special gifted populations will also be explored, along with social and emotional programs for families and children. 3 credits
Prerequisite: None

EDC 622. Instruct Students Gifts Talent. (3 Credits)
instructional practices for working with gifted students in small group settings and pull-out programs will be addressed, including differentiation practices for working with high-achieving and precocious children in an inclusive classroom. Grouping strategies and acceleration practices will be explored. Development of adapted and differentiated curricular materials will occur throughout the course. 3 credits
Prerequisite: None

EDC 623. Obs, Anal, Pract Tching Gifted. (3 Credits)
this capstone course provides students with observation and analysis skills to apply to their own gifted and talented teaching for this practicum experience. Through this experience and reflection on coursework, a portfolio will be developed to represent the student's 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. 3 credits
Prerequisite: None

EDC 624. Portfolio: Gifted & Talented. (0 Credits)
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. 0 credits
Prerequisite: None

EDC 625. Coord Gifted Talented Progs. (3 Credits)
this course focuses on identification of GT students, program development and sustainability of school wide and district wide programs serving the needs of gifted children. State policy and law, advocacy and parent/community outreach. Internship hours are required. 3 credits
Prerequisite: None

EDC 750. Foundations of the Teaching Profession. (3 Credits)
is the initial course within the teacher licensure program offering a framework for historical, philosophical, theological, social, ethical, scientific, and technological contributions that have influenced the American public and parochial educational systems. Students will explore contemporary issues in American education as they consider their own personal philosophy of teaching and their future role in the teaching profession in a school community. Additionally, students will consider many of the dilemmas facing a classroom teacher within rural, urban and/or suburban cultures today with respect to current state and federal school law, legal rights, responsibilities and educator expectations. 3 credits, 8 weeks
Prerequisite: None

Offered at: AP, CUW, KEN, MAD

EDC 751. Educational Psychology; Understanding Theory of Teaching and Learning. (3 Credits)
explores cognitive and behavioral theories in respect to student learning, motivation and instructional strategies to meet the needs of all students. Planned supports such as Trauma Sensitive Classrooms, Teacher Impact and the importance of student/teacher relationships are explored as best practices in teaching and learning. The course includes an emphasis on lesson planning and EdTPA preparation. 3 credits, 8 weeks
Prerequisite: None

Offered at: AP, CUW, KEN, MAD

EDC 752. Language Arts Development and Strategies. (3 Credits)
will focus on effective reading instruction. Students will gain an acute understanding of the reading process itself, including both decoding and comprehension. Additionally, this course will focus on ideas such as differentiation, applied varied instructional approaches, curricular materials, standardized tests, and assessment tools. This course will also offer a comprehensive perspective on reading acquisition, including language development, phonemic awareness and phonics methodology, strategies for classroom instruction, and accommodations for a wide range of readers. A balanced or comprehensive approach to literacy will be highlighted in the course. Students are expected to successfully complete the Foundations of Reading Test following this course. 3 credits, 8 weeks
Prerequisite: None

EDC 753. Language and Literature in Content Areas. (3 Credits)
examines and provides instruction in the understanding of language within individual / specific content areas. Students will explore how to use literature within the given content across all curriculums. 3 credits, 8 weeks
Prerequisite: None

EDC 754. Curriculum & Methods - Language Arts and Social Studies. (3 Credits)
is designed to introduce participants to the theories of and the framework for the skills and strategies to be used in the field of language arts. Strategic reading and writing will be the focus with speaking, listening, and literature integrated throughout the course. Differentiated instruction in teaching literacy will be surveyed with practical applications made to all grade levels. Participants will have the opportunity to explore research, discuss, observe and apply strategies, resources, and processes involved with literacy learning. Additionally, students will explore the topics & pedagogy necessary to construct a comprehensive social studies curriculum while integrating strategies of literacy. Emphasis will be placed on content aligned to the Wisconsin Model Academic Standards. A specific focus will be the Native American tribes of Wisconsin. 3 credits, 8 weeks
Prerequisite: None

EDC 755. Interdisciplinary Instruction: Teaching in the Middle School. (3 Credits)
will delve into the unique considerations of the middle-level classrooms. Discussion will center upon the adolescent learner, the middle-school design, and the curricular approaches most impactful at this level. Consideration will be given to approaches of integrating curriculum between traditional core content and specialized curriculum. Students will learn how to integrate fine arts curriculum such as imagination and creativity into core content areas. Ideas of how teachers can deepen student engagement by integrating the arts across the curriculum using activities that incorporate dance, theatre, music, storytelling, poetry and the visual arts into the everyday classroom will be explored. Additionally, this course will stress learning through body- kinesthetic learning throughout the curriculum. 3 credits, 8 weeks
Prerequisite: None

EDC 756. Analysis of Instruction and Assessment. (3 Credits)
will examine a variety of instructional strategies and introduce the student to the assessment and evaluation processes. Students will explore the processes of both formative and summative assessments for instruction and learn; analyzing the results in relation to learning, effective instruction and student success. This course will prepare student to complete EdTPA's Planning Rubric 5: Planning Assessments to Monitor and Support Student Learning. 3 credits, 8 weeks
Prerequisite: None

EDC 757. Teaching Diverse Students, Families and Classrooms. (3 Credits)
is designed to give the learner the knowledge, tools, and dispositions to effectively facilitate a diverse classroom. This course explores the cultural, physical, socially constructed, and psychological differences in people. An emphasis in this course is on understanding how students' learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family, and community values. 3 credits, 8 weeks
Prerequisite: None

EDC 758. Co-Planning and Instruction for all Students. (3 Credits)
is designed for the student to explore alternative ways of viewing, understanding, and teaching the exceptional child. Specifically, this course provides instruction in the teaching of the following areas for students with disabilities; differentiation, classroom management, co-planning and instructional strategies, technology for learning and understanding special education while meeting the needs of all students. 3 credits, 8 weeks
Prerequisite: None

EDC 759. Curriculum & Methods - STEAM. (3 Credits)
will focus on Science and Technology to be analyzed and developed through Engineering and the Arts, with the knowledge that everything is based in elements of Mathematics. Participants will learn to develop, create, implement, and assess a STEAM (Science, Technology, Engineering, Arts, and Mathematics) program, lessons and units. A variety of frameworks will be reviewed and discussed to allow for easy replication of STEAM units and activities. Inquiry-based lessons for instruction and assessment will be explored to help gain a better understanding of possible classroom applications and projects. Educators will leave the course with a roadmap to better implement STEAM into their classroom, promote STEAM questioning, and develop STEAM PBL (Project Based Learning) units. This framework not only includes the art of aesthetics and design, but also the divisions of the liberal, language, musical, physical and manual arts. 3 credits, 8 weeks
Prerequisite: None

EDC 760. Curriculum & Methods - Math. (3 Credits)
will examine the requisite math topics and skills of the elementary and middle-level classroom, specifically as they have been constructed following the reformed mathematics movement. Attention will be given to multiple means of explanation for math concepts, the use of manipulatives and connections to the Common Core State Standards for Mathematics. The focus of this course will be on best practice of instruction in Mathematic instruction with an emphasis on analysis and theory behind Mathematic instruction. 3 credits, 8 weeks
Prerequisite: None

EDC 761. CAPTL Capstone. (3 Credits)

EDC 812. Math in The Middle School. (3 Credits)
Offered at: OL

EDC 820. Issues & Trends in Gifted Educ. (3 Credits)
Offered at: OL

EDC 821. Unique Needs of Gifted Child. (3 Credits)
Offered at: OL

EDC 822. Instruct Students Gifts Talent. (3 Credits)
Offered at: OL

EDC 823. Obs, Anal, Pract Tching Gifted. (3 Credits)
Offered at: OL

EDC 824. Portfolio: Gifted & Talented. (0 Credits)
Offered at: OL

EDC 825. Coord Gifted Talented Progs. (3 Credits)
Offered at: OL

EDC 832. Teaching Writing. (3 Credits)
Offered at: OL

EDC 835. Foundations of Special Education: Instructing Diverse Populations. (3 Credits)
is the initial course of the program; and examining 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). 3 credits, 8 weeks
Prerequisite: None

EDC 836. Legal Foundations in Special Education. (3 Credits)
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. 3 credits, 8 weeks
Prerequisite: None

Offered at: OL

EDC 837. Teaching Mathematic Strategies. (3 Credits)
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. 3 credits, 8 weeks
Prerequisite: None

EDC 838. Classroom and Behavioral Management in Special Education. (3 Credits)
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). 3 credits, 8 weeks
Prerequisite: None

Offered at: OL

EDC 839. Foundational Reading and Literacy Strategies. (3 Credits)
offers preservice teachers a comprehensive perspective on reading acquisition, including language development, phonetic 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. This course is also designed to introduce participants to the theories of, the framework for, and the skills and strategies to be used in the field of language arts. Strategic reading and writing will be the focus with speaking, listening, and literature integrated throughout. Participants will have the opportunity to explore, research, discuss, observe and apply strategies, resources, and processes involved with literacy learning. 3 credits, 8 weeks
Prerequisite: None

EDC 840. Differentiated Reading Interventions for Special Education. (3 Credits)
contributes to student learning. This course focuses on the teacher’s role in the diagnostic and assessment process, the nature and interrelatedness of factors that affect reading performance, reading interventions, and ongoing progress monitoring in reading which are effective for students with a variety of disabilities, including cognitive disabilities, emotional/behavioral disabilities, ELL students, and learning disabilities. Differentiated instruction will be introduced with practical applications made to all grade levels. 3 credits, 8 weeks
Prerequisite: None

EDC 841. Evidence-Based Instructional Strategies in Special Education. (3 Credits)
offers a framework for adapting the general education curriculum and instructional materials to meet the diverse needs of students, including those with disabilities, those with mental health challenges, and students who are gifted and talented. Curriculum adaptations, modifications, and accommodations are defined and scrutinized. Planned supports such as evidenced-based instructional strategies, differentiated instruction, Universal Design for Learning, and assistive technology are explored as ways to accommodate students with diverse needs in a variety of settings. High-leverage practices in special education will also be examined. The course includes unit and lesson planning. 3 credits. 8 weeks
Prerequisite: None

Offered at: OL

EDC 842. Characteristics of and Interventions for Students with Significant Disabilities. (3 Credits)
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. 3 credits, 8 weeks.
Prerequisite: None

EDC 843. Assessment and Progress Monitoring in Special Education. (3 Credits)
includes the study of standardized and informal assessment tools used in the identification of students with developmental disabilities, health disabilities, emotional/behavioral disorders and learning disabilities. Students will conduct screening and diagnostic assessments to learn how to determine student strengths and needs. From results of the evaluations, students will learn to develop and implement Individual Education Plans (IEP) and conduct ongoing progress monitoring in the classroom. Issues surrounding the administration and interpretation of standardized instruments used in the identification of students are also examined. 3 credits, 8 weeks
Prerequisite: None

EDC 844. Collaboration and Teaming for Effective Instruction. (3 Credits)
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. 3 credits, 8 weeks
Prerequisite: None

Offered at: OL

EDC 845. Special Education Student Teaching (first 9 week placement). (1-6 Credits)
is the final phase of the experiential component to the Graduate Teacher Certification Program. 3 credits, 9 weeks
Prerequisites: Approval of Director and all coursework and clinical work completed satisfactorily.

Offered at: OL

EDC 846. Special Education Student Teaching (second 9 week placement). (1-6 Credits)
is the final phase of the experiential component to the Graduate Teacher Certification Program. 3 credits, 9 weeks
Prerequisites: Approval of Director and all coursework and clinical work completed satisfactorily.

Offered at: OL

EDC 853. Reading Assess and Instruction. (3 Credits)

EDC 860. Professional Foundations I. (2 Credits)
is the initial course of the program and examines prominent forces that have shaped formal and informal education in the Western experience. This course explores the historical, philosophical, theological, social, scientific, and technological contributions that have influenced the American educational system. From that foundation, students will be encouraged to explore contemporary issues in American education as they consider their own personal philosophy of teaching and their future role in the teaching profession. 2 credits
Prerequisite: None

EDC 861. Professional Foundations II. (2 Credits)
presents the dilemmas facing the classroom teacher as they enter and continue in the profession. School law, legal rights and teacher responsibilities are examined. Relationships with parents and the community are refined, focusing on the professional role of the teacher as a role model in and outside the classroom. 2 credits
Prerequisite: None

Offered at: OL

EDC 862. Clinicals. (0 Credits)
provides the teacher candidate with the necessary field experiences required by the Department of Public Instruction. Throughout the program, students complete a specific number of clinical hours in correlation with their coursework. A total of 70 hours are required in multiple school settings. Students are required to regularly reflect upon their fieldwork by turning in clinical reflections after each course. 0 credits, pass/fail
Prerequisite: None

Offered at: OL

EDC 863. Educational Psychology. (4 Credits)
explores theories of human development, learning and motivation. The practical applications of these theories in child development, educational psychology and classroom management are explored. 4 credits, 8 weeks. 86 Concordia University Accelerated Learning Centers and Off Campus Offerings. 3 credits
Prerequisite: None

EDC 864. Diversity in the Classroom. (4 Credits)
is designed to give the learner the knowledge, tools and dispositions to effectively facilitate a diverse classroom. An emphasis in this course is on understanding how student learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family and community values. Students will explore their personal attitudes and values as they consider the possibilities and challenges of teaching diverse student populations with varied historical, social, political and cultural backgrounds. Culture, language and social class will be studied as students confront group stereotypes and link theory to classroom practice. A specific focus will be the Native American tribes of Wisconsin, satisfying PI 34.15(4c). This course also introduces the education student to a study of the major characteristics of all disabilities as defined by state and federal law in order to recognize their existence in children and youth. Students will study the process and legal requirements for Special Education services, including pre-referral intervention, screening, the referral process, M-teams, and IEP's. Students will also study characteristics of gifted children. 4 credits
Prerequisite: None

Offered at: OL

EDC 865. Teaching in the Middle School. (4 Credits)
introduces middle school teaching strategies for use with the transescent student. Topics to be emphasized include an introduction and background to middle-level education, developmental concerns for transescent youth, discipline and management in the middle school classroom and methods in curriculum and instruction. 4 credits
Prerequisite: None

Offered at: OL

EDC 866. Analysis of Instruction. (2 Credits)
examines the structure and organization of secondary schools, as well as characteristics of exemplary secondary school instruction. The course emphasizes standards-based lesson planning, a variety of instructional strategies and introduces the student to the assessment and evaluation process. 2 credits
Prerequisite: None

EDC 867. Lang & Lit in Content Area. (4 Credits)
offers pre-service teachers a comprehensive perspective on reading and writing acquisition, including language development, phonemic awareness and phonics methodology, strategies for classroom instruction, and accommodations for a wide range of readers. A balanced or integrated approach to literacy will be highlighted in the course. 4 credits
Prerequisite: None

EDC 868. Practicum. (1 Credit)
provides the education student with a supervised pre-student teaching experience in a special education setting. As part of the regular clinical hours required by the Graduate Teacher Certification Program, practicum students will develop and teach a minimum of a five-lesson unit in their area of licensure based on current academic standards and the specific classroom's curriculum. 1 credit
Prerequisite: None

Offered at: OL

EDC 869. Technology for Educators. (3 Credits)
provides future educators with the opportunity to learn about the National Educational Technology Standards for students and teachers, as well as study and use various technologies to enhance student learning and engage in professional development. This online course is focused on 21st century learning and web 2.0 technologies as they apply to the field of education. 3 credits
Prerequisite: None

Offered at: OL

EDC 870. English Methods. (2-4 Credits)
Offered at: OL

EDC 871. Social Studies Methods. (2-4 Credits)
will explore the topics and pedagogy necessary to construct a comprehensive social studies curriculum. Emphasis will be placed on rigorous content aligned to the Wisconsin Model Academic Standards. A specific focus will be the Native American tribes of Wisconsin. 4 credits
Prerequisite: None

Offered at: OL

EDC 872. Math Methods. (2-4 Credits)
will examine the requisite math topics and skills of the elementary and middle-level classroom, specifically as they have been constructed following the reformed mathematics movement. Attention will be given to multiple means of explanation for math concepts and the use of manipulatives. 4 credits
Prerequisite: None

Offered at: OL

EDC 873. Science Methods. (2-4 Credits)
will provide an inquiry-based approach to teaching the disciplines of science and the environment. Topics of discussion will include the scientific method, laboratory protocol, science in everyday life and ways to integrate topics of science and the environment across the curriculum. 4 credits
Prerequisite: None

Offered at: OL

EDC 874. Business Methods. (2-4 Credits)
Offered at: OL

EDC 875. Methods of World Languages. (2-4 Credits)
Offered at: OL

EDC 877. Art Methods. (2-4 Credits)
Offered at: OL

EDC 878. Phys Ed & Health Methods. (2-4 Credits)
will provide an important basis for future teachers in curriculum design and developmental considerations in physical education and health classes. The course will stress the teaching of lifelong health and fitness skills, the sexual development of the school-age child and integration of body-kinesthetic learning throughout the curriculum. 4 credit.
Prerequisite: None

Offered at: OL

EDC 880. Portfolio I. (0 Credits)
is completed during the assigned term and provides the teacher education student with an opportunity to demonstrate growth in five of the teacher standards. Students will organize thoughtful artifacts and create narratives which represent their competency in the standards. 0 credits, pass/fail
Prerequisite: None

Offered at: OL

EDC 881. Portfolio II. (0 Credits)
is conducted at the end of the formal coursework in the program and just prior to student teaching. Students share and present their portfolio demonstrating growth in all 11 standards based upon artifacts collected from life experiences as well as their teacher certification coursework. 0 credits, pass/fail
Prerequisite: None

Offered at: OL

EDC 882. Portfolio III. (0 Credits)
is the final portfolio assessment and is conducted at the end of the student teaching semester. Students share and present their portfolio with new narratives and artifacts from the student teaching semester to demonstrate competency in all 11 teacher standards. 0 credits, pass/fail
Prerequisite: None

Offered at: OL

EDC 885. Secondary Method Online Master. (0 Credits)
Offered at: OL

EDC 886. Middle School Student Teaching. (1-6 Credits)
is the final phase of the experiential component to the Graduate Teacher Certification Program. 1-6 credits
Prerequisites: Approval of Director and all coursework and clinical work completed satisfactorily.

Offered at: OL

EDC 887. High School Student Teaching. (1-6 Credits)
is the final phase of the experiential component to the Graduate Teacher Certification Program. 1-6 credits
Prerequisites: Approval of Director and all coursework and clinical work completed satisfactorily.

Offered at: OL

EDC 916. Curric & Methods in ECE II. (2 Credits)
this course introduces theoretical perspectives to help students examine practices beyond those based only on traditional, behavioral learning theory. Students consider and study multiple factors influencing teaching and learning in a play-centered curriculum (content, context and pedagogical issues including planning, assessment, instructional strategies, motivation, management, and creative use of time and materials.) This course provides the necessary background for developing and connecting Social Studies projects to the social curriculum. Students also develop a personal theory of classroom management as a synthesis activity to reflect on personal beliefs and understandings about teaching and learning in a responsive, caring classroom community. 2 credits
Prerequisite: None

Offered at: OL

Education-Graduate (EDG)

EDG 501. Issues in American Education. (3 Credits)
studies the role of the schools in American society, looks at the historical context of educational development, surveys the theories of important educators, and considers current educational issues. 3 credits.
Prerequisite: None

EDG 502. Dir Early Child Program. (3 Credits)
Offered at: CUW

EDG 503. GRAD RESEARCH WORKSHOP. (1 Credit)

EDG 505. Teaching the Faith. (3 Credits)

EDG 507. Curriculum Leadership. (3 Credits)
considers the factors that influence design, implementation, and evaluation of curriculum. Emphasis will be placed on major educational philosophies and their respective approaches to curriculum development. This course is required for the Curriculum and Instruction, Education Administration, and Reading programs and has no prerequisites. 3 credits.
Prerequisite: None

Offered at: CUW, MPW

EDG 509. Disciplinary Literacy. (3 Credits)
focuses on the transfer of beginning reading skills to content areas and on higher level comprehension and study skills. 3 credits.
Prerequisite: None

Offered at: OS

EDG 510. Professional Dev Plan I. (1 Credit)

EDG 514. Ministry in a Digital World. (3 Credits)

EDG 515. Educ Research Methods. (3 Credits)
examines the research tools available to design, implement and evaluate the formal study of the educational process in order to conduct research. The course includes the study of descriptive and experimental research methods, basic statistical methods as well as techniques of literature review and report writing, that is, the reporting of research. Students completing this course should have a draft of the first three chapters for either a thesis or graduate seminar project. 3 credits.
Prerequisite: None

Offered at: CUW

EDG 516. MATH THEIR WAY WRKSHP. (2 Credits)

EDG 517. MATH THEIR WAY I. (2 Credits)

EDG 518. K-2 AIMS MATH/SCI WK. (2 Credits)

EDG 519. GR 3-5 AIMS MATH/SCI WK. (2 Credits)

EDG 520. GR 6-9 AIMS MATH/SCI WK. (2 Credits)

EDG 521. Human Learn & Motivation. (3 Credits)
examines the nature of contrasting theories of learning. Emphasis will be placed on major contemporary learning theories and their respective approaches to motivation. The primary objective is to provide in-service graduate students, as well as other school personnel, with a comprehensive picture of current major educational learning theories and issues and to develop their implication for the teaching process. 3 credits.
Prerequisite: None

EDG 522. AIMS-MATH/SCI II. (2 Credits)

EDG 523. MATH THEIR WAY II. (1 Credit)

EDG 524. MATH THEIR WAY III. (2 Credits)

EDG 526. American Family Today. (3 Credits)

EDG 528. Strat Effect Teaching. (3 Credits)
focuses on expanding one's personal repertoire of effective instructional strategies utilizing Howard Gardner's Theory of Multiple Intelligences (1983, 1999) as the philosophical foundation. This course will provide for practical application while still requiring a critical analysis of Gardner's worldview as well as one's own. The course design is constructivist, and largely grounded in the concept of experiential learning as defined by Johnson and Johnson (1975, 1994). 3 credits.
Prerequisite: None

EDG 531. Principles of Education Admin. (3 Credits)
is a foundations course in educational administration and organization. Major topics include principles, concepts and issues in administration, organizing for education and administering the school program. Case studies will be emphasized. 3 credits.
Prerequisite: None

EDG 532. Current Topics:Research ECE. (3 Credits)

EDG 533. Leadership for Change. (3 Credits)
explores the process of change in the world of education. The course provides an overview of the sources, processes, and outcomes of change and the implications for dealing with change. The role of governments, teacher and administrator preparation, and professional development and the future of educational change are also reviewed. 3 credits. 88 Concordia University Accelerated Learning Centers and Off Campus Offerings
Prerequisite: None

EDG 535. Legal/Ethic Issues in Ed Admin. (3 Credits)
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. 3 credits.
Prerequisite: EDG 531/831.

Offered at: CUW

EDG 536. Ed Govern/Admin-HR Emph. (3 Credits)
studies the organizational structure and administrative relationships in school systems. The course presents an overview of the school system, emphasizing the legal, political and social forces affecting local school systems. 3 credits.
Prerequisite: None

Offered at: CUW

EDG 537. Supervision of Instruction. (3 Credits)
provides the student with orientation to the field of instructional supervision. The course focuses on the nature of instructional supervision with an emphasis on the human perspectives of supervisory behavior. 3 credits.
Prerequisite: None

Offered at: CUW

EDG 538. PROACTV DISCIPLN POLICY. (3 Credits)

EDG 539. Practicum in Educ Admin. (3 Credits)
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. 3 credits.
Prerequisite: None

Offered at: MAD

EDG 541. Business Admin of Schools. (3 Credits)
provides a theoretical and practical background in school business administration for teachers, principals, and others pursuing careers in both the public and private schools in Wisconsin. The course develops a rationale for the function of school business administration and describes the concepts and practices that implement that function. 3 credits.
Prerequisite: None

EDG 544. Curr Top & Research Literacy. (3 Credits)
examines current topics and issues in literacy instruction through study of journals, periodicals, recent publication and qualitative research methods. 3 credits.
Prerequisite: None

EDG 545. Workshop:Books & Pictures. (3 Credits)

EDG 546. STRY-TELL & CREAT DRAMA. (3 Credits)

EDG 547. Dev & Assessment-Student Ser. (3 Credits)

EDG 550. MODALITY BASED READING. (3 Credits)

EDG 551. INTEGRATING READ & WRTN. (3 Credits)

EDG 552. Improve Literacy Instruction. (3 Credits)
is an introduction to the Graduate Literacy program and establishes a foundation of best practice methodologies in literacy instruction. The Course teaches students how to construct and implement highly effective early reading, word attack, comprehension, and writing programs that foster literacy development. 3 credits.
Prerequisite: None

Offered at: CUW, MAD

EDG 553. Literacy Assess for Instruct. (3 Credits)
examines the design, development, implementation, and analysis of kindergarten through grade 12 literacy assessment. In addition, the course explores the important relationship between assessment and instruction. 3 credits.
Prerequisite: EDG 552; EDG 556; one other literacycourse; permission of instructor.

EDG 554. Literacy Practicum. (3 Credits)
is the Literacy Practicum, required for #1316 licensure. This experience provides opportunities for each aspiring reading teacher to relate literacy and administrative theory to the applied professional understand of the position of reading teacher. Students will work with a student(s) for 40 hours in a one-on-one setting to administer assessment and provide intervention under the direction of a licensed reading teacher or reading specialist. 3 credits.
Prerequisite: EDG 552; EDG 553; EDG 554; one other Literacy course; permission of instructor.

Offered at: OS

EDG 555. GRAD INDEPENDENT STUDY. (3 Credits)

EDG 556. Language & Literacy Develop. (3 Credits)
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. 3 credits.
Prerequisite: None

EDG 557. STU ASST PRGM-D&A AWR. (2 Credits)

EDG 560. Curric Design Dev Early Ch Ed. (3 Credits)

EDG 561. Assessment in Educaton. (3 Credits)

EDG 565. Early Chld:Pre-K/Prim. (3 Credits)

EDG 566. MUSIC FOR ECE/PRIMARY. (3 Credits)

EDG 567. Lang Dev & Lang Arts in EC. (3 Credits)

EDG 568. Play Workshop:Theory & Pract. (3 Credits)

EDG 569. Contemp Iss Family & Parenting. (3 Credits)
studies the family as it relates to contemporary legal and social issues facing our schools. The roles confronting parents, teachers, and students in a variety of school settings will be discussed and examined. Historical, theoretical, and philosophical frameworks of parent involvement in education will be studied in order to allow educators to consider ways of improving and building home/school partnerships to better meet the educational needs of all children. 3 credits.
Prerequisite: None

EDG 570. Using Coop Lrn-Classroom. (3 Credits)

EDG 571. STRAT TEACH SOC STUDIES. (3 Credits)

EDG 573. DISCOVERY SCIENCE. (1 Credit)

EDG 574. Art-Elem & Early Child. (3 Credits)

EDG 576. Lit-Kindergarten to Secondary. (3 Credits)
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. 3 credits.
Prerequisite: None

Offered at: OS

EDG 577. CURRICULUM SEMINAR. (3 Credits)

EDG 582. ROLE OF THE EDUCATOR. (3 Credits)

EDG 585. ISSUES IN NURTURING. (3 Credits)

EDG 587. TESTS & MEASUREMENT. (3 Credits)

EDG 590. Thesis Completion Seminar. (3 Credits)
provides an advisory structure for writing the master's thesis for the degree. The seminar is normally taken near the end of the coursework for the degree. The student defends the thesis at the end of the course. 3 credits.
Prerequisite: None

Offered at: CUW

EDG 595. Graduate Capstone Project. (3 Credits)
provides an opportunity to examine a range of problems in school administration, curriculum, planning, organizing and evaluating. The seminar focuses on student projects and problems related his or her professional development. 3 credits.
Prerequisite: None

Offered at: CUW, MAD

EDG 596. Literacy Internship. (3 Credits)
provides opportunities for each aspiring reading specialist to relate reading and administrative theory to the applied professional understanding of the position of reading specialist. 3 credits.
Prerequisite: None

EDG 599. Special Work:. (1-3 Credits)

EDG 600. EC Graduate Research Project. (3 Credits)

EDG 601. PRACT STUDENT ACTIVITIE. (3 Credits)

EDG 602. PRACTICUM IN ATHLETICS. (3 Credits)

EDG 603. CAMPUS MINISTRIES PRACT. (3 Credits)

EDG 604. PRACT-STUDNT PERS ADMIN. (3 Credits)

EDG 605. PRACTICUM-SUBST ABUSE. (3 Credits)

EDG 609. Lang Art Skills Across the Cur. (3 Credits)

EDG 610. Teach Critcl Think & Prblm Slv. (3 Credits)

EDG 611. NATL LUTH PRINC ACAD. (3 Credits)

EDG 612. WRITING FOR THE CHURCH. (3 Credits)

EDG 613. Meet Spec Needs ECE. (3 Credits)

EDG 614. CLASS MGMT/CONF RES ECE. (3 Credits)

EDG 622. LEARNING STYLES. (1-3 Credits)

EDG 625. COOP LEARN:MAINSTREAM. (3 Credits)

EDG 627. Portfolio I. (0 Credits)
is the first step in the required assessment process for the Masters in Education degree. Students complete the initial setup of their portfolio and develop rationales for each standard in their program. 0 credits.
Prerequisite: None

Offered at: CUW

EDG 628. Portfolio II. (0 Credits)
is the second step in the required assessment process for the Masters in Education degree. Students insert one artifact for each standard into their portfolio. 0 credits.
Prerequisite: None

Offered at: CUW

EDG 629. Portfolio III. (0 Credits)
is the third step in the required assessment process for the Masters in Education degree. Students insert at least two and no more than three additional artifacts for each standard into their portfolio. 0 credits.
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Prerequisite: None

Offered at: CUW

EDG 630. DRUG & ALCHL ABUSE PREV. (3 Credits)

EDG 632. Educating Students at Risk. (3 Credits)
this course intends to help identify students in a K-12 setting who are or have the potential to be at risk academically, behaviorally or socially. The course also intends to help develop attitudes, skills and techniques to be effective teachers of the at-risk student. Response to Intervention (RtI) will be discussed. The course will look at social, personal, cultural and community dynamics in relation to the education of students who are at risk. 3 credits.
Prerequisite: None

Offered at: OS

EDG 633. Alternative Education. (3 Credits)
this course studies the nature of the alternative education K-12 program in the public schools. The various delivery systems and the role of the teacher in each system will be addressed. Alternative education, as a part of a community process, will be discussed. Discussion will range from early intervention to "last chance" programs. 3 credit hours.
Prerequisite: None

EDG 634. Special Ed & the Law. (3 Credits)

EDG 635. STORYTELL & ORAL INTERP. (3 Credits)

EDG 636. CHILDRENS LIT IN CLASSR. (3 Credits)

EDG 637. Strat Ed At-Risk Youth. (3 Credits)
this course will address effective interventions for at-risk youth with a focus on children in poverty and children suffering social and emotional risks. Students explore general issues regarding laws, inclusion, and suggestions for how teachers can modify, accommodate, and adapt their classrooms and instruction for at-risk students. The course will consider not only whether these initiatives ameliorate deficits and troubles, but whether they nurture strengths and resiliency, and students will examine new models of resiliency. Attention will be given to the different sources and different expression of risk and resilience across race, class, and culture. 3 credits.
Prerequisite: None

EDG 638. BEYOND SAP CORE TRAIN. (1-3 Credits)

EDG 639. School Leadership in Technolog. (3 Credits)

EDG 640. Sap/Group Faciltn Train. (3 Credits)

EDG 641. BASIC AODA ISSUES. (2 Credits)

EDG 642. The Reflective Practitioner. (3 Credits)

EDG 643. IMPACT-Prob Analy & Crit Think. (3 Credits)

EDG 644. Advance Group Faciltn. (3 Credits)

EDG 645. Prin,Iss,& Phil of Voc Ed Prog. (1-3 Credits)

EDG 646. CURRICULUM COMPACTING. (3 Credits)

EDG 647. CHILD LIT IN CLASSROOM. (3 Credits)

EDG 648. WHOLE LANG-RDG/WRT. (3 Credits)

EDG 649. Profess Learn Communities. (3 Credits)
provides students with greater competency in developing skills connected to communication, problem solving, data analysis and assessment within groups, teams, and learning communities. The focus of the course is upon case studies and practices associated with PLCs. 3 credits.
Prerequisite: None

EDG 650. HIGH LEVEL WELLNESS. (3 Credits)

EDG 651. AODA PREVENT PROGRAM. (3 Credits)

EDG 654. SCHL ADMIN & AODA PROG. (1 Credit)

EDG 655. CLASSRM FACILTN SKILLS. (1 Credit)

EDG 656. STRESS MANAGEMENT. (3 Credits)

EDG 658. CLASSROOM PUBLIS. (3 Credits)

EDG 659. ADAPT CURRIC/LEARNERS. (3 Credits)

EDG 661. WHOLE HELP-STRUG READER. (3 Credits)

EDG 662. ASSESS PORTFOLIO PLUS. (3 Credits)

EDG 664. TEACH WITH LESS STRESS. (3 Credits)

EDG 667. Number Sense & Teach Math EC. (3 Credits)

EDG 668. COMPARATIVE ED:K-12. (3 Credits)

EDG 669. IMPLEMENT WHOLE LANG. (3 Credits)

EDG 674. MOTIVAT LRNERS HIGH LEV. (3 Credits)

EDG 676. SLED-School Ldrshp Dev Pract. (3 Credits)
Offered at: CUW

EDG 677. ELL Lit: Read, Writ & Grammar. (3 Credits)
provides students with opportunities to review, evaluate and adapt materials for use in teaching reading, writing and grammar to ESL learners. Students will gain facility in matching and adapting texts and materials to the needs of different kinds of ESL learners. 3 credits.
Prerequisite: None

EDG 678. MATH MANIPULATIVES. (3 Credits)

EDG 679. INTEGRATE SPEC NEEDS. (3 Credits)

EDG 680. Meth/Mid & Second Content Area. (1-3 Credits)

EDG 681. Accommod Diff in Lit Learners. (3 Credits)
teachers learn to prepare students in five broad areas that are instrumental in working with learners who have varying levels of language and literacy delays: relevant criteria used for determining language and literacy delays in children; relationships between cognition, speech, and language; cultural and linguistic differences; instructional arrangements for diverse learning styles; and core components of effective literacy instruction. 3 credits.
Prerequisite: None

EDG 682. Methods of Teaching ESL. (3 Credits)
this course introduces the student to the methods, curriculum, and current practices in the teaching of English as a second language. 3 credits.
Prerequisite: None

Offered at: KEN

EDG 683. Observ, Anal, & Pract in ESL. (3 Credits)
this capstone course provides students with observation and analysis skills to apply to their own ESL teaching for this practicum experience, as well as with techniques for working with paraprofessionals in ESL/bilingual classrooms in schools. 3 credits.
Prerequisite: None

Offered at: KEN

EDG 684. Mentoring. (3 Credits)
Offered at: CUW

EDG 685. Internship. (8 Credits)

EDG 686. Student Teach-Elementary. (8 Credits)

EDG 687. Student Teach-Middle. (1-6 Credits)

EDG 688. Student Teach-High School. (1-8 Credits)

EDG 689. Studnt Tchng Elem/Middle Schoo. (1-6 Credits)

EDG 690. Prof Sup Strat for Init Educat. (1 Credit)

EDG 691. Topics in Special Education. (1-3 Credits)
Offered at: CUW

EDG 692. Instructional Design. (3 Credits)

EDG 693. Theories of Learning & Design. (3 Credits)

EDG 694. Digital Literacy. (3 Credits)

EDG 695. Portfolio: ESL. (0 Credits)
capstone assessment for the ESL Minor that highlights a student's understanding of the WI teacher standards and ESL Knowledge. 0 credits.
Prerequisite: None

Offered at: KEN

EDG 696. Portfolio I - Sp Ed. (0 Credits)

EDG 697. Portfolio II - Sp Ed. (0 Credits)

EDG 698. Portfolio III - Sp Ed. (0 Credits)

EDG 699. Assessment for Learning. (3 Credits)
provides the student with an understanding of test analysis and design. Special emphasis is placed on evaluating the validity and reliability of commercially available tests and self-created test instruments.
Prerequisite: None

Offered at: CUW

EDG 700. Cross Cultural Comm Teachers. (3 Credits)
students will examine the cultural diversity that exists locally, nationally, and globally in order to develop a positive appreciation for the contributions of other cultures. Student will gain personal contact with members of other cultures and learn effective intercultural communication skills for our diverse world. 3 credits
Prerequisite: None

EDG 702. Effct rltnshps w fam&communit. (3 Credits)

EDG 703. Develop Approp Assessment Prct. (3 Credits)

EDG 706. Basic English Linguistics. (3 Credits)

EDG 708. Dev Apprp Pract Early Child Ed. (3 Credits)

EDG 709. Ed Admin Pract. (1 Credit)
for students returning for 5010 licensure. 1 credit.
Prerequisite: None

Offered at: CUW

EDG 711. Servant Leadership. (3 Credits)

EDG 712. Field Experience Early Childhd. (3 Credits)

EDG 718. Portfolio. (0 Credits)

EDG 722. MENTOR Internship. (1 Credit)

EDG 723. Coll w Fam & Pro Div Soc. (3 Credits)
examines the relationships between families of children with disabilities and special education professionals. To increase understanding of family perspectives, the impact of exceptionality on the family is studied in the framework of family systems theory, functions, and the life cycle. Strategies for establishing collaborative partnerships with families resulting in a family centered approach to service delivery are emphasized. The course requires students to examine their values and beliefs about working with families, to challenge their assumptions, and to critically analyze their professional roles in working with families. 3 credits.
Prerequisite: None

EDG 724. Teach Stu w Sig Disabilities. (3 Credits)
this course is designed to teach students ways to incorporate community involvement in their curriculum specifically for the students with a wide range of disabilities. Family involvement will be stressed. Students will look at curriculum that incorporates basic issues related to social self-help skills. Units will focus on transitions, vocational options, legal issues, and post-secondary programs ranging from sheltered workshops to universities with special education services. 3 credits.
Prerequisite: None

EDG 730. Math Manipul in Elem Class. (1 Credit)

EDG 731. Eval Tech/Erly Child Spec Educ. (3 Credits)
includes the study of norm-referenced and criterion-referenced assessment tools used in the identification of young students with a variety of developmental disabilities. Students will observe, then conduct screening and diagnostic assessments of young children while researching appropriate observational assessment techniques to identify certain behaviors or characteristics indicating developmental delays or at-risk status in the youngest of children. 3 credits.
Prerequisite: None

EDG 732. Cur & Prog Erly Chld Sp Ed 0-8. (3 Credits)
this course is designed to provide students with the methods, techniques, and adaptations necessary for programming for young children with disabilities. The course examines how teachers can implement developmentally appropriate practices for children with disabilities in early childhood settings. Students will learn to design and adapt learning environments, curricular activities, and materials so they will better enable the active and full participation of all children, especially children with disabilities. 3 credits.
Prerequisite: None

EDG 733. Lang Acq&Lit Sp Ed 0-3/PK/Prim. (3 Credits)
provides an introduction to theory and research on language acquisition. This course will focus on language development including the major milestones in the development of: speech perception, speech production, word learning, morphology, syntax, pragmatic and social language skills. This course will also study the language acquisition of special needs children ages birth to age 8. The course includes analysis, assessment of literacy development and early intervention strategies necessary to support literacy development. Students will acquire a specialized knowledge of young children's language development and will reflectively learn to analyze children's oral and written language as a basis for curriculum planning and adaptations. 3 credits.
Prerequisite: None

EDG 734. Wkg Inf & Todd wth Disab & Fam. (3 Credits)

EDG 735. Char & Legal Issues in SPED. (3 Credits)
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. 3 credits.
Prerequisite: None

EDG 736. Spec Ed Proced Safeguards. (2 Credits)

EDG 737. Lf Span & Dev Chld/Excep Needs. (3 Credits)
this course presents a study of human 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. 3 credits.
Prerequisite: None

EDG 738. Tchng Yth At-Rsk Spec Ed. (2 Credits)

EDG 739. Reading Diag/Instruct Spec Ed. (3 Credits)
explores the practice and process of authentic reading assessment and instruction that contributes to student learning. This course focuses on the teacher's role in the diagnostic and assessment process, the nature and interrelatedness of factors that affect reading performance, and reading interventions which are effective for students with a variety of disabilities, including cognitive disabilities, emotional/behavioral disabilities and learning disabilities. 3 credits.
Prerequisite: None

EDG 740. Assist Tech Indiv/Spec Needs. (3 Credits)
this course includes assistive technology evaluation, the selection and application process for individuals with disabilities in school as well as application of microcomputers and related technology to persons with learning, behavior, sensory, motor and communication disorders. The course emphasizes the evaluation of abilities in relation to environmental demands and curricular adaptations. Students utilize adaptive equipment and/or assistive devices that can be used to ensure student participation. 3 credits.
Prerequisite: None

EDG 741. Curr Adapt Learners with Excep. (3 Credits)
covers historical prospective, 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, ID, and Gifted students. 3 credits.
Prerequisite: None

EDG 742. Consul,Collabor and Teaming. (3 Credits)
presents the literature reflecting the importance and process of professional staff including administrators, teachers, assistants, special educators, and related 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 prepares them to work collaboratively with other professionals and parents. Students become familiar with special education 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. 3 credits.
Prerequisite: None

EDG 743. Cross Catg Sp Ed: StdTchng/Sem. (1 Credit)
provides the student with opportunities to experience, in depth, the full role and meaning of teaching in a special education or an inclusive classroom setting. Experiences include planning and organizing for instruction, accommodations and adaptations of instruction and instructional materials, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, collaborating with school personnel, and utilizing school and community resources in the instructional program. Placements are made according to the concentration area of ID, SLD or EBD. 1 credit.
Prerequisite: None

EDG 744. EC Sp Ed:Studnt Tchng/Sem. (1 Credit)
provides the student with opportunities to experience, in depth, the full role and meaning of teaching in a special education or an inclusive classroom setting. Experiences include planning and organizing for instruction, accommodations and adaptations of instruction and instructional materials, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, collaborating with school personnel, and utilizing school and community resources in the instructional program. Placements are made according to age level needs. 1 credit.
Prerequisite: None

EDG 745. The Principalship. (3 Credits)
focuses on the nature of instructional leadership and the role of the principal. The course will provide the student an orientation to the responsibilities and tasks of the principal. 3 credits.
Prerequisite: None

Offered at: CUW

EDG 746. Org & Admin of Voc Ed Prog. (1-3 Credits)

EDG 749. Administration and Supervision in Early Childhood. (3 Credits)

EDG 750. Explor Classrm Assess in Math. (1 Credit)

EDG 751. Mentor Training Workshop. (1 Credit)

EDG 752. Thinking Like an Assessor:. (1 Credit)

EDG 753. ELA Instruct and Assessment. (1 Credit)

EDG 754. ELA Inst and Assessment. (1 Credit)

EDG 755. Assess for Understand:Proj Dev. (1 Credit)

EDG 756. Intro to Brain-Based Learning. (1 Credit)

EDG 757. Brain-Based Learn: Essen Topic. (1 Credit)

EDG 758. Meet Lit Needs of Spec Child. (1 Credit)

EDG 759. Becoming a Reflec Math Tchr. (1 Credit)

EDG 760. Searching Vs Researching. (1 Credit)

EDG 761. Market Operat & Fin Market ECE. (3 Credits)

EDG 762. Adv Intern Super II. (2 Credits)
a continuation of Advanced Internship in Superintendecy I. Specific applications will be tied to coursework completed in EDG 789/989, EDG 790/990, EDG 791/991, EDG 792/992. 2 credits.
Prerequisite: None

EDG 763. Found of Adult & Community Ed. (3 Credits)
introduces adult learning principles and varying philosophical and historical approaches to adult and community education, within a broad range of contexts including: human resource development, job training, higher education, and community organizations. 3 credits.
Prerequisite: None

EDG 764. The Adult Learner. (3 Credits)
emphasizes adult developmental and the social context of learning within formal, non-formal and informal settings. 3 credits.
Prerequisite: None

EDG 765. Prog Planning Adult & Comm Ed. (3 Credits)
provides an overview of the steps and processes of effective practice in program development including needs assessment, program design and delivery, transfer of learning, program evaluation, and marketing. 3 credits.
Prerequisite: None

EDG 766. Strat Teach & Learn Adult Lear. (3 Credits)
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. 3 credits.
Prerequisite: None

EDG 767. Ldrshp & Ad of Adult & Comm Ed. (3 Credits)
frames the vocation of adult educators as servant leadership. Students develop administrative knowledge and skill in areas such as staff selection, effective delivery practices, using technology, marketing and budgeting. 3 credits.
Prerequisite: None

EDG 768. Sign Lang for Spec Educator. (3 Credits)
this course will provide communication and learning methods for exceptional children with an emphasis on multi-sensory learning. Exceptional children may require innovative techniques to help them communicate with others and learn developmental skills. American Sign Language will be introduced as a means to develop communication and understanding between children and their families as well as between children and educators. 3 credits.
Prerequisite: None

EDG 769. Strat Integ Autism Spec Dis. (3 Credits)
this course will describe autism spectrum disorders and the characteristics in detail with an emphasis on understanding these characteristics in the context of the students' educational needs. The course will include strategies to incorporate in therapy, home and classroom. A distinction between medical and educational diagnostic models will be made. This course is appropriate for both health professionals and educators. 3 credits.
Prerequisite: None

EDG 770. Laws, Regs, Lic & Credent ECE. (3 Credits)

EDG 778. The Superintendency. (3 Credits)
using a research and theory-based approach, this course will explore the role and responsibility of the 21st century superintendent. Students will analyze the relationship between superintendent, school board, and other authorities and examine how to build effective relationships. Students will also observe best practices of high-performing superintendents to learn to promote positive change to improve schools and student achievement. 3 credits.
Prerequisite: None

EDG 779. Asses & Inst Spec Needs Child. (3 Credits)
places emphasis on assessing and promoting the attainment of cognitive, language, social, self-help, and motor skills. Students will learn to observe children and to conduct developmental evaluations and assessments. From results of the evaluations, students will learn to develop, implement, and monitor Individual Education Plans (IEP) and Individualized Family Service Plans (IFSP). Students will also be introduced to the concepts of homebased and center-based assessment and instruction. Issues surrounding the administration and interpretation of standardized instruments used in the identification of students with developmental disabilities, health disabilities, emotional/behavioral disorders and learning disabilities are also examined. 3 credits.
Prerequisite: None

EDG 780. EDUCATIONAL ORGANIZATIO. (3 Credits)

EDG 781. Lan/Comm Disorders. (3 Credits)
includes analysis of language/communication disorders (functional and dysfunctional anatomy of the oral, velopharyngeal, nasal and laryngeal areas) and the individual needs of persons with communication disorders. Diagnostic and treatment methods utilizing a multidisciplinary team are emphasized. Issues in assessment, treatment and classroom intervention strategies are considered and especially applied to the full gambit of communication with an emphasis on the relationship of the oral and written language abilities. 3 credits.
Prerequisite: None

EDG 782. Hist, Pol, Method of Sec Lang. (3 Credits)
is an introduction to the history and education policies of bilingual education. This course will provide a background in theories and best practices of bilingual education. Students will become familiar with the different types of bilingual education, while investigating effective teaching and learning methods in bilingual classrooms. Students will be provided with the opportunity to become familiar with first and second language acquisition and theory and develop philosophical beliefs of bilingual education. 3 credits
Prerequisite: None

EDG 783. Obs, Anal, Pract Bilingual Cl. (3 Credits)
This capstone course provides students with observation and analysis skills to apply to their own bilingual teaching in their practicum experience, as well as with techniques for working with paraprofessionals in bilingual classrooms in schools. Portfolio's will be created in this course to be used as a final assessment for the Bilingual Minor that highlights a student's understanding of the WI teacher standards and knowledge of Bilingual Education. 3 credits
Prerequisite: None

EDG 784. Ed/Behv Manag in Spec Ed. (3 Credits)
includes individual behavior management, behavioral change strategies, and classroom management for students with special needs. Principles of applied behavior analysis are discussed to promote appropriate academic and social behaviors and to decrease challenging behaviors in school settings. Creating learning environments that facilitate student learning and effective social interaction is emphasized. 3 credits.
Prerequisite: None

EDG 785. Portfolio: Bilingual. (0 Credits)
(0 CREDITS, PASS/FAIL) Capstone assessment for the Bilingual minor that highlights a student's understanding of the WI teacher standards and bilingual education knowledge. 0 credits CSC 501/801 INTRODUCTION TO INFORMATICS This course allows students to explore and understand the manifold dimensions of informatics. Informatics is using technology to aid people in solving problems. As The Technology Program with a Soul, CUW's MS IT program concentrates on the vital role played by people in information technology. Information technology is the interrelationship between hardware, software, and people in the context of solving problems. This course also reviews a number of important concepts present in an undergraduate information technology program. In addition to the science of informatics, unique aspects of graduate studies in information technology are explored including practical issues related to graduate student success. The history and mission of CUW as a Lutheran higher education institution are examined. Because technological problems are solved via the communication of information, an emphasis is placed on reading and writing techniques for comprehension. Students will analyze their writing via the "writing cycle" as they read technical information and demonstrate comprehension of that information by creating effective documentation. CSC501/801 is required of students who do not have an undergraduate degree in an information technology related discipline from an accredited U.S. university. This course is especially helpful for students who have been away from higher education for some time or for international students. CSC 501/801 may be taken concurrently with CSC 505/805 if desired. CSC 505/805 FOUNDATIONS OF INFORMATION TECHNOLOGY is a survey and overview of information technology used in the enterprise today. It includes such information technology fundamentals as: grand ideas of information technology; technology organizational issues; history of information technology; informing and allied disciplines; application domains; mathematical and statistical foundations; and ethical, moral and vocational issues in information technology. This course is a required first course in the Masters of Science in Information Technology curriculum. In addition to providing an overview of the discipline of information technology, the course develops an "IT mindset" in students by illustrating the diverse context and challenges in information technology. CSC 505/805 serves as the pre-requisite for all other MS IT course. CSC 510/810 VOCATION AND ETHICAL COMPUTING this course provides the foundation for professional ethics in the field of Information Technology (IT). Students are familiarized with the doctrine of vocation and its implications for ethical attitudes, policies and behaviors within IT. They also learn the history of computer ethics and the codes of practice proposed by professional societies such as the Association for Computing Machinery and the Institute for the Management of Information Systems. As our society becomes increasingly dependent on IT, it is imperative that students see their work as a means of service with social responsibilities that go far beyond the immediate legal and business-related requirements of their employer. Students learn that although the field of IT poses some unique ethical problems and challenges, these can be evaluated with the same moral criteria that apply in other walks of life. Specific topics studied include: serving the user's needs; developing sustainable and modifiable solutions; creating ethical products; computer security and privacy (including the problems of malicious software, hacking and identity disclosure); intellectual property rights; and the ethical implications of an electronic global community. Relevant moral criteria are presented and applied to contemporary case studies. CSC 515/815 APPLIED ARTIFICIAL INTELLIGENCE this course discusses the concepts of intelligence, both human and machine, and the nature of information, its origin, description, and transmission. This course will offer a practical approach to incorporating artificial intelligence into useful applications. It includes such topics as: face recognition, speech recognition and robotic construction. The nature of human intelligence and the limits of machine intelligence will be treated from a scientific, philosophical, and computational perspective. Prerequisite: CSC 505/805 - 3 credits.

EDG 787. Intervent Strateg in Spec Educ. (3 Credits)
provides an overview of strategies used from Early Childhood Education and Early Intervention programs to those used in elementary and secondary settings. Specific intervention strategies and curriculum planning issues are also considered. The main focus of this course is to assist students 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 young children with disabilities. Topics include eligibility evaluation, programmatic assessment, IFSP/IEP development, intervention planning and implementation in various service delivery settings, family participation, and progress monitoring. 3 credits.
Prerequisite: None

EDG 788. Profess Ethics in Leadership. (3 Credits)
the focus of this course is a deeper understanding of a code of ethics & standards for school superintendents. Superintendents and all school leaders whom they supervise, promote the success of every student by acting with integrity, fairness, and in an ethical manner. Eight guiding standards for the superintendent are to make the well-being and success of students the fundamental value in all decision making and actions; to fulfill professional responsibilities with honesty and integrity, to support the principle of due process and protect the civil and human rights of all individuals. The superintendent implements the governing board of education's policies and administrative rules and regulations; and avoids using the position for personal gain through political, social, religious, economic, or other influence. She or he maintains the standards of and seeks to improve the effectiveness of the profession through research and continuing professional development and recognizes that sustained leadership will be attained through trust and ethical behavior. 3 credits.
Prerequisite: None

EDG 789. Organizational & Policy Develo. (3 Credits)
this course explores, identifies, and defines significant roles of school superintendents in providing a quality learning environment, and how individual educational leaders learn to maneuver within institutions. Organization & Policy Development provides guidance to future superintendents on how to use processes to bring about a quality and accepted result. The course will research group intuition and responses. The course will also study how a systems approach to organizational leadership can bring about positive results. The course will also examine examples of organizational leadership that results in negative consequences as a result of a lack of systems thinking. Organizational and Policy Development will include a segment on school finance and school business administration as part of the role of a Superintendent. 3 credits.
Prerequisite: None

EDG 790. School Improve & Data Analysis. (3 Credits)
is a graduate course used to empower all stakeholders including students, teachers, leaders, and families to improve student achievement. While data can be used purposefully to bridge the divide between standardized instruction and the personalized learning that students deserve, teachers and leaders need further development in linking data to standards, curricular resources, and individualized learning needs. In this course, you will have the knowledge and skills to interpret and use data effectively to guide instructional decisions and meet SLOs. 3 credits.
Prerequisite: None

EDG 791. Public Relations. (3 Credits)
this course is designed cover the principles, philosophy, and strategies utilized to improve school and community relations. The course focus is on effective communication to improve school quality and enhance student achievement. Effective strategies for responding to the dynamics associated with school and district's unique culture. 3 credits.
Prerequisite: None

EDG 792. Facility Planning. (3 Credits)
the facility planning course of study will including a curriculum that includes 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. 3 credits.
Prerequisite: None

EDG 793. Adv Internship in Superintende. (1 Credit)
is designed to give the student a "hands on" experience with the actions and activities of a Superintendent of Schools. The course will explore real life strategies that will be utilized by current successful Superintendency in providing good leadership for a school program. Students will observe Superintendents and engage in administrative activities as assigned by the onsite Superintendent. A series of reflection papers (no more than four 1 page) reflections 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 at least two School Board meetings and write one reflection paper on the role of the Superintendent during the School Board meetings.
Prerequisite: None

EDG 794. Portfolio. (0 Credits)
the EDG Portfolio is designed to provide a thorough representation of the candidate including a resume with objectives/goals, employment record, college/university information, education certificates and licensures, professional memberships, and references. The candidate will also complete a self-assessment including artifacts and extensive reflections representing their demonstration of each of the 8 administrative standards. 0 credits.
Prerequisite: None

EDG 801. Issues in American Education. (3 Credits)
studies the role of the schools in American society, looks at the historical context of educational development, surveys the theories of important educators, and considers current educational issues. 3 credits.
Prerequisite: None

Offered at: OL

EDG 802. Effct rltnshps w fam&communit. (3 Credits)
Offered at: OL

EDG 803. Develop Approp Assessment Prct. (3 Credits)
Offered at: OL

EDG 807. Curriculum Leadership. (3 Credits)
considers the factors that influence design, implementation, and evaluation of curriculum. Emphasis will be placed on major educational philosophies and their respective approaches to curriculum development. This course is required for the Curriculum and Instruction, Education Administration, and Reading programs and has no prerequisites. 3 credits.
Prerequisite: None

Offered at: OL

EDG 808. Dev Apprp Pract Early Child Ed. (3 Credits)

EDG 809. Disciplinary Literacy. (3 Credits)
focuses on the transfer of beginning reading skills to content areas and on higher level comprehension and study skills. 3 credits.
Prerequisite: None

Offered at: OL

EDG 810. Professional Development Plan. (1 Credit)

EDG 811. Servant Leadership. (3 Credits)
Offered at: OL

EDG 812. Field Experience Early Childhd. (3 Credits)
Offered at: OL

EDG 814. Ministry in a Digital World. (3 Credits)

EDG 815. Educational Research Methods. (3 Credits)
examines the research tools available to design, implement and evaluate the formal study of the educational process in order to conduct research. The course includes the study of descriptive and experimental research methods, basic statistical methods as well as techniques of literature review and report writing, that is, the reporting of research. Students completing this course should have a draft of the first three chapters for either a thesis or graduate seminar project. 3 credits.
Prerequisite: None

Offered at: OL

EDG 816. ELL Lit: Read, Writ & Grammar. (3 Credits)
provides students with opportunities to review, evaluate and adapt materials for use in teaching reading, writing and grammar to ESL learners. Students will gain facility in matching and adapting texts and materials to the needs of different kinds of ESL learners. 3 credits.
Prerequisite: None

Offered at: OL

EDG 817. Accommod Diff in Lit Learners. (3 Credits)
teachers learn to prepare students in five broad areas that are instrumental in working with learners who have varying levels of language and literacy delays: relevant criteria used for determining language and literacy delays in children; relationships between cognition, speech, and language; cultural and linguistic differences; instructional arrangements for diverse learning styles; and core components of effective literacy instruction. 3 credits.
Prerequisite: None

Offered at: OL

EDG 818. Portfolio. (0 Credits)
Offered at: OL

EDG 819. Methods of Teaching ESL. (3 Credits)
this course introduces the student to the methods, curriculum, and current practices in the teaching of English as a second language. 3 credits.
Prerequisite: None

Offered at: OL

EDG 820. PRIN OF EDUC ADMIN. (3 Credits)

EDG 821. Human Learn & Motivation. (3 Credits)
examines the nature of contrasting theories of learning. Emphasis will be placed on major contemporary learning theories and their respective approaches to motivation. The primary objective is to provide in-service graduate students, as well as other school personnel, with a comprehensive picture of current major educational learning theories and issues and to develop their implication for the teaching process. 3 credits.
Prerequisite: None

Offered at: OL

EDG 825. SCHOOL LAW. (3 Credits)

EDG 826. American Family Today. (3 Credits)
Offered at: OL

EDG 828. Instructnl Strat Effect Teach. (3 Credits)
focuses on expanding one's personal repertoire of effective instructional strategies utilizing Howard Gardner's Theory of Multiple Intelligences (1983, 1999) as the philosophical foundation. This course will provide for practical application while still requiring a critical analysis of Gardner's worldview as well as one's own. The course design is constructivist, and largely grounded in the concept of experiential learning as defined by Johnson and Johnson (1975, 1994). 3 credits.
Prerequisite: None

Offered at: OL

EDG 830. SUPERVIS OF INSTRUCT. (3 Credits)

EDG 831. Principles of Education & Admi. (3 Credits)
is a foundations course in educational administration and organization. Major topics include principles, concepts and issues in administration, organizing for education and administering the school program. Case studies will be emphasized. 3 credits.
Prerequisite: None

Offered at: OL

EDG 833. Leadership for Change. (3 Credits)
explores the process of change in the world of education. The course provides an overview of the sources, processes, and outcomes of change and the implications for dealing with change. The role of governments, teacher and administrator preparation, and professional development and the future of educational change are also reviewed. 3 credits. 88 Concordia University Accelerated Learning Centers and Off Campus Offerings
Prerequisite: None

Offered at: OL

EDG 835. Legal/Ethic Issues in Ed Admin. (3 Credits)
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. 3 credits.
Prerequisite: EDG 531/831.

Offered at: OL

EDG 836. Ed Govern/Admin-HR Emph. (3 Credits)
studies the organizational structure and administrative relationships in school systems. The course presents an overview of the school system, emphasizing the legal, political and social forces affecting local school systems. 3 credits.
Prerequisite: None

Offered at: OL

EDG 837. Supervision of Instruction. (3 Credits)
provides the student with orientation to the field of instructional supervision. The course focuses on the nature of instructional supervision with an emphasis on the human perspectives of supervisory behavior. 3 credits.
Prerequisite: None

Offered at: OL

EDG 839. Practicum in Education Admin. (3 Credits)
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. 3 credits.
Prerequisite: None

Offered at: OL

EDG 840. EDUC GOVERN/ADMIN. (3 Credits)

EDG 841. Business Admin of Schools. (3 Credits)
provides a theoretical and practical background in school business administration for teachers, principals, and others pursuing careers in both the public and private schools in Wisconsin. The course develops a rationale for the function of school business administration and describes the concepts and practices that implement that function. 3 credits.
Prerequisite: None

Offered at: OL

EDG 844. Curr Top & Research Literacy. (3 Credits)
examines current topics and issues in reading instruction through study of journals, periodicals, recent publications and qualitative research methods. Content varies as the reading literature is updated. However, this course may be taken only once toward a #316 certification. 3 credits.
Prerequisites: Six credits of reading and permission of instructor.

Offered at: OL

EDG 845. Principalship. (3 Credits)
focuses on the nature of instructional leadership and the role of the principal. The course will provide the student an orientation to the responsibilities and tasks of the principal. 3 credits. EDG EDG 982 HISTORY, POLITICS, AND METHODOLOGY OF SECOND LANGUAGE ACQUISITION is an introduction to the history and education policies of bilingual education. This course will provide a background in theories and best practices of bilingual education. Students will become familiar with the different types of bilingual education, while investigating effective teaching and learning methods in bilingual classrooms. Students will be provided with the opportunity to become familiar with first and second language acquisition and theory and develop philosophical beliefs of bilingual education. 3 credits
Prerequisite: None

Offered at: OL

EDG 846. Workshop:Books & Pictures. (3 Credits)
Offered at: OL

EDG 847. Language Arts & Teach Reading. (3 Credits)

EDG 848. ORGANIZATIONAL BEHAVIOR. (3 Credits)

EDG 849. Administration and Supervision in Early Childhood. (3 Credits)

EDG 850. Value-Added Leadership. (3 Credits)

EDG 851. INTER READING & WRIT. (3 Credits)

EDG 852. Improve Literacy Instruction. (3 Credits)
concentrates on the methodologies in reading instruction and the role of the reading teacher in education. 3 credits.
Prerequisite: None

Offered at: OL

EDG 853. Literacy Assess for Instruct. (3 Credits)
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. 3 credits.
Prerequisite: EDG 552; EDG 556; one other reading course; permission of instructor.

Offered at: OL

EDG 854. Literacy Practicum. (3 Credits)
is the culmination of the reading curriculum for DPI #316 certification. Teachers work with elementary, middle and secondary level students with a variety of abilities in one-to-one and small group contexts. 3 credits.
Prerequisite: EDG 552; EDG 553; one other reading course; permission of instructor.

Offered at: OL

EDG 855. PRACT ED ADMIN. (3 Credits)

EDG 856. Language & Literacy Develop. (3 Credits)
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. 3 credits.
Prerequisite: None

Offered at: OL

EDG 860. Curric Design Dev Early Ch Ed. (3 Credits)

EDG 861. Market Operat & Fin Market ECE. (3 Credits)

EDG 867. Lang Dev & Lang Arts in EC. (3 Credits)
Offered at: OL

EDG 869. Contemp Iss Family & Parenting. (3 Credits)
studies the family as it relates to contemporary legal and social issues facing our schools. The roles confronting parents, teachers, and students in a variety of school settings will be discussed and examined. Historical, theoretical, and philosophical frameworks of parent involvement in education will be studied in order to allow educators to consider ways of improving and building home/school partnerships to better meet the educational needs of all children. 3 credits.
Prerequisite: None

Offered at: OL

EDG 870. Laws, Regs, Lic & Credent ECE. (3 Credits)
Offered at: OL

EDG 871. Observ, Anal, & Pract in ESL. (3 Credits)
Offered at: OL

EDG 876. Literature for Children K-12. (3 Credits)
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. 3 credits.
Prerequisite: None

Offered at: OL

EDG 883. Sel Iss in Family Life. (3 Credits)

EDG 885. Research in Educational Tech. (3 Credits)

EDG 887. Assessment for Learning. (3 Credits)
Offered at: OL

EDG 889. Apply Tech in Content Areas. (3 Credits)

EDG 890. Thesis/Project Completion Semi. (3 Credits)
provides an advisory structure for writing the master's thesis for the degree. The seminar is normally taken near the end of the coursework for the degree. The student defends the thesis at the end of the course. 3 credits.
Prerequisite: None

Offered at: OL

EDG 892. Instructional Design. (3 Credits)

EDG 893. Theories of Learning & Design. (3 Credits)

EDG 894. Digital Literacy. (3 Credits)

EDG 895. Graduate Capstone Project. (3 Credits)
provides an opportunity to examine a range of problems in school administration, curriculum, planning, organizing and evaluating. The seminar focuses on student projects and problems related his or her professional development. 3 credits.
Prerequisite: None

Offered at: OL

EDG 896. Literacy Internship. (3 Credits)
provides opportunities for each aspiring reading specialist to relate reading and administrative theory to the applied professional understanding of the position of reading specialist. 3 credits.
Prerequisite: None

Offered at: OL

EDG 897. Portfolio: ESL. (0 Credits)
capstone assessment for the ESL Minor that highlights a student's understanding of the WI teacher standards and ESL Knowledge. 0 credits.
Prerequisite: None

Offered at: OL

EDG 899. Readings and Research in Educa. (1-4 Credits)

EDG 900. Cross Cultural Comm Teachers. (3 Credits)
students will examine the cultural diversity that exists locally, nationally, and globally in order to develop a positive appreciation for the contributions of other cultures. Student will gain personal contact with members of other cultures and learn effective intercultural communication skills for our diverse world. 3 credits
Prerequisite: None

Offered at: OL

EDG 901. Hist & Phil of Christian Ed. (3 Credits)

EDG 902. Ldrshp & Innov in Christian Ed. (3 Credits)

EDG 903. Contemp Issues in Christian Ed. (3 Credits)

EDG 904. Mthds, Models, Metaphrs Chr Ed. (3 Credits)

EDG 905. Faith & Learning Chritian Ed. (3 Credits)

EDG 906. Basic Eng Ling for Teach Lang. (3 Credits)
Offered at: OL

EDG 907. Multimedia for the Classroom. (3 Credits)

EDG 908. Critical Issues in Ed Technolo. (3 Credits)

EDG 909. Ed Admin Pract. (1 Credit)

EDG 910. Portfolio I - Altern Ed. (0 Credits)
Offered at: OL

EDG 911. Portfolio I - Reading. (0 Credits)
Offered at: OL

EDG 912. Portfolio II - Reading. (0 Credits)
Offered at: OL

EDG 913. Portfolio III - Reading. (0 Credits)
Offered at: OL

EDG 918. Comm in a Diverse Environ. (3 Credits)

EDG 919. Teach Stu w Sig Disabilities. (3 Credits)
Offered at: OL

EDG 920. Praxis:the art of pedagogy. (3 Credits)

EDG 921. Portfolio I - Ed Admin. (0 Credits)
Offered at: OL

EDG 922. Portfolio II - Ed Admin. (0 Credits)
Offered at: OL

EDG 923. Portfolio III - Ed Admin. (0 Credits)
Offered at: OL

EDG 924. Portfolio I - Teach & Learning. (0 Credits)
Offered at: OL

EDG 925. Portfolio II-Teach & Learning. (0 Credits)
Offered at: OL

EDG 926. Portfolio III-Teach & Learning. (0 Credits)
Offered at: OL

EDG 927. Portfolio I. (0 Credits)
is the first step in the required assessment process for the Masters in Education degree. Students complete the initial setup of their portfolio and develop rationales for each standard in their program. 0 credits.
Prerequisite: None

EDG 928. Portfolio II. (0 Credits)
is the second step in the required assessment process for the Masters in Education degree. Students insert one artifact for each standard into their portfolio. 0 credits.
Prerequisite: None

EDG 929. Portfolio III. (0 Credits)
is the third step in the required assessment process for the Masters in Education degree. Students insert at least two and no more than three additional artifacts for each standard into their portfolio. 0 credits.
Concordia University Accelerated Learning Centers and Off Campus Offerings 89
Prerequisite: None

EDG 930. Language Acquisition and Literacy. (3 Credits)
provides an introduction to theory and research on language acquisition. This course will focus on language development including the major milestones in the development of: speech perception, speech production, word learning, morphology, syntax, pragmatic and social language skills. This course will also study the language acquisition of special needs children ages birth to age 8. The course includes analysis, assessment of literacy development and early intervention strategies necessary to support literacy development. Students will acquire a specialized knowledge of young children's language development and will reflectively learn to analyze children's oral and written language as a basis for curriculum planning and adaptations. 3 credits.
Prerequisite: None

Offered at: OL

EDG 931. Evaluative Tech in EC Spec Ed. (3 Credits)
includes the study of norm-referenced and criterion-referenced assessment tools used in the identification of young students with a variety of developmental disabilities. Students will observe, then conduct screening and diagnostic assessments of young children while researching appropriate observational assessment techniques to identify certain behaviors or characteristics indicating developmental delays or at-risk status in the youngest of children. 3 credits.
Prerequisite: None

Offered at: OL

EDG 932. Educating Students at Risk. (3 Credits)
this course intends to help identify students in a K-12 setting who are or have the potential to be at risk academically, behaviorally or socially. The course also intends to help develop attitudes, skills and techniques to be effective teachers of the at-risk student. Response to Intervention (RtI) will be discussed. The course will look at social, personal, cultural and community dynamics in relation to the education of students who are at risk. 3 credits.
Prerequisite: None

Offered at: OL

EDG 933. Alternative Education. (3 Credits)
this course studies the nature of the alternative education K-12 program in the public schools. The various delivery systems and the role of the teacher in each system will be addressed. Alternative education, as a part of a community process, will be discussed. Discussion will range from early intervention to "last chance" programs. 3 credit hours.
Prerequisite: None

Offered at: OL

EDG 934. Read Diag & Inst in SpEd CCSE. (3 Credits)
explores the practice and process of authentic reading assessment and instruction that contributes to student learning. This course focuses on the teacher's role in the diagnostic and assessment process, the nature and interrelatedness of factors that affect reading performance, and reading interventions which are effective for students with a variety of disabilities, including cognitive disabilities, emotional/behavioral disabilities and learning disabilities. 3 credits.
Prerequisite: None

EDG 935. Legal Issues in Special Education. (3 Credits)
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. 3 credits.
Prerequisite: None

EDG 936. Language/Comm Disorders. (3 Credits)
includes analysis of language/communication disorders (functional and dysfunctional anatomy of the oral, velopharyngeal, nasal and laryngeal areas) and the individual needs of persons with communication disorders. Diagnostic and treatment methods utilizing a multidisciplinary team are emphasized. Issues in assessment, treatment and classroom intervention strategies are considered and especially applied to the full gambit of communication with an emphasis on the relationship of the oral and written language abilities. 3 credits.
Prerequisite: None

EDG 937. Life Span/Devel of Child w Dis. (3 Credits)
this course presents a study of human 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. 3 credits.
Prerequisite: None

Offered at: OL

EDG 938. Adaptations and Programming in Early Childhood Special Education. (3 Credits)
this course is designed to provide students with the methods, techniques, and adaptations necessary for programming for young children with disabilities. The course examines how teachers can implement developmentally appropriate practices for children with disabilities in early childhood settings. Students will learn to design and adapt learning environments, curricular activities, and materials so they will better enable the active and full participation of all children, especially children with disabilities. 3 credits.
Prerequisite: None

Offered at: OL

EDG 939. School Leadership in Tech. (3 Credits)

EDG 940. Networking and Sup of Del Sys. (3 Credits)
this course includes assistive technology evaluation, the selection and application process for individuals with disabilities in school as well as application of microcomputers and related technology to persons with learning, behavior, sensory, motor and communication disorders. The course emphasizes the evaluation of abilities in relation to environmental demands and curricular adaptations. Students utilize adaptive equipment and/or assistive devices that can be used to ensure student participation. 3 credits.
Prerequisite: None

EDG 941. Curr Adapt for Learners Disabi. (3 Credits)
covers historical prospective, 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, ID, and Gifted students. 3 credits.
Prerequisite: None

EDG 942. Consul,Collabor and Teaming. (3 Credits)
presents the literature reflecting the importance and process of professional staff including administrators, teachers, assistants, special educators, and related 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 prepares them to work collaboratively with other professionals and parents. Students become familiar with special education 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. 3 credits.
Prerequisite: None

EDG 943. CC Spec Ed Pract & Sem. (1 Credit)
provides the student with opportunities to experience, in depth, the full role and meaning of teaching in a special education or an inclusive classroom setting. Experiences include planning and organizing for instruction, accommodations and adaptations of instruction and instructional materials, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, collaborating with school personnel, and utilizing school and community resources in the instructional program. Placements are made according to the concentration area of ID, SLD or EBD. 1 credit.
Prerequisite: None

Offered at: OL

EDG 944. EC Sp Ed Pract & Sem. (1 Credit)
provides the student with opportunities to experience, in depth, the full role and meaning of teaching in a special education or an inclusive classroom setting. Experiences include planning and organizing for instruction, accommodations and adaptations of instruction and instructional materials, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, collaborating with school personnel, and utilizing school and community resources in the instructional program. Placements are made according to age level needs. 1 credit.
Prerequisite: None

Offered at: OL

EDG 945. Strat for Teach At-Risk Youth. (3 Credits)

EDG 946. Coll w Fam & Pro Div Soc. (3 Credits)

EDG 947. Assist Tech for Ind w/Disabil. (3 Credits)

EDG 949. Professional Learning Communit. (3 Credits)
provides students with greater competency in developing skills connected to communication, problem solving, data analysis and assessment within groups, teams, and learning communities. The focus of the course is upon case studies and practices associated with PLCs. 3 credits.
Prerequisite: None

EDG 952. Org & Admin of Coop Ed Program. (3 Credits)
this course is a study of vocational/occupational programs which utilize the internship/youth apprenticeship/cooperative method of instruction. This course includes the knowledge and procedures necessary to implement the quality components of an occupational program. 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. 3 credits
Prerequisite: None

Offered at: OL

EDG 953. Prin of Career & Technical ED. (3 Credits)
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. 3 credits
Prerequisites: Enrolled in a Business Education program or currently have a Department of Public Instruction Business—250 License.

Offered at: OL

EDG 957. Building Online Learning Commu. (3 Credits)

EDG 962. Adv Intern Super II. (2 Credits)
a continuation of Advanced Internship in Superintendecy I. Specific applications will be tied to coursework completed in EDG 789/989, EDG 790/990, EDG 791/991, EDG 792/992. 2 credits.
Prerequisite: None

Offered at: OL

EDG 963. Found of Adult & Community Ed. (3 Credits)
introduces adult learning principles and varying philosophical and historical approaches to adult and community education, within a broad range of contexts including: human resource development, job training, higher education, and community organizations. 3 credits.
Prerequisite: None

Offered at: OL

EDG 964. The Adult Learner. (3 Credits)
emphasizes adult developmental and the social context of learning within formal, non-formal and informal settings. 3 credits.
Prerequisite: None

Offered at: OL

EDG 965. Prog Planning Adult & Comm Ed. (3 Credits)
provides an overview of the steps and processes of effective practice in program development including needs assessment, program design and delivery, transfer of learning, program evaluation, and marketing. 3 credits.
Prerequisite: None

Offered at: OL

EDG 966. Strat Teach & Learn Adult Lear. (3 Credits)
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. 3 credits.
Prerequisite: None

Offered at: OL

EDG 967. Ldrshp & Ad of Adult & Comm Ed. (3 Credits)
frames the vocation of adult educators as servant leadership. Students develop administrative knowledge and skill in areas such as staff selection, effective delivery practices, using technology, marketing and budgeting. 3 credits.
Prerequisite: None

Offered at: OL

EDG 968. Sign Lang for Spec Educator. (3 Credits)
this course will provide communication and learning methods for exceptional children with an emphasis on multi-sensory learning. Exceptional children may require innovative techniques to help them communicate with others and learn developmental skills. American Sign Language will be introduced as a means to develop communication and understanding between children and their families as well as between children and educators. 3 credits.
Prerequisite: None

EDG 969. Strat Integ for Autism SpecDis. (3 Credits)
this course will describe autism spectrum disorders and the characteristics in detail with an emphasis on understanding these characteristics in the context of the students' educational needs. The course will include strategies to incorporate in therapy, home and classroom. A distinction between medical and educational diagnostic models will be made. This course is appropriate for both health professionals and educators. 3 credits.
Prerequisite: None

Offered at: OL

EDG 970. Integ Tech in the Classroom. (1,3 Credits)

EDG 971. Grants and Funding. (3 Credits)

EDG 972. Practicum Experience I. (1 Credit)

EDG 973. Practicum Experience II. (1 Credit)

EDG 974. Practicum Experience III. (1 Credit)

EDG 975. Graduate Capstone Project I. (1 Credit)

EDG 976. Graduate Capstone Project II. (1 Credit)

EDG 977. Graduate Capstone Project III. (1 Credit)

EDG 978. The Superintendency. (3 Credits)
using a research and theory-based approach, this course will explore the role and responsibility of the 21st century superintendent. Students will analyze the relationship between superintendent, school board, and other authorities and examine how to build effective relationships. Students will also observe best practices of high-performing superintendents to learn to promote positive change to improve schools and student achievement. 3 credits.
Prerequisite: None

Offered at: OL

EDG 979. Assess & Inst for Child Sp Nd. (3 Credits)
places emphasis on assessing and promoting the attainment of cognitive, language, social, self-help, and motor skills. Students will learn to observe children and to conduct developmental evaluations and assessments. From results of the evaluations, students will learn to develop, implement, and monitor Individual Education Plans (IEP) and Individualized Family Service Plans (IFSP). Students will also be introduced to the concepts of homebased and center-based assessment and instruction. Issues surrounding the administration and interpretation of standardized instruments used in the identification of students with developmental disabilities, health disabilities, emotional/behavioral disorders and learning disabilities are also examined. 3 credits.
Prerequisite: None

EDG 980. EDUC ORGANIZATIONS. (3 Credits)

EDG 982. Hist, Pol, Method of Sec Lang. (3 Credits)
Offered at: OL

EDG 983. Obs, Anal, Pract Bilingual Cl. (3 Credits)
this capstone course provides students with observation and analysis skills to apply to their own bilingual teaching in their practicum experience, as well as with techniques for working with paraprofessionals in bilingual classrooms in schools. Portfolio's will be created in this course to be used as a final assessment for the Bilingual Minor that highlights a student's understanding of the WI teacher standards and knowledge of Bilingual Education. 3 credits.
Prerequisite: None

Offered at: OL

EDG 984. Educ/Behav Mgmt in Sp Ed. (3 Credits)
includes individual behavior management, behavioral change strategies, and classroom management for students with special needs. Principles of applied behavior analysis are discussed to promote appropriate academic and social behaviors and to decrease challenging behaviors in school settings. Creating learning environments that facilitate student learning and effective social interaction is emphasized. 3 credits.
Prerequisite: None

Offered at: OL

EDG 985. Portfolio: Bilingual. (0 Credits)
(0 credits, pass/fail) Capstone assessment for the Bilingual minor that highlights a student's understanding of the WI teacher standards and bilingual education knowledge. 0 credits.
Prerequisite: None

Offered at: OL

EDG 987. Interv Strat in Sp Ed. (3 Credits)
provides an overview of strategies used from Early Childhood Education and Early Intervention programs to those used in elementary and secondary settings. Specific intervention strategies and curriculum planning issues are also considered. The main focus of this course is to assist students 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 young children with disabilities. Topics include eligibility evaluation, programmatic assessment, IFSP/IEP development, intervention planning and implementation in various service delivery settings, family participation, and progress monitoring. 3 credits.
Prerequisite: None

EDG 988. Profess Ethics in Leadership. (3 Credits)
the focus of this course is a deeper understanding of a code of ethics & standards for school superintendents. Superintendents and all school leaders whom they supervise, promote the success of every student by acting with integrity, fairness, and in an ethical manner. Eight guiding standards for the superintendent are to make the well-being and success of students the fundamental value in all decision making and actions; to fulfill professional responsibilities with honesty and integrity, to support the principle of due process and protect the civil and human rights of all individuals. The superintendent implements the governing board of education's policies and administrative rules and regulations; and avoids using the position for personal gain through political, social, religious, economic, or other influence. She or he maintains the standards of and seeks to improve the effectiveness of the profession through research and continuing professional development and recognizes that sustained leadership will be attained through trust and ethical behavior. 3 credits.
Prerequisite: None

Offered at: OL

EDG 989. Organizational & Policy Develo. (3 Credits)
this course explores, identifies, and defines significant roles of school superintendents in providing a quality learning environment, and how individual educational leaders learn to maneuver within institutions. Organization & Policy Development provides guidance to future superintendents on how to use processes to bring about a quality and accepted result. The course will research group intuition and responses. The course will also study how a systems approach to organizational leadership can bring about positive results. The course will also examine examples of organizational leadership that results in negative consequences as a result of a lack of systems thinking. Organizational and Policy Development will include a segment on school finance and school business administration as part of the role of a Superintendent. 3 credits.
Prerequisite: None

Offered at: OL

EDG 990. School Improve & Data Analysis. (3 Credits)
is a graduate course used to empower all stakeholders including students, teachers, leaders, and families to improve student achievement. While data can be used purposefully to bridge the divide between standardized instruction and the personalized learning that students deserve, teachers and leaders need further development in linking data to standards, curricular resources, and individualized learning needs. In this course, you will have the knowledge and skills to interpret and use data effectively to guide instructional decisions and meet SLOs. 3 credits.
Prerequisite: None

Offered at: OL

EDG 991. Public Relations. (3 Credits)
this course is designed cover the principles, philosophy, and strategies utilized to improve school and community relations. The course focus is on effective communication to improve school quality and enhance student achievement. Effective strategies for responding to the dynamics associated with school and district's unique culture. 3 credits.
Prerequisite: None

Offered at: OL

EDG 992. Facility Planning. (3 Credits)
the facility planning course of study will including a curriculum that includes 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. 3 credits.
Prerequisite: None

Offered at: OL

EDG 993. Adv Internship in Superintende. (1 Credit)
is designed to give the student a "hands on" experience with the actions and activities of a Superintendent of Schools. The course will explore real life strategies that will be utilized by current successful Superintendency in providing good leadership for a school program. Students will observe Superintendents and engage in administrative activities as assigned by the onsite Superintendent. A series of reflection papers (no more than four 1 page) reflections 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 at least two School Board meetings and write one reflection paper on the role of the Superintendent during the School Board meetings.
Prerequisite: None

Offered at: OL

EDG 994. Portfolio. (0 Credits)
the EDG Portfolio is designed to provide a thorough representation of the candidate including a resume with objectives/goals, employment record, college/university information, education certificates and licensures, professional memberships, and references. The candidate will also complete a self-assessment including artifacts and extensive reflections representing their demonstration of each of the 8 administrative standards. 0 credits.
Prerequisite: None

Offered at: OL

EDG 995. Int Tech to Enhance OL Instruc. (3 Credits)

EDG 996. Portfolio I - Sp Ed. (0 Credits)
Offered at: OL

EDG 997. Portfolio II - Sp Ed. (0 Credits)
Offered at: OL

EDG 998. Portfolio III - Sp Ed. (0 Credits)
Offered at: OL

EDG 5030. Intervention Strategies, Adaptations, and Collaboration for Exceptional Students. (3 Credits)
Offered at: OL

EDG 9000. Advanced Leadership Theory and Practice. (3 Credits)
Offered at: OL

EDG 9010. Exemplary Leadership Case Studies. (3 Credits)
Offered at: OL

EDG 9020. Innovative and Entrepreneurial Leadership. (3 Credits)
Offered at: OL

EDG 9030. Servant and Ethical Leadership. (3 Credits)

EDG 9040. Intro to Doctoral Program and Research Methods. (3 Credits)
Offered at: OL

EDG 9050. Quantitative Research Seminar. (3 Credits)
Offered at: OL

EDG 9060. Qualitative Research Seminar. (3 Credits)
Offered at: OL

EDG 9070. Advanced Research and Statistics. (3 Credits)

EDG 9080. Research Seminar 1. (1 Credit)
Offered at: OL

EDG 9090. Research Seminar 2. (1 Credit)
Offered at: OL

EDG 9100. Research Seminar 3. (1 Credit)
Offered at: OL

EDG 9110. Research Seminar 4. (1 Credit)
Offered at: OL

EDG 9120. Research Seminar 5. (1 Credit)

EDG 9130. Research Seminar 6. (1 Credit)

EDG 9140. Research Seminar 7. (1 Credit)

EDG 9150. Research Seminar 8. (1 Credit)

EDG 9160. Research Seminar 9. (1 Credit)

EDG 9170. Media, Marketing, and Branding in Education. (3 Credits)
Offered at: OL

EDG 9180. Organizational Learning, Performance, and Change. (3 Credits)
Offered at: OL

EDG 9185. Futures Thinking in the World of Education. (3 Credits)
Offered at: OL

EDG 9190. Innovation and Design Thinking. (3 Credits)
Offered at: OL

EDG 9200. Six Sigma Applications. (3 Credits)
Offered at: OL

EDG 9210. Lean Systems Analysis. (3 Credits)

EDG 9220. Operations and Supply Chain Management. (3 Credits)
Offered at: OL

EDG 9230. Applications of Management Science and Analytics. (3 Credits)
Offered at: OL

EDG 9240. Special Topics: Business and Industry. (3 Credits)

EDG 9250. Leading Non-Profit Organizations. (3 Credits)

EDG 9260. Special Topics in Healthcare: The Business of Healthcare. (3 Credits)

EDG 9270. Business Informatics. (3 Credits)

EDG 9280. The Business and Sustainability of Social Entrepreneurship. (3 Credits)

EDG 9290. Diversity and Culturally Responsive Leadership. (3 Credits)
Offered at: OL

EDG 9300. Educating the Adult Learner. (3 Credits)
Offered at: OL

EDG 9310. Evaluation and Testing in Higher Education. (3 Credits)
Offered at: OL

EDG 9320. Professional Practice to Higher Education. (3 Credits)
Offered at: OL

EDG 9330. Instructional Design for Higher Education. (3 Credits)

EDG 9350. Dissertation. (3 Credits)

Educational Technology (EDT)

EDT 504. Interactive Whiteboards. (1 Credit)

EDT 505. Online Teaching and Learning. (3 Credits)
provides individuals with knowledge and skills related to teaching online courses. Topics addressed are best practice in online teaching, online teaching strategies, online teaching tools and technologies, avoiding common pitfalls, and how online teaching differs from face-to-face teaching. Participants will develop effective learning activities, assessment processes and strategies for online courses. 3 credits.
Prerequisite: None

EDT 514. Ed Ministry in Digital World. (3 Credits)
participants will walk the digital streets of contemporary society, considering the nature of life in the digital world, spirituality in the digital age, as well as opportunities for educational, parish, and parachurch ministry in the digital world. Alongside the study of digital culture, participants will develop knowledge and skills related to qualitative and humanistic approaches to research on digital culture. 3 credits.
Prerequisite: None

EDT 515. Innovation in Education. (3 Credits)
this course provides learners with the opportunity to identify, explore, reflect, and implement innovative educational practices. The course includes an analysis of innovation as a tool for change in a number of different environments, exploration of the skills and practices necessary for innovation, personal reflection on innovative readiness, and experimentation with ideas to implement these innovations in education. 3 credits.
Prerequisite: None

EDT 519. Workshop in Educ Design & Tech. (3 Credits)
this course provides participants with a virtual or physical educational design and technology laboratory. The course creates a learning community dedicated to learning about and experimenting with a variety of current and emerging technologies while also considering the educational benefits and limitations of these tools. Participants are expected to design a variety of learning experiences that are rooted in promising practices and that leverage these current and emerging technologies. 3 credits.
Prerequisite: None

EDT 560. Games & Gamification in Educat. (3 Credits)

EDT 561. Educational Entrepreneurship. (3 Credits)

EDT 562. Design Thinking for Educators. (3 Credits)

EDT 563. The Future of Education. (3 Credits)

EDT 564. How to Design a School. (3 Credits)

EDT 565. Crash Course in Online Design. (3 Credits)

EDT 585. Research in Ed Technology. (3 Credits)

EDT 589. Applyng Tech in the Classroom. (3 Credits)
analyzes a variety of current and emerging instructional design models, learn to select and apply one or more of these models to the design of effective and engaging digital learning experiences, and gain firsthand experience with virtual teaming and other current approaches to collective knowledge and team-based instructional design. 3 credits.
Prerequisite: None

EDT 592. Instructional Design. (3 Credits)

EDT 593. Theories of Learning & Design. (3 Credits)

EDT 594. Digital Literacy. (3 Credits)
the term "literacy" usually refers to the ability to read and write the written word. While these skills remain as important as ever, life in an increasingly technological world requires new literacies: information literacy, visual literacy, media literacy, and digital literacy. These literacies require that individuals develop skills related to reading and writing hypertext, the interpretation of visual stimuli and multimedia, as well as making sense of information that comes from a wide variety of sources and in a multiplicity of formats. Individuals must develop high level yet nuanced skills related to analyzing and synthesizing information, sifting through and contributing to the ever-expanding world of information in the digital world. Christian discipleship in the 21st century requires some of these same skills, developing discernment in this new world of information, connectivity, and collaboration; as well as the ability to effectively communicate the unchanging truths of God's world in digital culture. With these considerations in mind, this course will introduce participants to new literacies, affording them the opportunity to consider the nature and importance of equipping others with literacy skills for the 21st century while building their own literacy skills. 3 credits.
Prerequisite: None

EDT 595. Capstone Project. (3 Credits)
provides an opportunity to examine a problem, challenge or opportunity related to educational design and technology. This is an independent or small group project where the student(s) identifies the problem, challenge or opportunity; reviews the relevant peer-reviewed literature; develops a blueprint for addressing the issue; creates a culminating project; and provides a written reflection of the process of developing this project. This is typically the last course to be completed in the M.S. in Education – Educational Design and Technology. 3 credits.
Prerequisite: None

EDT 607. Multimedia for the Classroom. (3 Credits)
introduces 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. 3 credits.
Prerequisite: None

EDT 608. Critcal Issues in Ed Tech. (3 Credits)
provides participants with an overview of important ethical issues related to educational technology and learning in a digital age. Participants will explore the cautions and concerns of researchers about technology-related trends in education. The goal is that participants will further develop the ability to make thoughtful technology-related decisions that take into account implications on the school culture, the overall school mission and vision, health and safety, social and psychological factors, along with ethical and theological convictions. 3 credits.
Prerequisite: None

EDT 627. Portfolio I. (0 Credits)
is a self-paced online tutorial that walks students through step one of the portfolio process for the Master of Science in Education - Educational Design and Technology. In this first step, students will become acquainted with the program goals and the portfolio process. They will then develop a shell or template for the electronic portfolio that will be used throughout the program. This should be completed during the first semester in the program. 0 credits.
Prerequisite: None

EDT 628. Portfolio II. (0 Credits)

EDT 629. Portfolio III. (0 Credits)
is a self-paced online tutorial that walks students through the final step of the portfolio process for the Master of Science in Education - Educational Design and Technology. Students will build upon their work in Portfolio one and two in order to submit a final portfolio, demonstrating how the student has met or exceeded each of the program goals. 0 credits.
Prerequisite: None

EDT 636. School Leadership in Tech. (3 Credits)

EDT 639. School Leadership in Tech. (3 Credits)
provides principals, educators, and/or technology coordinators with the necessary knowledge, skills, and hands-on experiences to provide strong visionary technology leadership in their schools that will facilitate systemic, whole-school change that impacts student learning. Participants will come away from this course with a comprehensive technology plan for their school. (EDT 970 is a prerequisite for this course) 3 credits.
Prerequisite: None

EDT 640. Networking,Support,and Delivery Systems for Schools. (3 Credits)

EDT 645. Readings in Educational Techno. (3 Credits)
provides individual or groups of students with an opportunity to engage in personalized reading, research, design and/or development in the field of educational technology. Students work with an instructor to establish learning goals that clearly align with the overall M.S. in Education - Educational Design and Technology program goals. All proposals should include a focused area of study, a substantive review of scholarly resources, as well as the development of papers and/or projects that demonstrate meeting or exceeding the stated goals. On occasion, this course may be offered with a pre-determined focus or theme that was created in advance by the instructor (e.g. one-to-one laptop programs or teaching students to collaborate across networks). 3 credits.
Prerequisite: None

EDT 657. Building Online Learning Communities (Web 2.0/Learning 2.0). (3 Credits)
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. 3 credits.
Prerequisite: None

EDT 670. Integrat Tech in the Classroom. (3 Credits)
is for individuals who want a broad practical course in learning how to integrate technology into the classrooms. There is a strong emphasis upon educational technology in the elementary and secondary education environment, but the instructor will work with others in order to customize the course for their learning organization context. Participants will finish the course with a broad understanding of educational technology as articulated in the National Educational Technology Standards for Teachers. 3 credits.
Prerequisite: None

EDT 671. Grants and Funding for Educational Technology Initiatives. (3 Credits)
students explore the process of finding and applying for grants and other funding. Students will identify potential programs aligned with the school's strategic goals, identify a list of potential funders, research funders, write a grant proposal, and develop a plan to evaluate the success of the project. Sample educational technology grants will be used to highlight key features of successful grants. Students will work in collaborative teams to review and provide constructive feedback to each other throughout the proposal writing process. Students interested in this course are strongly recommended to have prior experience with writing a technology plan. If they lack this experience, then it is suggested the student take EDT 639/939 prior to this course. 3 credits.
Prerequisite: None

EDT 680. Internship in Ed Design & Tech. (1-3 Credits)

EDT 801. Learning Beyond Letter Grades. (3 Credits)

EDT 804. Interactive Whiteboards. (1 Credit)

EDT 805. Online Teaching and Learning. (3 Credits)
provides individuals with knowledge and skills related to teaching online courses. Topics addressed are best practice in online teaching, online teaching strategies, online teaching tools and technologies, avoiding common pitfalls, and how online teaching differs from face-to-face teaching. Participants will develop effective learning activities, assessment processes and strategies for online courses. 3 credits.
Prerequisite: None

Offered at: OL

EDT 814. Education Ministry in the Digital World. (3 Credits)
participants will walk the digital streets of contemporary society, considering the nature of life in the digital world, spirituality in the digital age, as well as opportunities for educational, parish, and parachurch ministry in the digital world. Alongside the study of digital culture, participants will develop knowledge and skills related to qualitative and humanistic approaches to research on digital culture. 3 credits.
Prerequisite: None

Offered at: OL

EDT 815. Innovation in Education. (3 Credits)
this course provides learners with the opportunity to identify, explore, reflect, and implement innovative educational practices. The course includes an analysis of innovation as a tool for change in a number of different environments, exploration of the skills and practices necessary for innovation, personal reflection on innovative readiness, and experimentation with ideas to implement these innovations in education. 3 credits.
Prerequisite: None

EDT 819. Workshop in EDT - Dsg Ed Games. (3 Credits)
this course provides participants with a virtual or physical educational design and technology laboratory. The course creates a learning community dedicated to learning about and experimenting with a variety of current and emerging technologies while also considering the educational benefits and limitations of these tools. Participants are expected to design a variety of learning experiences that are rooted in promising practices and that leverage these current and emerging technologies. 3 credits.
Prerequisite: None

Offered at: OL

EDT 820. Blended Learning. (3 Credits)
this learning community is devoted to understanding the practice, design, history, affordances and limitations of blended learning environments. This includes a focus upon blending face-to-face and digital learning experiences in order to improve student learning, provide new opportunities for customization and differentiation, and to capitalize upon the strengths of both face-toface and online learning environments. Students will learn about a variety of models for blending learning, including the rotation model (labrotation, flipped classroom, individual rotation), the flex model, the self-blended learning, and the enriched-virtual model. 3 credits.
Prerequisite: None

Offered at: OL

EDT 821. Educators as Game Designers. (3 Credits)

EDT 850. Strategies for Teaching and Learning with Learning Management Systems. (3 Credits)

EDT 851. Support and Troubleshooting for Teaching and Learning with Technology. (3 Credits)
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 students with hands-on practical training in planning, supporting, and troubleshooting technology in education. 3 credits.
Prerequisite: None

Offered at: OL

EDT 860. Games & Gamification in Educat. (3 Credits)

EDT 861. Educational Entrepreneurship. (3 Credits)

EDT 862. Design Thinking for Educators. (3 Credits)

EDT 863. The Future of Education. (3 Credits)

EDT 864. How to Design a School. (3 Credits)

EDT 865. Crash Course in Online Design. (3 Credits)
Offered at: OL

EDT 880. Internship in Ed Design & Tech. (1-3 Credits)
Offered at: OL

EDT 885. Research in Educational Tech. (3 Credits)
Offered at: OL

EDT 889. Applying Tech in the Classroom. (3 Credits)
provides participants with an opportunity to explore a variety of current and emerging educational technologies. 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. Each unit focuses upon a different teaching strategy or methodology followed by technologies that can ban be used as a lever for learning within that strategy/methodology. Examples of potential methods include lecture and storytelling, discussion-based learning, service learning, educational games and simulations, inquiry-based learning, and global classroom initiatives. 3 credits.
Prerequisite: None

Offered at: OL

EDT 890. Thesis/Project Completion Semi. (3 Credits)
Offered at: OL

EDT 892. Instructional Design. (3 Credits)
analyzes a variety of current and emerging instructional design models, learn to select and apply one or more of these models to the design of effective and engaging digital learning experiences, and gain firsthand experience with virtual teaming and other current approaches to collective knowledge and team-based instructional design. 3 credits.
Prerequisite: None

Offered at: OL

EDT 893. Theories of Learning & Design. (3 Credits)
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 cognitive load theory; emerging research on the brain and learning; as well as refining skills in finding, analyzing, and utilizing current research. 3 credits.
Prerequisite: None

Offered at: OL

EDT 894. Digital Literacy. (3 Credits)
the term "literacy" usually refers to the ability to read and write the written word. While these skills remain as important as ever, life in an increasingly technological world requires new literacies: information literacy, visual literacy, media literacy, and digital literacy. These literacies require that individuals develop skills related to reading and writing hypertext, the interpretation of visual stimuli and multimedia, as well as making sense of information that comes from a wide variety of sources and in a multiplicity of formats. Individuals must develop high level yet nuanced skills related to analyzing and synthesizing information, sifting through and contributing to the ever-expanding world of information in the digital world. Christian discipleship in the 21st century requires some of these same skills, developing discernment in this new world of information, connectivity, and collaboration; as well as the ability to effectively communicate the unchanging truths of God's world in digital culture. With these considerations in mind, this course will introduce participants to new literacies, affording them the opportunity to consider the nature and importance of equipping others with literacy skills for the 21st century while building their own literacy skills. 3 credits.
Prerequisite: None

Offered at: OL

EDT 895. Graduate Capstone Project. (3 Credits)
provides an opportunity to examine a problem, challenge or opportunity related to educational design and technology. This is an independent or small group project where the student(s) identifies the problem, challenge or opportunity; reviews the relevant peer-reviewed literature; develops a blueprint for addressing the issue; creates a culminating project; and provides a written reflection of the process of developing this project. This is typically the last course to be completed in the M.S. in Education – Educational Design and Technology. 3 credits.
Prerequisite: None

Offered at: OL

EDT 907. Multimedia in the Classroom. (3 Credits)
introduces 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. 3 credits.
Prerequisite: None

Offered at: OL

EDT 908. Crit Issues In Ed Tech. (3 Credits)
provides participants with an overview of important ethical issues related to educational technology and learning in a digital age. Participants will explore the cautions and concerns of researchers about technology-related trends in education. The goal is that participants will further develop the ability to make thoughtful technology-related decisions that take into account implications on the school culture, the overall school mission and vision, health and safety, social and psychological factors, along with ethical and theological convictions. 3 credits.
Prerequisite: None

Offered at: OL

EDT 927. Portfolio I. (0 Credits)
is a self-paced online tutorial that walks students through step one of the portfolio process for the Master of Science in Education - Educational Design and Technology. In this first step, students will become acquainted with the program goals and the portfolio process. They will then develop a shell or template for the electronic portfolio that will be used throughout the program. This should be completed during the first semester in the program. 0 credits.
Prerequisite: None

Offered at: OL

EDT 928. Portfolio II. (0 Credits)
is a self-paced online tutorial that walks students through step two of the portfolio process for the Master of Science in Education - Educational Design and Technology. In this second step, students will review the program goals and build upon the work that they started in Portfolio one, adding a number of artifacts related to the program goals. This should be taken once a student has completed four to six courses in the program. 0 credits.
Prerequisite: None

Offered at: OL

EDT 929. Portfolio III. (0 Credits)
is a self-paced online tutorial that walks students through the final step of the portfolio process for the Master of Science in Education - Educational Design and Technology. Students will build upon their work in Portfolio one and two in order to submit a final portfolio, demonstrating how the student has met or exceeded each of the program goals. 0 credits.
Prerequisite: None

Offered at: OL

EDT 939. School Leadership in Tech. (3 Credits)
provides principals, educators, and/or technology coordinators with the necessary knowledge, skills, and hands-on experiences to provide strong visionary technology leadership in their schools that will facilitate systemic, whole-school change that impacts student learning. Participants will come away from this course with a comprehensive technology plan for their school. (EDT 970 is a prerequisite for this course) 3 credits.
Prerequisite: None

Offered at: OL

EDT 940. Networking,Support,and Delivery Systems for Schools. (3 Credits)

EDT 945. Readings in Educational Tech. (3 Credits)
provides individual or groups of students with an opportunity to engage in personalized reading, research, design and/or development in the field of educational technology. Students work with an instructor to establish learning goals that clearly align with the overall M.S. in Education - Educational Design and Technology program goals. All proposals should include a focused area of study, a substantive review of scholarly resources, as well as the development of papers and/or projects that demonstrate meeting or exceeding the stated goals. On occasion, this course may be offered with a pre-determined focus or theme that was created in advance by the instructor (e.g. one-to-one laptop programs or teaching students to collaborate across networks). 3 credits.
Prerequisite: None

Offered at: OL

EDT 957. Bldng Online Learn Comm. (3 Credits)
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. 3 credits.
Prerequisite: None

Offered at: OL

EDT 970. Integrat Tech in the Classroom. (3 Credits)
Offered at: OL

EDT 971. Grants and Funding for Educational Technology Initiatives. (3 Credits)
students explore the process of finding and applying for grants and other funding. Students will identify potential programs aligned with the school's strategic goals, identify a list of potential funders, research funders, write a grant proposal, and develop a plan to evaluate the success of the project. Sample educational technology grants will be used to highlight key features of successful grants. Students will work in collaborative teams to review and provide constructive feedback to each other throughout the proposal writing process. Students interested in this course are strongly recommended to have prior experience with writing a technology plan. If they lack this experience, then it is suggested the student take EDT 639/939 prior to this course. 3 credits.
Prerequisite: None

International Business-Masters (MIB)

MIB 500. BUSINESS COMMUNICATIONS. (3 Credits)

MIB 501. CONSUMER BEHAVIOR. (3 Credits)

MIB 530. Global Production Systems. (3 Credits)
studies the structure and functioning of production systems within a manufacturing context. The complexity of international business operations is also studied. Topics include: plant location and operation, inventory control, transportation, technology acquisition (CAD/ CAM), work flow planning, JIT concepts and statistical quality control. Also covered is how each of the above topics generally relates to the global service environment. 3 credits.
Prerequisite: None

Offered at: CUAA

MIB 540. International Finance. (3 Credits)
presents the study of financial management in the global market-place. Topics will include foreign exchange, decisions relating to capital budgeting in relation to the flow of funds and the investment alternatives for management and investors. The operation of international financing markets will be presented. 3 credits.
Prerequisite: None

MIB 545. International Economics. (3 Credits)
presents a study of the theories of international trade, international monetary economics, the impact of government policies and multilateral treaties and trade agreements. 3 credits.
Prerequisite: None

MIB 555. International Marketing. (3 Credits)
involves the study and application of key marketing concepts to the international situations. Topics covered include: standardization vs. segmentation, marketing problem design and administration, and special problems. 3 credits.
Prerequisite: None

MIB 560. International Business. (3 Credits)
studies business with an international context, with special attention paid to the problems peculiar to international business, as well as current trends, such as drive toward European unity, GATT, NAFTA, and Pacific Rim developments. 3 credits.
Prerequisite: None

Offered at: OS

MIB 570. Study Abroad. (3 Credits)
allows students to travel abroad to experience business and cultures other than that available in the United States. Students will be immersed in an environment that will allow improved cultural awareness, communication skills and tactile learning. Special International Student Information: This class is available only to students for opportunities outside the home country of the international student. 3 credits.
Prerequisite: None

Offered at: CUW

MIB 801. RESEARCH METHODS. (3 Credits)

MIB 805. ECON GEOG/DEMOG. (3 Credits)

MIB 810. BUS ETHIC/INT'L MKTG. (3 Credits)

MIB 815. STAT RESEARCH. (3 Credits)

MIB 825. MGMT INFO SYST. (3 Credits)

MIB 830. Global Production Systems. (3 Credits)
studies the structure and functioning of production systems within a manufacturing context. The complexity of international business operations is also studied. Topics include: plant location and operation, inventory control, transportation, technology acquisition (CAD/ CAM), work flow planning, JIT concepts and statistical quality control. Also covered is how each of the above topics generally relates to the global service environment. 3 credits.
Prerequisite: None

Offered at: OL

MIB 835. INT'L MGMT. (3 Credits)

MIB 840. International Finance. (3 Credits)
presents the study of financial management in the global market-place. Topics will include foreign exchange, decisions relating to capital budgeting in relation to the flow of funds and the investment alternatives for management and investors. The operation of international financing markets will be presented. 3 credits.
Prerequisite: None

Offered at: OL

MIB 845. International Economics. (3 Credits)
presents a study of the theories of international trade, international monetary economics, the impact of government policies and multilateral treaties and trade agreements. 3 credits.
Prerequisite: None

Offered at: OL

MIB 855. International Marketing. (3 Credits)
involves the study and application of key marketing concepts to the international situations. Topics covered include: standardization vs. segmentation, marketing problem design and administration, and special problems. 3 credits.
Prerequisite: None

Offered at: OL

MIB 860. International Business. (3 Credits)
studies business with an international context, with special attention paid to the problems peculiar to international business, as well as current trends, such as drive toward European unity, GATT, NAFTA, and Pacific Rim developments. 3 credits.
Prerequisite: None

Offered at: OL

Legal Studies-Masters (MLS)

MLS 530. Admin Law & Process. (3 Credits)
examines the role played by administrative agencies in the American system of government, as well as their rulemaking, executive, and judicial powers. 3 credits. MMC 506 / 806 GROUP DYNAMICS AND LEADERSHIP (replaces COUN 506 and SPA 506) applies concepts of small task-oriented group communication to the life/work experiences of participants, emphasizing both micro and macro leadership skills. 3 credits.
Prerequisite: None

MLS 805. LEGAL RESEARCH. (3 Credits)

MLS 815. CONSTITUT LAW:1ST AMEND. (3 Credits)

MLS 820. LEGAL ETHICS. (3 Credits)

MLS 830. Admin Law & Process. (3 Credits)
examines the role played by administrative agencies in the American system of government, as well as their rulemaking, executive, and judicial powers. 3 credits.
Prerequisite: None

Offered at: OL

Managerial Comm-Masters (MMC)

MMC 506. Group Dynamics & Leadership. (3 Credits)
(replaces COUN 506 and SPA 506) applies concepts of small task-oriented group communication to the life/work experiences of participants, emphasizing both micro and macro leadership skills. 3 credits.
Prerequisite: None

MMC 520. Manag Comm Prac & Prin. (3 Credits)
examines major approaches to management, focusing on theories of employee motivation, morale, resource management, communication networks, upward and downward messages, and superior-subordinate relationships. Diagnostic instruments are utilized in analyses and evaluation of managerial communication, identifying strengths and limitations. Focus is on setting behavioral goals for improving communication skills. 3 credits.
Prerequisite: None

MMC 525. Eff Business Writing & Mrktplc. (3 Credits)
surveys writing techniques for public affairs and public relations including news releases, company publications, brochures, announcements, advertising, and media spots. Assignments stress tact, clarity, and conciseness in writing bad news, good news, and rejection letters. A segment on writing grant and research proposals are also included. 3 credits.
Prerequisite: None

MMC 540. Pub Speak:Reprt/Present. (3 Credits)
is a five-unit course that addresses the development of proficiency in organizing, researching, structuring, editing and presenting oral presentations, covering a diverse range of topics from delivery, visual aids, nonverbal communication, and voice, to argumentation, evidence, and emotional appeal. For those doing this course at a distance, speeches will be videotaped by the student and analyzed for areas of potential improvement. 3 credits.
Prerequisite: None

MMC 547. Adv Intrper Comm/Intrview. (3 Credits)
reviews theories and research findings about how relations develop or deteriorate in the work environment. Topics include listening, nonverbal communication, trust, empathy, self-disclosure, climate, and interpersonal conflict. 3 credits.
Prerequisite: None

MMC 801. RESEARCH METHODS. (3 Credits)

MMC 806. Group Dynamics & Leadership. (3 Credits)
(replaces COUN 506 and SPA 506) applies concepts of small task-oriented group communication to the life/work experiences of participants, emphasizing both micro and macro leadership skills. 3 credits.
Prerequisite: None

Offered at: OL

MMC 810. ORGANIZ COMM THEORY. (3 Credits)

MMC 811. CHRISTIAN ETHICS. (3 Credits)

MMC 820. Manag Comm Prog & Pract. (3 Credits)
examines major approaches to management, focusing on theories of employee motivation, morale, resource management, communication networks, upward and downward messages, and superior-subordinate relationships. Diagnostic instruments are utilized in analyses and evaluation of managerial communication, identifying strengths and limitations. Focus is on setting behavioral goals for improving communication skills. 3 credits.
Prerequisite: None

Offered at: OL

MMC 825. Eff Bus Wri & Mrkplc. (3 Credits)
surveys writing techniques for public affairs and public relations including news releases, company publications, brochures, announcements, advertising, and media spots. Assignments stress tact, clarity, and conciseness in writing bad news, good news, and rejection letters. A segment on writing grant and research proposals are also included. 3 credits.
Prerequisite: None

Offered at: OL

MMC 830. ADV INTERPERSON COMM. (3 Credits)

MMC 835. GROUP DYNAMICS. (3 Credits)

MMC 840. Pub Speak:Reprt/Presen. (3 Credits)
is a five-unit course that addresses the development of proficiency in organizing, researching, structuring, editing and presenting oral presentations, covering a diverse range of topics from delivery, visual aids, nonverbal communication, and voice, to argumentation, evidence, and emotional appeal. For those doing this course at a distance, speeches will be videotaped by the student and analyzed for areas of potential improvement. 3 credits.
Prerequisite: None

Offered at: OL

MMC 847. Adv Intrper Com/Intrvie. (3 Credits)
reviews theories and research findings about how relations develop or deteriorate in the work environment. Topics include listening, nonverbal communication, trust, empathy, self-disclosure, climate, and interpersonal conflict. 3 credits. 72 Concordia University Accelerated Learning Centers and Off Campus Offerings.3 credits.
Prerequisite: None

Offered at: OL

MMC 855. ORG BEHAVIOR. (3 Credits)

MMC 860. PUBLC RELAT:THRY/PRACT. (3 Credits)

MMC 886. Special Topics in Communicatio. (3 Credits)

Master of Product Development (MPD)

MPD 510. Food/Bev Prod Dev & Launch I. (3 Credits)
introduces students to the development process of a new food product in the marketplace. The focus of the course centers on an integrated, phased approach to product development in the food and beverage industry with focus on the retail grocery channel. Disciplines such as consumer insights, legal and regulatory, idea generation, concept definition and related business practices are explored in development of a new food product from concept to marketplace with the goal of delivering value to consumers and customers. 3 credits
Prerequisite: None

MPD 515. Food/Bev Prod Dev & Launch II. (3 Credits)
a continuation of Food and Beverage Product Development and Launch I. Introduces students to the development process of a new food product in the marketplace. The focus of the course centers on an integrated, phased approach to product development in the food and beverage industry with focus on the retail grocery channel. Disciplines such as consumer insights, concept testing, concept refinement and definition, commercialization, marketing and business practices are explored in development of a new food product from concept to marketplace with the goal of delivering value to consumers and customers. 3 credits
Prerequisite: None

MPD 516. Strategic Package Design. (3 Credits)
in -depth study of the planning and execution of consumer product packaging strategy. Exploration of how structural and graphic communication align with business goals and brand strategies. Emphasis on development of strategic framework. This is not a graphic design course. 3 credits
Prerequisite: None

MPD 517. Sales and Category Management. (3 Credits)
study of retail category management principles and process. Understanding of merchandising strategies applied by retailers to optimize consumer shopping and drive sales within various categories. Explore different distribution channels (grocery, club, mass merchandisers, convenience, etc.) and their differences. Understand and apply sales management strategies when introducing new products to market. 3 credits
Prerequisite: None

MPD 518. Consumer Insights. (3 Credits)
study of the many consumer research options available through product and advertising development. Pre and Post testing and validation research methodologies will be explored in detail. Insights uncovered in each phase will be discussed and benefits of research methodology understood. 3 credits
Prerequisite: None

MPD 530. Global Production Operations. (3 Credits)

MPD 533. New Venture Form & Bus Develop. (3 Credits)

MPD 534. Principles of Drug Design and Development. (3 Credits)
Offered at: CUW

MPD 543. Industry Leader Seminar Series. (1,2 Credits)
Offered at: CUW

MPD 545. Sustainability & Social Entrpr. (2 Credits)

MPD 560. Int Prop & Reg Con in Prod Dev. (3 Credits)

MPD 593. Analyt Char of Drugs Oth Chems. (3 Credits)
Offered at: CUW

MPD 595. Pharm Manufact & Process Chem. (3 Credits)
Offered at: CUW

MPD 596. Advanced Pharmaceutical and Process Chemistry. (3 Credits)
develops an appreciation for the application of federal laws, regulations and legal precedence affecting the employment relationship. Students examine major labor and employment topics such as the National Labor Relations Act and the major federal discrimination laws impacting union and non-union environments. 3 credits.
Prerequisite: AL 359 Human Resource Management.

Offered at: CUW

MPD 597. Product Development Project. (2 Credits)
Offered at: CUW

MPD 598. Biopharmaceutics & Drug Repurposing with GXP. (3 Credits)

MPD 599. Formulation & Delivery Forms. (3 Credits)
Offered at: CUW

MPD 810. Food/Bev Prod Dev & Launch I. (3 Credits)
introduces students to the development process of a new food product in the marketplace. The focus of the course centers on an integrated, phased approach to product development in the food and beverage industry with focus on the retail grocery channel. Disciplines such as consumer insights, legal and regulatory, idea generation, concept definition and related business practices are explored in development of a new food product from concept to marketplace with the goal of delivering value to consumers and customers. 3 credits
Prerequisite: None

MPD 815. Food/Bev Prod Dev & Launch II. (3 Credits)
a continuation of Food and Beverage Product Development and Launch I. Introduces students to the development process of a new food product in the marketplace. The focus of the course centers on an integrated, phased approach to product development in the food and beverage industry with focus on the retail grocery channel. Disciplines such as consumer insights, concept testing, concept refinement and definition, commercialization, marketing and business practices are explored in development of a new food product from concept to marketplace with the goal of delivering value to consumers and customers. 3 credits
Prerequisite: None

MPD 816. Strategic Package Design. (3 Credits)
in-depth study of the planning and execution of consumer product packaging strategy. Exploration of how structural and graphic communication align with business goals and brand strategies. Emphasis on development of strategic framework. This is not a graphic design course. 3 credits
Prerequisite: None

MPD 817. Sales and Category Management. (3 Credits)
study of retail category management principles and process. Understanding of merchandising strategies applied by retailers to optimize consumer shopping and drive sales within various categories. Explore different distribution channels (grocery, club, mass merchandisers, convenience, etc.) and their differences. Understand and apply sales management strategies when introducing new products to market. 3 credits
Prerequisite: None

MPD 818. Consumer Insights. (3 Credits)
study of the many consumer research options available through product and advertising development. Pre and Post testing and validation research methodologies will be explored in detail. Insights uncovered in each phase will be discussed and benefits of research methodology understood. 3 credits
Prerequisite: None

MPD 830. Global Production Operations. (3 Credits)

Master of Social Work (MSW)

MSW 530. Dual Disorders. (3 Credits)

MSW 565. Drugs, Society & Human Behav. (3 Credits)

MSW 575. Understanding Death & Dying. (3 Credits)

MSW 592. Aging and the Social Env. (3 Credits)

MSW 599. Special Topics. (3 Credits)
the special topics elective is designed to illuminate important issues or hot topics facing society / social work practitioners, or areas of practice such as theoretical application. The area of study interest is announced when scheduling.
Prerequisite: None

MSW 600. Adv Human Behavior Social Env. (3 Credits)
this course examines human development from birth to death through the systemic lens of the family and larger society. It examines the development of relationships and the effect on individual development. Utilizing a systemic perspective students will learn how diversity, culture, changes in family patterns and life-styles, and expanding life expectations have impacted individuals, families, and the larger society.
Prerequisite: None

Offered at: CUW

MSW 610. Gen Pract I: Individ & Fam. (3 Credits)
students learn a variety of foundational skills, methods and theories needed to work with individuals and families at all systemic levels. Students will learn to use the Generalist Practice Model in assessment, planning, and implementation of services for clients, and the importance of evaluating the effectiveness of one's own practice. They engage in discussions of the ethical framework that guides social work practice, and the tensions encountered in practice. Among the knowledge established is a solid understanding of the Strengths Perspective, Systems Theory, and Solution focused interventions.
Prerequisite: None

Offered at: CUW

MSW 615. Generalist Practice II: Groups, Organizations & Communities. (3 Credits)
this course uses the generalist practice model to examine groups and group processes as manifested in communities and organizations. Students will learn the skills and techniques of group practices, the process of planning, engagement, and assessment of group members and their organizations at multiple levels of practice. Students will apply knowledge and skills to assess the environment and create change at the community and organizational levels of practice. Theoretical frameworks utilized include Systems Theory and the Strengths perspective.
Prerequisite: None

MSW 620. Social Policy & Advocacy. (3 Credits)
the course provides a framework for macro practice, analyzing social policy, developing and implementing policy, evaluating the effectiveness of policy, and advocating for change. The theoretical base for this class is the Strengths Perspective. Used in policy practice, the Strengths Perspective is grounded in social work values of self-determination, social justice, and respect for diversity. The text focuses on the strengths and resources of people, their environments rather than pathologies. The text focuses on developing critical thinking, applying knowledge to practice, and analyzing the potential impact of policies.
Prerequisite: None

MSW 650. Research Methodologies. (3 Credits)
this basic research methods course introduces students to the important role that research holds in social work practice. This course provides basic knowledge on the differences between qualitative and quantitative research designs and when mixed methods designs are utilized. The course examines the process of proposal development, the selection of a research question/hypothesis and a design appropriate for exploration and response to the question/hypothesis. Design methods include exploratory research, explanatory research, descriptive designs, evaluative designs, and single-subject designs. The course also examines survey research and instrument development. Students learn to read research articles and identify various components of the article that represent the design.
Prerequisite: None

MSW 670. Advanced Field Education I. (3 Credits)
is taken concurrently with MSW 680 Advanced Field Seminar I. This course engages the student in the practice of beginning social work skills and tasks within an agency setting over a period of one semester (15 weeks). It is designed for the master-level student and requires an average of 16 hours per week in the agency for a minimum of 225 hours.
Prerequisite: None

Offered at: CUW

MSW 675. Advanced Field Education II. (3 Credits)
is taken concurrently with MSW 685 Advanced Field Seminar II. This course engages the student in the practice of beginning social work skills and tasks within an agency setting over a period of one semester (15 weeks). It is designed for the master-level student and requires an average of 16 hours per week in the agency for a minimum of 225 hours.
Prerequisite: None

MSW 680. Advanced Field Seminar I. (3 Credits)
is taken concurrently with MSW 670 Advanced Field Education I. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments.
Prerequisite: None

Offered at: CUW

MSW 685. Advanced Field Seminar II. (3 Credits)
is taken concurrently with MSW 675 Advanced Field Education II. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments.
Prerequisite: None

MSW 700. Administration & Supervision with Groups, Organizations & Communities. (3 Credits)
this course provides students with the skills and knowledge that will assist them in the ability to work with groups in administrative Social Work positions in organizations and communities. Students learn about working with groups of people at the mezzo and macro level of practice. They learn about team building, communicating, and the development of skills such as mediation and negotiation. Students will learn how to plan, implement, manage and evaluate projects designed to meet community needs. Students will learn about the implementation of policies into practice. They will integrate social work ethics into their knowledge base as it pertains to leadership roles, accountability, and professional supervision. Students will learn about strategic planning. They will learn about risk management, understanding and managing the decision-making processes, and actions needed to improve client experiences. They will learn about the everyday politics of organizational life, the importance of respectful conduct between colleagues, and the management of a continuously changing environment.
Prerequisite: None

Offered at: CUW

MSW 710. Advanced Practice: Individuals & Families. (3 Credits)
this course addresses the challenges individuals and families face in contemporary society. The primary emphasis is social work practice with families. Students learn and apply family theories as a framework for practice, and a lens through which to objectively engage, assess, intervene, and terminate practice with families. Students examine and reflect on the importance of evaluating practice, knowing what worked well and where professional change and growth need to occur. Students examine the importance of faith in the social environment. They explore, examine, discuss and reflect on the role of larger systems in society and the impact on family life.
Prerequisite: None

MSW 715. Adv Pract: Diverse & Vulnerable Pop. (3 Credits)
this course addresses issues of vulnerability and social justice experienced by individuals and families in today's world. The material covers categories of vulnerability such as AIDS, Alcoholism, Personality Disorders, and Depression. Other discussions will cover issues of life circumstances such as Immigrants and refugees, Returning servicewomen and veterans, survivors and victims of terrorism, homelessness, and children in foster care or bullying. Students will also explore and discuss the problems facing social work professionals. Issues to be discussed will include the significantly increasing difficulty of providing services to vulnerable populations, the concern serious problems continue to emerge in modern society and resources are not as available as experienced by previous generations.
Prerequisite: None

Offered at: CUW

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. Student will also develop the research question.
Prerequisite: None

Offered at: CUW

MSW 752. Research Project II. (3 Credits)
this is the second Research Project course in a series of three courses. Students will utilize the Literature Review developed in Research Project I to refine their research question, develop their methodology for research, and submit an application for IRB approval to conduct their research.
Prerequisite: None

MSW 754. Research Project III. (3 Credits)
this is the third Research Project course in a series of three courses. Students will collect data for their study. They will analyze the data and write the research report to be disseminated to the agency. They will develop a poster to be presented at the CUW student research poster presentation event.
Prerequisite: None

MSW 770. Advanced Field Education III. (3 Credits)
is taken concurrently with MSW 780 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 250 hours.
Prerequisite: None

Offered at: CUW

MSW 775. Advanced Field Education IV. (3 Credits)
is taken concurrently with MSW 785 Advanced Field Seminar IV. This course engages the student in the practice of beginning social work skills and tasks within an agency setting over a period of one semester (15 weeks). It is designed for the master-level student and requires an average of 16 hours per week in the agency for a minimum of 250 hours.
Prerequisite: None

MSW 780. Advanced Field Seminar III. (3 Credits)
is taken concurrently with MSW 770 Advanced Field Education III. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments.
Prerequisite: None

Offered at: CUW

MSW 785. Advanced Field Seminar IV. (3 Credits)
is taken concurrently with MSW 775 Advanced Field Education III. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments.
Prerequisite: None

MSW 790. SW Ethics & Christianity. (3 Credits)
this course will provide students with the ability to balance their own morals and values and Christianity with those of the social work profession using the NASW Code of Ethics as a foundational document. The study of social work values and ethics allows student to enhance the quality of services that are provided to clients and communities. Students will learn to reflect on their own values, analyze case situations, role-play social work-client interviews, and ponder over challenging ethical dilemmas. Students will learn that the correct response to an ethical dilemma is not always clear and that ethical decisions often are guided by existing policy, and practices, and balanced with one's own morals and value system. Students will study the NASW Code of Ethics, theory, decision-making frameworks, and the applicability of the Code of Ethics across all levels of practice, and balanced within the framework of the Christian faith.
Prerequisite: None

MSW 875. Understanding Death & Dying. (3 Credits)

MSW 892. Aging and the Social Env. (3 Credits)

Master Sci Rehabilitation Sci (MSRS)

MSRS 505. Scientific Writing in Rehabili. (4 Credits)
is intended to provide students with clear expectations about, and practice in, acceptable writing for graduate coursework. This course will: increase understanding of plagiarism and related ethical issues and increase knowledge of the structure of research papers in rehabilitation science. Students will choose an area of study for the research papers (e.g., pediatrics or orthopedics) 4 credits.
Prerequisite: None

Offered at: CUW

MSRS 515. Evidence-based Pract in Rehab. (4 Credits)
is designed to help practicing therapists acquire skills related to consuming rehabilitation research. 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. Students will choose an area of study to retrieve and review articles to complete a systematic review in an area of interest (e.g., pediatrics or orthopedics). 4 credits.
Prerequisite: None

MSRS 550. Adlt Neuro Cond & Pract Enviro. (4 Credits)
is designed to include both traditional didactic teaching-learning experiences in the classroom and off-campus clinical experiences. The course will provide a common basis of scientific knowledge associated with practice in the area of adult neurological conditions. 4 credits.
Prerequisite: None

MSRS 560. Pediatric Cond/Pract Environ. (4 Credits)
is designed to provide advanced training in evaluation and treatment of children. In addition to exposure to various pediatric therapy settings, the students will apply critical reading and appraisal skills learned in the evidence-based practice class. 4 credits.
Prerequisite: None

Offered at: CUW

MSRS 599. MSRS Independent Study. (1-3 Credits)

MSRS 610. Indust Rehab & Pract Environ. (4 Credits)
is designed to help practicing 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. 4 credits.
Prerequisite: None

Offered at: CUW

MSRS 620. Gerontological Cond & Pract En. (4 Credits)
is designed to include both traditional didactic teaching-learning experiences in the classroom and off-campus clinical experiences. The course will provide a common basis of scientific knowledge associated with practice in the area of gerontological conditions. The off-campus clinical experiences are intended to provide opportunities for several observational experiences that are related to gerontological conditions. 4 credits.
Prerequisite: None

MSRS 630. Adult Ortho Cond & Pract Env. (4 Credits)
is designed to include both traditional didactic teaching-learning experiences in the classroom and off-campus clinical experiences. The course will provide a common basis of scientific knowledge associated with practice in the area of adult orthopedic 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. 4 credits.
Prerequisite: None

MSRS 650. Research Proj & App in Intl Pr. (4 Credits)
is designed to prepare 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. Students will complete a systematic review on a therapy treatment approach of their choice (e.g., pediatrics or orthopedics). In addition, a meta-analysis will be done and students will present their findings in a class presentation and in a research poster session on campus. 4 credits.
Prerequisite: None

MSRS 734. Applied Ergonomics. (3 Credits)

Music (MUS)

MUS 511. Applied Voice. (1-2 Credits)
is private instruction in voice, including sacred repertoire for service and concert and vocal techniques. Repeatable. 1 - 2 credits.
Prerequisite: Consent of the Graduate Music Faculty.

Offered at: CUW

MUS 521. Applied Organ. (1-2 Credits)
is private instruction in organ either one private half hour or hour a week or one hour every two weeks. Advanced repertoire for service and concert, registration, performance practices, and performance readiness. Repeatable. 1 - 2 credits.
Prerequisite: Consent of the music faculty based on audition.

Offered at: CUW

MUS 522. Organ Literature. (3 Credits)
surveys the vast and varied gamut of organ literature, especially music appropriate for worship, including discussion of registration and performance practice. 3 credits.
Prerequisite: None

MUS 541. Graduate Theory Review. (3 Credits)
is a comprehensive review of undergraduate music theory and harmonic skills and concepts. The review enable students to specifically identify, remediate, and evaluate all the pertinent skills necessary to basic musicianship, including analysis, sight-singing, aural training and part-writing. These skills must be applied to harmonic concepts from diatonic materials through chromaticism in the designated sections. 3 credits.
Prerequisites: Successful undergraduate completion of music theory and harmony courses as well as the demonstration of these skills in a proficiency examination.

MUS 545. Composing & Arranging. (3 Credits)
explores the role of the church musician as composer and arranger. Assignments related to the specific needs of the parish: orchestration, hymn reharmonizations, arranging hymnody and the composition of original material. 3 credits.
Prerequisite: None

MUS 546. Composing for Handbells. (3 Credits)
incorporates group discussion as well as individual coaching in handbell composition. Areas include original composition, arrangements, transcriptions, writing for bells and instruments, and bells and voices. 3 credits.
Prerequisites: Music 242 or consent of the instructor.

MUS 551. Choral Conducting. (3 Credits)
further develops conducting skills with emphasis on specific problems associated with the choral repertoire. Discussion of the choral rehearsal, plus work on specific advanced techniques. 3 credits.
Prerequisite: None

MUS 552. Choral Literature. (3 Credits)
surveys the field of choral music from about 1450 AD to the present, including discussion of stylistic tendencies and performance practice. Emphasis is placed on sacred choral music. 3 credits.
Prerequisite: None

MUS 556. CIONDUCTING HANDBELLS. (3 Credits)

MUS 559. Choral Techniques. (3 Credits)

MUS 561. Issues In Church Music. (3 Credits)

MUS 565. Survey of Christian Hymnody. (3 Credits)
explores the development of hymnody from Bible times to the present and helps develop knowledge of the large scope of hymnic literature and its ever-changing usage in worship. 3 credits.
Prerequisite: None

Offered at: CUW

MUS 569. Issues in Church Music. (3 Credits)
identifies current significant worship issues facing church musicians, provides opportunities for comparing and contrasting approaches to dealing with these issues, and acquaints the student with important resources for making effective decisions in the current American worship milieu. 3 credits.
Prerequisite: None

MUS 571. Music Heritage of the Church. (3 Credits)
studies the music of the church from early times through the 19th century. Analytical listening; singing and playing of church music. 3 credits.
Prerequisite: None

MUS 585. Handbell Methods. (3 Credits)
provides basic techniques of handbell ringing; experience in performing handbell music, and planning and organizing a handbell choir. 3 credits.
Prerequisite: None

MUS 586. Conducting Handbells. (3 Credits)
provides individual coaching with a conducting class "handbell choir" with specific regard to physical rationale, hand posture, field of beating, considerations unique to handbells and video-taping. 3 credits.
Prerequisites: one undergraduate conducting course or consent of instructor.

MUS 591. Practicum. (3 Credits)

MUS 596. INDEPENDENT STUDY. (1-3 Credits)

MUS 597. INDEPENDENT STUDY. (3 Credits)

MUS 598. CHURCH MUSIC PRACTICUM. (1-3 Credits)

MUS 599. Recital, Service, Concert. (3 Credits)
provides a culminating experience in applied music. This course is taken in place of the student's applied music courses in the semester during which the recital is given. 3 credits.
Prerequisite: Departmental approval.

Offered at: CUW

MUS 641. Form and Analysis. (3 Credits)

MUS 642. Form and Analysis. (3 Credits)
is a study of standard musical forms and structures and their organizing principles. It will familiarize students with the musical events that indicate important points in the design of a composition. 3 credits.
Prerequisite: None

MUS 686. Handbell Performance. (3 Credits)
provides a comprehensive hands-on bell choir experience, including repertoire selection, bell assignments, mind/muscle memory, technical/physical logistics, musicality, unity and coherence in performance, effects of acoustics, and the spiritual element. 3 credits.
Prerequisite: None

Nursing-Grad (MSN)

MSN 538. Advanced Health Assessment. (3 Credits)
provides in-depth study of and experience in advanced health assessment. It utilizes a systematic approach that integrates aspects of past nursing courses and learning experiences into the implementation of critical thinking.
Prerequisite: None

MSN 820. Basic Statistics for Health Care Professionals. (3 Credits)
this course is designed to help health care professionals acquire skills related to consuming and producing research. Students are exposed to basic concepts of research methodology and a review of basic statistics that enhances skills with developing and consuming scientific literature. This course provides the student with critical reading and appraisal skills that will be used in the health care setting as evidence-based practitioners. 3 credits.
Prerequisite: None

Offered at: OL

MSN 830. Healthcare Policy & Issues in Advanced Nursing. (3 Credits)
Students will explore a variety of healthcare issues facing advanced nursing practice by becoming involved at a personal and collaborative level in healthcare policy. Students will analyze national and local nursing organizations and advocacy initiatives, evaluate the pros and cons of public and private reimbursement policies, and explore healthcare quality and the influence of emerging technologies, economic, political, sociocultural, and ethical factors on healthcare outcomes. 3 credits.
Prerequisite: None

Offered at: OL

MSN 834. Theoretical Foundations for Adv Nursing Roles and Interprofessional Collaberation. (3 Credits)
In this course, students explore and evaluate leadership theory and models of advanced nursing roles and interprofessional collaboration. Theoretical foundations are analyzed within a Christian ethical framework related to conflict management, leadership, and education to improve health outcomes. The role of interprofessional collaboration in delivering safe patient care is examined. 3 credits.
Prerequisite: None

Offered at: OL

MSN 836. Advanced Pathophysiology Across the Life Span. (3 Credits)
the student will gain increased understanding of various physiological systems and the pathophysiology of frequently encountered primary care conditions across the lifespan and in special populations. In-depth case analysis of risk factors, pathophysiological changes, and associated clusters of signs and symptoms are investigated. Pathophysiological theories and evidence-based research as a basis for advanced nursing practice are studied. 3 credits
Prerequisite: BIO 850.

Offered at: OL

MSN 839. Advanced Health Assessment for Nurse Educators. (2 Credits)
This course builds on the student's previous health assessment knowledge, offering more advanced health assessment content to provide the foundation for the advanced professional nursing role and for the nurse educator role in all educational setting. 2 credits
Prerequisite: None

MSN 840. Advanced Evidence-Based Nursing Practice. (3 Credits)
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. 3 credits.
Prerequisite: None

Offered at: OL

MSN 845. Role Transition for APN. (2 Credits)
in this course, students explore the history of the advanced practice nurse and the role of the nurse practitioner in providing high quality primary health care. The focus of the course is on the role transition from registered nurse to an advanced practice nurse. Topics include family-focused care, clinical education, clinical placement, professionalism, ethics, and reimbursement. 2 credits.
Prerequisite: None

Offered at: OL

MSN 851. Adv Prim Care Clin I-FNP. (4 Credits)
this didactic and clinical course explores symptoms, differential diagnosis, diagnostic evaluation, and the management of common episodic and chronic health conditions throughout the adult lifespan. This course emphasizes evidence-based practice, health promotion and disease prevention as well as illness. 4 credits.
Prerequisite: MSN 538.

Offered at: OL

MSN 852. Adv Prim Care Clin II-FNP. (4 Credits)
in this graduate didactic and clinical nursing course, the focus is on the assessment and treatment of individuals presenting with episodic and chronic health conditions in primary health care settings with an emphasis on common health problems across the life span. Integration of pathophysiology, advanced health assessment and pharmacotherapeutics with an emphasis on preventative evidenced based nursing interventions is incorporated into didactic and clinical learning experiences. Students gain experiences with community partnerships in developing prevention interventions at the community level. 4 credits.
Prerequisite: MSN 851.

Offered at: OL

MSN 853. Adv Prim Care Clin III-FNP. (4 Credits)
This didactic and clinical course explores symptoms, differential diagnoses, diagnostic evaluation, and the management of common episodic and chronic health conditions throughout the lifespan. Integration of theory, pathophysiology, health assessment and pharmacotherapeutics for the pediatric and older adult population along with women's health issues will be highlighted. This course emphasizes evidence based practice, health promotion and disease prevention. 4 credits.
Prerequisite: MSN 852.

Offered at: OL

MSN 860. Foundations of Healthcare Informatics. (3 Credits)
this course provides an overview of health informatics with emphasis on the factors that helped create and sustain this field, the key players involved, and the impact health information technology is having on the delivery of care in a rapidly changing healthcare marketplace. 3 credits.
Prerequisite: None

Offered at: OL

MSN 865. Adv Prim Care Clin I-AGPCNP. (4 Credits)
this didactic and clinical course explores symptoms, differential diagnosis, diagnostic evaluation, and the management of common episodic and chronic health conditions throughout the adult lifespan. This course emphasizes evidence-based practice, health promotion and disease prevention as well as illness. 4 credits.
Prerequisite: MSN 538.

Offered at: OL

MSN 866. Adv Prim Care Clin II-AGPCNP. (4 Credits)
in this graduate didactic and clinical nursing course, the focus is on the assessment and treatment of individuals presenting with episodic and chronic health conditions in primary health care settings with an emphasis on common health problems across the life span. Integration of pathophysiology, advanced health assessment and pharmacotherapeutics with an emphasis on preventative evidenced based nursing interventions is incorporated into didactic and clinical learning experiences. Students gain experiences with community partnerships in developing prevention interventions at the community level. 4 credits.
Prerequisite: MSN 865.

Offered at: OL

MSN 867. Adv Prim Care Clin III-AGPCNP. (4 Credits)
This didactic and clinical course explores symptoms, differential diagnosis, diagnostic evaluation, and the management of common episodic and chronic health conditions throughout the adult lifespan. Integration of theory, pathophysiology, health assessment, and pharmacotherapeutics for the older adult in the outpatient setting will be highlighted. This course emphasizes evidence based practice, health promotion and disease prevention. Prerequisite MSN 866. 4 credits.
Prerequisite: None

Offered at: OL

MSN 871. NE I: Role Transition for Nurse Educator. (3 Credits)
In this course, the student is socialized into the nurse educator role. Theory includes background and current influences on the nurse educator role and the development of advanced nursing education knowledge as well as the factors that influence design, implementation, and evaluation of curriculum. The focus of the practicum experience is advancing the specialty area of nursing practice beyond the baccalaureate level and within the role as a member of the interdisciplinary practice team. 3 credits.
Prerequisite: None

MSN 872. NE II Instructional Design In Nursing Education II: Classroom Teaching. (3 Credits)
The course focus is on the development of teaching/learning strategies and methods for educating associate or baccalaureate degree nursing students in the classroom setting (which may include simulation learning environments and skills labs). Multiple theories of learning and effective classroom instruction are explored and applied in course assignments. Consideration is given to diverse student learning needs, use of technology in teaching and needs of students related to generational differences. Assessment and evaluation of teaching effectiveness, curriculum development and program evaluation are discussed in detail with students, who then apply this new knowledge at their practicum setting via site assessment. 3 credits.
Prerequisite: None

Offered at: OL

MSN 874. Instructional Design in Nursing Education: NE III Clinical Teaching. (3 Credits)
In this course, emphasis is on developing skills in effective teaching, assessment and evaluation of learning, and patient safety in the clinical environment. This may include simulation learning environments and skills labs. Theoretical and scientific underpinnings for practice are used to socialize students into the nurse educator role. The nurse educator student will develop skills in teaching clinical reasoning, priority setting, and transfer of knowledge from the didactic setting to the patient care setting. Assessment and evaluation of student learning, student and patient safety, and teaching effectiveness are discussed in detail. 3 credits.
Prerequisite: None

MSN 875. Nurse Educator Capstone. (1 Credit)
the capstone course is a two-semester culminating experience that provides students with an opportunity to synthesize and apply new knowledge gained from theoretical and practicum experiences in the MSN Nurse Educator program. Under the guidance of a faculty mentor, students are expected to write a substantive scholarly literature review on a question or problem of their choice related to nursing education or the clinical setting. During the final semester of the program, the student develops an e-Portfolio that demonstrates achievement of MSN program outcomes and NLN Nurse Educator competencies. 1 credit.
Prerequisite: None

Offered at: OL

MSN 877. Eval and Testing in Nursing Ed. (3 Credits)
In this course students develop the theoretical basis for assessing learning in the classroom, laboratory, online environment, and clinical setting. Students learn to construct test questions including those that measure higher level learning, develop test items similar to licensure and certification examinations, prepare assessment methods for courses, evaluate written assignments, plan and construct tests, score and analyze tests, and develop a clinical evaluation tool. Direct and indirect measures for program evaluation are explored. Ethical and legal principles, research and other evidence are applied to the evaluation of learning. This course is applicable for teachers in any setting who are involved in evaluating students, nurses, or other health care professionals. 3 credits.
Prerequisite: None

Offered at: OL

MSN 880. Independent Studies in Graduate Nursing. (1-3 Credits)

MSN 892. Global Perspectives in Health Care. (3 Credits)
this course is designed to provide students with an opportunity to examine their own cultural beliefs, biases, and practices while learning about a culture different from their own. Graduate students will explore the opportunities and challenges present in underdeveloped nations and the beliefs, customs, and practices of the people who reside there in order to develop a global perspective of culture. Students may also have an opportunity to provide nursing care in various clinical settings in these countries. 3 credits.
Prerequisite: None

Offered at: OL

Occupational Therapy-Grad (OT)

OT 521. Foundational Concepts in Occup. (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 discussed in the OT literature and declared as important threads in the CUW OT Program curriculum. These include: 1) philosophical assumptions about the nature and therapeutic value of occupation (occupation-centered practice); 2) the importance of the collaborative nature of the client-therapist relationship (client-centered practice); 3) the role of scientific research evidence in making clinical decisions (evidence-based practice); and 4) the importance of service in professional and personal activities. In addition, important events and trends in occupational therapy's history will be discussed. Moreover, the role of professional ethics is introduced. Practical issues related to the profession of occupational therapy are also introduced, these include: various arenas or contexts of practice; important documents in OT; OT organizations; supervisory relationships (i.e., OTR-COTA); professional certification and licensure issues; and the importance of political involvement. 3 credits.
Prerequisite: None

Offered at: CUW, OL

OT 523. Clinical Kinesiology. (3 Credits)
this course covers anatomical and mechanical principles of human movement and the application of these fundamentals to the analysis of motor skills. The lab will focus on the observation and evaluation of human movement. Pre-requisites: Admission to the MOT program. 3 credits.
Prerequisite: None

Offered at: CUW

OT 529. Assessment Skills. (3 Credits)
this course covers the beginning professional skill set of client-centered evaluation and use of the occupational therapy process. Students will learn the basic process of performing evaluations following a standardized and non-standardized format, documenting results and the importance of cooperation with the occupational therapy assistant in the screening and evaluation process. Students will also learn to recognize influences on outcomes and how to compare client scores to normative data. This course will cover the skills needed to perform a number of basic evaluations, such as the pinch, grip and 9-hole peg tests, in addition to the skills of observation, interviewing, and use of checklists and rating scales. Psychometric aspects of measurement tools (reliability, validity, etc.) will also be addressed. 3 credits.
Prerequisite: None

Offered at: CUW

OT 530. Practice Skills. (3 Credits)
this course will focus on the OT skills needed to assist patients in occupational engagement and participation. The students will complete occupational profiles and occupational performance analysis while learning how to grade/adapt activities. Students will learn how to train others in adaptive equipment, ADLs, and adaptive techniques. Basic transfer techniques, patient handling skills, wheelchair mechanics, and bed mobility will also be explored. 3 credits.
Prerequisite: None

OT 535. Global Ed:Curacao. (3 Credits)
this elective course is intended to provide the student with an opportunity for cultural experiences of alternative therapies for children by internationally trained therapists. This course will encourage students' awareness of investigation into alternative therapies and how families from other cultures interact with therapists to support the growth and development of their children with disabilities. 3 credits.
Prerequisite: None

OT 536. Global Education:Nepal. (3 Credits)
this elective course is intended to provide the student with an opportunity for cultural experiences through evaluation and screening of individuals in a developing country where basic health care needs are severely lacking. This course will encourage compassion for the impoverished and will allow the student a chance to complete assessments, create treatment strategies, and/or provide education when limited resources are available. There will be structured occasions to share the Gospel of Jesus Christ to individuals through drama, song, crafts and play. Education to teachers and therapists will be offered through training the trainer activities. 3 credits.
Prerequisite: None

OT 537. Global Education: Nicaragua. (3 Credits)

OT 540. Scientific Inquiry I. (3 Credits)
this course is designed to help occupational therapy students acquire beginning level skills related to consuming research. Fundamental scientific inquiry skills related to reading, understanding, and appraising the rehabilitation research literature for the purpose of evidence-based practice is emphasized. This course provides the student with critical reading and appraisal skills that will be used in clinical courses and fieldwork assignments. Students are also exposed to basic concepts of research methodology and a review of conceptually-based statistics that further enhances skills with consuming the scientific literature. 3 credits.
Prerequisite: None

Offered at: CUW

OT 546. Group Skills. (3 Credits)
this course focuses on the use of group dynamic techniques in occupational therapy. Emphasis will be on developing skills and competencies necessary to function as a group leader while working with diverse populations. The concept of therapeutic groups will be explored as well as their function and structure as a psychosocial approach to treatment. A variety of therapeutic groups and topics will be presented along with ethical group leadership. Students will have the opportunity to lead a variety of groups. 3 credits.
Prerequisite: None

Offered at: CUW

OT 548. Group Clinical Practicum. (1 Credit)
This fieldwork practicum coincides with teachings in OT 546 Group Skills. This course will focus on the OT skills needed to effectively plan and lead group sessions. Assignments for the students in this fieldwork will be in conjunction with lessons and objectives of the OT 546 course. Concurent enrollment in OT 546: Group Skills is required. 1 credit.
Prerequisite: None

Offered at: CUW

OT 561. Rehabilitation Science: Neurorehabilitation. (3 Credits)
this is a professional skills course focusing on occupational therapy treatment of people with typical neurological conditions and diagnoses. Principles of Brunnstrom, Rood, PNF and Bobath will are examined. There is opportunity to compare and contrast evidence in the literature about motor learning theories, reflex-hierarchical and other approaches. Areas of sensation, perception, cognition and effects of traumatic brain injury and SCI are included. Students learn treatment techniques and handling practices in relation to how these are provided within a framework of occupation. Experiences on human volunteers are incorporated as possible to enhance the practical application of theories and skills learned in didactic coursework, and to emphasize learning about how to provide client-centered care with these populations. Documentation and treatment planning learning activities incorporate elements of activity analysis learned in previous semesters. Finally, when and in what contexts patients are seen is examined in this course. 3 credits.
Prerequisite: None

Offered at: OL

OT 564. Health & Wellness Promotion for OT. (2 Credits)
this course will introduce the student to health promotion. The concept of health promotion will be discussed through the exploration of wellness models and key components of health promotion and wellness. The student will be able to discuss the difference between rehabilitation and health promotion. This course will provide learning experiences that will enable the student to identify opportunities for the provision of health promotion services as an occupational therapist. Environments for health promotion will be explored that include traditional and nontraditional environments such as school systems and social systems in the community. Students will develop a community presentation in this course that they will deliver in a fieldwork experience in OT 566 Psychosocial Aspects of Wellness Fieldwork. Concurrent registration in OT 566 is required. 2 credits.
Prerequisite: None

OT 565. Psychosocial Practice. (3 Credits)
this course covers the diagnosis and treatment of psychiatric disorders, focusing on how these diagnoses affect functioning. Psychiatric disorders across the lifespan will be reviewed along with occupational therapy theories/models of interventions and assessments. Students will explore the role of occupational therapy in different contexts where individuals with a mental illness receive treatment and other providers of psychiatric intervention will be reviewed including discussion and understanding of dual diagnosis and addictions. Students will practice documentation of occupational therapy including documentation for reimbursement agencies. 3 credits.
Prerequisite: OT 546 Group Skills.

Offered at: CUW, OL

OT 566. Psychosocial Aspects of Wellness Fieldwork. (1 Credit)
this course develops OT skills to provide education and effectively address psychosocial barriers to health and wellness in a community setting. This course is a fieldwork experience. Assignments for students in this fieldwork will be in conjunction with lessons in the OT 564 Health & Wellness Promotion for OT course. Concurrent registration in OT 564 is required. 1 credit.
Prerequisite: None

OT 569. Scientific Inquiry II. (3 Credits)
this course is the second in the sequence of three courses designed to help students hone their critical inquiry skills. Students will continue to critically read and critique professional literature and determine its applicability to clinical practice. This course will reinforce what was learned in OT 540 and cover more advanced topics such as: clinical decision making; patient values; qualitative research; and the integration of the best research evidence, with patient values, and clinical expertise to create evidence based decisions. 3 credits.
Prerequisite: OT 540.

Offered at: OL

OT 571. Work Practice. (3 Credits)
this course is designed to introduce students to issues related to work performance, including work conditioning, work hardening, functional evaluation, supported employment, job coaching, job analysis, and basic ergonomic principles. 3 credits.
Prerequisite: None

Offered at: CUW, OL

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 or related professional. Students will observe and practice in the clinical setting performance of assessments, guided interventions, and OT management processes. 1 credit.
Prerequisite: None

Offered at: CUW

OT 575. Fieldwork Seminar. (0 Credits)
the Fieldwork Seminar takes place in the students 4th semester and was created to review key concepts prior to the students entering their Level II Clinical. Students will apply concepts from other classes and rediscover key skills that are needed to complete clinicals successfully. Students will be challenged to integrate key concepts such as professional communication, transfers, modalities, and Interdisciplinary treatment to name a few. Students will also discuss fieldwork scenarios they will encounter and evaluate possible solutions. Students are expected to attend all classes. (Pass/Fail). 0 credits.
Prerequisite: None

Offered at: CUW

OT 580. Pediatric Practice. (4 Credits)
this course will lay the foundation for the study of occupational therapy in pediatric settings through exposure to a variety of developmental disabilities, treatment interventions, and areas of practice. The developmental cycle from conception to adolescence will be reviewed along with works of major theorists. Class labs will expose students to elementary handling and treatment techniques that can be employed in Level I Fieldwork placement. 4 credits.
Prerequisite: None

Offered at: CUW

OT 582. Scientific Inquiry III. (3 Credits)
this course is the last in the sequence of three courses designed to help students become both critical readers (consumers) of the scientific literature in rehabilitation and beginning level producers. The primary focus of this course is implementation of the research skills learned in the previous two courses. Students will begin and/or complete data collection, enter collected data and run appropriate analyses on PC-based statistical packages. Students will write up results and discussion and present findings in scientific poster format to faculty and students at CUW and possibly state or national conference. 3 credits.
Prerequisite: None

OT 584. Adult Clinical Practicum. (2 Credits)
this course provides students with hands on experience in an adult physical disabilities clinical setting under the supervision of an occupational therapy fieldwork educator. Students will observe and practice in the clinical setting performance of assessments, guided interventions, and OT management processes. 2 credits.
Prerequisite: None

Offered at: CUW, OL

OT 586. Rehabilitation Science: Orthopedics. (3 Credits)
this course will provide students with a client-centered, evidence-based forum to learn about the theories and methods used by occupational therapists for the evaluation and treatment of individuals with orthopedic physical impairments. Pre-requisites: OT 523 and BIO 550. 3 credits.
Prerequisite: None

Offered at: CUW, OL

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. 3 credits.
Prerequisite: None

Offered at: CUW, OL

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. 3 credits.
Prerequisites: all previous coursework and successful completion of all Level I Fieldwork.

Offered at: CUW

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. 3 credit hours.
Prerequisite: None

Offered at: CUW

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. Advocacy, service, professional development, ethics, and spirituality will be explored within OT practice. 3 credits.
Prerequisite: None

Offered at: CUW, OL

OT 603. Practice Management. (3 Credits)
this course provides the necessary skills and understanding to recognize, interpret, plan and apply multiple business factors as related to the basic practice of occupational therapy. It will allow for the entry level occupational therapist to become well versed in various economic, political, regulatory, and multi- disciplinary factors that are faced in today's occupational therapy settings. There will be an emphasis placed on reimbursement for services, marketing and specialization, ethics and supervision, licensure and credentialing, entrepreneurial thought processes, and practice building. The practical goal of this course is to educate the entry level occupational therapist in the business of occupational therapy. This will be done through thought provoking discussion, experiential classroom lectures/activities and practical based projects to aide in the development of critical reasoning and understanding of current business models within the field of occupational therapy. 3 credits.
Prerequisite: None

Offered at: CUW

OT 605. Community Practice. (3 Credits)
this course provides 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 are explored. 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. 3 credits.
Prerequisite: None

Offered at: CUW, OL

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. 6 credits.
Prerequisite: all didactic coursework.

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. 6 credits.
Prerequisites: all didactic coursework and OT 620.

Offered at: CUW, OL

OT 624. Level II Fieldwork III. (1-6 Credits)
see description for OT 620/622 Level II fieldwork. OT 624 is an optional course with credits awarded depending on number of hours. Variable credits. Global Education Experience - Electives
Prerequisite: None

OT 640. Clinical Implications. (3 Credits)
this course will focus on the foundational knowledge of many diseases evaluated and treated by occupational therapists. The course reviews basic pharmacology and explores the physiological changes which occur with wounds, scars, edema, cardio/pulmonary, vascular, oncology, and other organ systems. Students will be introduced to equipment commonly seen in the acute care setting. Students will also be given case studies that will challenge them to explore different diagnoses and lab values commonly seen in the acute care setting. 3 credits.
Prerequisite: None

Offered at: OL

OT 645. Gerontology and Assistive Technology Concepts to Promote Occupational Performance. (3 Credits)
this course examines the impact of the aging process on engagement in occupation. The role of OT in rehabilitation, habilitation, and promotion of health and wellness for older adults will be explored, along with special considerations when working with this population. A secondary focus of the course is to learn the role of assistive technology in supporting participation in occupations throughout the adult lifespan. 3 credits.
Prerequisite: None

OT 701. Information Technology Lab . (3 Credits)
this course provides an orientation to online learning and the Transitional Master of Occupational Therapy Program (TMOT) for students entering the master's level. As a lab course, the focus is on experiencing the skills needed for active participation in online graduate level courses. This lab is designed to orient you pragmatically to Concordia University and the Occupational Therapy program while developing the skills needed to be successful. Within the course students will establish initial contact with their academic advisor.
Prerequisite: None

OT 901. Prof Writing for Occup Therap. (3 Credits)
this course provides an overview of techniques and tools for developing scholarly writing projects for evidence based clinical practice. Students will focus on understanding the process of knowledge dissemination and use of electronic tools for evidence retrieval, reference management, and methods for dissemination of scholarly information. 3 credits.
Prerequisite: None

OT 910. OT Theory & Conc Current HC En. (3 Credits)
this course will introduce students to current policy influencing the future direction of the profession of occupational therapy. Students will investigate these changes as they relate to the theoretical underpinnings of the profession and analyze changes and trends in occupational therapy over time. 3 credits.
Prerequisite: None

OT 911. Adv. Evidenced-Based Practice. (4 Credits)
this course will help students develop advanced skills in evidence-based occupational therapy practice. Students will demonstrate a working knowledge of research methodology and statistics to continue to hone their skills in critical appraisal of scientific literature. Students will search for scientific evidence, read and critically appraise the evidence, and apply this information to clinical decision making. Students will consider topics in this course that may develop into their capstone project. 3 credits.
Prerequisite: None

OT 915. Occupational Science. (3 Credits)
this course will examine the relationship of occupation to health and well-being. Students will investigate how theories of occupation bring about change in their client populations through application of client-centered, occupationbased clinical practices. Occupational science will also be studied as a theoretical, foundational construct influencing the profession of occupational therapy. 3 credits.
Prerequisite: None

OT 916. Mentoring/Clinical Education. (3 Credits)
this course will provide students the opportunity to learn how to educate health professionals by reviewing learning theories and teaching strategies. Students will be introduced to models of mentorship while exploring the characteristics of an effective mentor. The course will develop skills in conflict resolution and communication in a community setting. 3 credits. Upper Extremity Rehabilitation Track Courses:
Prerequisite: None

OT 920. Adv Anat & Kines of Upp Extrem. (3 Credits)
this course will analyze purposeful human movement through a combination of advanced cadaveric dissection and an in-depth look at structure and function. Biomechanical factors influencing musculoskeletal balance, efficiency, and dysfunction will be studied throughout the continuum from anatomic foundations to kinesthetic and proprioceptive movement. Peer-reviewed literature in the areas of biomechanics and foundational science will be used to complement course topics and guide advanced dissection. 3 credits.
Prerequisite: None

OT 921. Conditions & Eval of Up Extrem. (3 Credits)
this course will investigate comprehensive evaluative strategies of the upper extremity and relate proper subjective and objective measures to common clinical diagnoses. With the intent of data driven interventions and outcomes measurements, students will use current literature to establish a repertoire of evaluative tools which will guide their clinical decision making. 3 credits.
Prerequisite: None

OT 922. Surg Proc Inform Clin Dec-Mak. (3 Credits)
this course will analyze common surgical procedures as a means to facilitate client-centered clinical decision making post-operatively. Attention will be paid to a comprehensive understanding of the indications, precautions, and contraindications associated with surgical procedures so that the therapist not only can rationalize chosen interventions, but provide in-depth education to their clients. Current literature and surgical demonstrations will be included as learning tools in this course. 3 credits.
Prerequisite: None

OT 923. Evidence-Based Up Extrem Rehab. (3 Credits)
this course will employ previous learning, including anatomy, kinesiology, diagnoses, evaluations, and surgical procedures to establish evidence-based intervention planning for clients with multiple diagnoses. Students will be expected to identify diagnoses of personal interest and come prepared with current peer-reviewed literature which will facilitate the creation of comprehensive evaluation, intervention, education, and outcome planning. Specific attention will be paid to modalities and orthotic fabrication and the evidence which supports these adjunctive methods. 3 credits.
Prerequisite: None

OT 925. OTD Capstone I. (1 Credit)

OT 926. OTD Capstone II. (1 Credit)

OT 927. OTD Capstone III. (2 Credits)

OT 928. OTD Capstone IV. (2 Credits)

OT 930. Educating the Adult Learner. (3 Credits)
this course will focus on adult development and learning theories. Students will identify the stages of adult development and examine the concept of andragogy versus pedagogy. Major theories of adult learning and how they relate to instructional practices will be explored. Physical and cognitive changes will be discussed in the context of teaching adult learners. This course will focus on teaching practices in both a traditional and online environment. 3 credits.
Prerequisite: None

OT 931. Clinical Pract to Higher Educ. (3 Credits)
this course is designed to prepare the student for employment in high education. Accreditation bodies, policies and issues related to higher education will be explored. General expectations of entry level faculty at public and private institutions will be identified. This course will review curriculum development, strategic planning, and program evaluation. 3 credits.
Prerequisite: None

OT 932. Assess Higher Edu Allied Hlth. (3 Credits)
this course is designed to focus on research, policy, and best practices in course and program assessment in higher education specifically related to allied health professions. This will include an exploration of assessment to curriculum planning and in program evaluation. Students will identify, define, and interpret the types of valid and reliable education assessment methods and explore uses for formative, summative and authentic assessment. Informal and formal assessment methods will be explored and legal and ethical practices will also be addressed. 3 credits.
Prerequisite: None

OT 933. Ins Dsgn Hghr Ed Alld Hlth Pro. (3 Credits)
this course will focus on the instructional design process and applying adult learning theory, communication media, and technology to develop interactive, collaborative educational experiences for higher education allied health professions. Established and upcoming instructional design models will be used to assist future higher education faculty develop effective courses in face-to-face, online, and/or blended formats. 3 credits.
Prerequisite: None

OT 940. Theory & Evidence of Ped Treat. (3 Credits)
this course will challenge students to consider theoretical mechanisms explaining effectiveness of pediatric occupational therapy interventions. Students will also explore available scientific evidence on selected interventions. Topics explored can be based on student practice areas. 3 credits.
Prerequisite: None

OT 941. Impl Evid-Based Trt in Ped OT. (3 Credits)
this course will provide students the opportunity to translate knowledge gained from theory and evidence on OT interventions to their clinical practice. Students will select at least one intervention and develop a plan to implement it in their own practice. Faculty and expert clinicians will provide support through the process of implementing the treatment. 3 credits.
Prerequisite: None

OT 942. Impact Gov Policy Ped Practice. (3 Credits)
this course will explore federal and state policies and ways they affect early intervention/school-based practice areas. Students will consider trends in early intervention/school-based practice and how government policies impact service provision. 3 credits.
Prerequisite: None

OT 943. Motor Cntrl & Motor Learn Ped. (3 Credits)
this course will examine current theories of motor control and motor learning as they relate to pediatric rehabilitation. Students will integrate clinical experience with theory and evidence for interventions based on current motor control and motor learning techniques. The course will primarily focus on reaching, grasping, and prehension in typically developing children and those with neuromuscular conditions. 3 credits.
Prerequisite: None

OT 999. OTD Capstone. (6 Credits)

Organizational Leadershp (OLA)

OLA 503. Theories of Leadership. (3 Credits)

OLA 505. Theories, Strat, Visioning Ldr. (4 Credits)
This course provides an overview of modern leadership theories as they developed over the past half a century, Trait Theory, Contingency Theory, Cognitive Theories, Transactional and Transformational Theories, Culture and Gender Theories, and more recently developed Integrative Theories. Building upon a strong understanding of leadership theory, students develop short and longer term visions and plans (strategic and operational) around well-defined key performance indicators (KPI). 4 credits.
Prerequisite: None

Offered at: GB, WAU

OLA 509. Leading Change in Orgs. (3 Credits)
This course equips team leaders with the tools to create and maximize participation, collaboration, and effectiveness in order to build team identity, commitment, and trust. 3 credits.
Prerequisite: None

OLA 512. Certified Management Cert. (3 Credits)
Students analyze the management functions of planning, organizing, directing, and controlling and apply these functions to situations managers encounter as they achieve organizational objectives. This exam preparatory course emphasizes the application of real-world, practical management skills and techniques over theories; critical-thinking and decision-making skills over rote knowledge. The course serves as preparatory for those wishing to take the Certified Professional Manager (CM) Exam from The Institute of Certified Professional Managers (ICPM). 3 credits.
Prerequisite: None

OLA 515. Organiz Comm and Negotiation. (3 Credits)
This course focuses on theories of organizational communication and current issues in ethical, interpersonal, cross cultural and competitive communication situations. 3 credits.
Prerequisite: None

Offered at: GB

OLA 521. Select & Implement Info Sys. (3 Credits)
This course explores how organizations select and use information systems to meet challenges and opportunities in various environments. Overall design features, implementation strategies, and management issues are addressed. 3 credits.
Prerequisite: None

Offered at: AP

OLA 535. Strategic HR Management. (3 Credits)

OLA 542. Ethical Dimens of Leadership. (3 Credits)
Prepares students to understand and apply what is required to strengthen Christian ethics in organizational cultures. 3 credits.
Prerequisite: None

Offered at: MID

OLA 550. Special Topics in Leadership. (3 Credits)
Special Topics in Leadership courses are designed to address topics identified as attitudes, current events, knowledge, skills, and behaviors pertinent to examining the technical and occupational aspects of leadership. The topic for this course will change with each offering. 3 credit hours.
Prerequisite: None

Offered at: MID

OLA 555. Financial Analysis & Budg. (3 Credits)
This course introduces information and tools essential to understanding corporate financial management. 3 credits.
Prerequisite: None

OLA 563. Leadership in Internatl Orgs. (3 Credits)
Examines the cross-cultural complexities, challenges, and opportunities of leadership at the national and international levels. 3 credits.
Prerequisite: None

Offered at: AP, KEN

OLA 570. Leadership Competencies Pract. (3 Credits)
In this course, students complete various leadership measures to assess their leadership style, and work intensively with the professor to formulate a personalized plan to develop their practical leadership skills over several months. 3 credits.
Prerequisite: None

Offered at: AP, MID

OLA 584. Capstone Research Proj. (3 Credits)
This course concentrates on defining a research problem or applied project and preparing a prospectus. Students will learn how to focus a topic and submit a prospectus including a time line. 3 credits.
Prerequisite: None

OLA 585. Oral Defense of Capstone Proj. (1 Credit)
Students refine and finalize their research thesis or applied project and present (defend) it to the class. Possible areas include administration, communication, and leadership. 1 credit.
Prerequisite: None

OLA 599. Graduate Research Project. (4 Credits)
Offered at: GB, WAU

OLA 801. Visioning. (1 Credit)
Offered at: OL

OLA 803. Theories of Leadership. (3 Credits)

OLA 805. Theories Strat & Visioning Ldr. (4 Credits)
This course provides an overview of modern leadership theories as they developed over the past half a century, Trait Theory, Contingency Theory, Cognitive Theories, Transactional and Transformational Theories, Culture and Gender Theories, and more recently developed Integrative Theories. Building upon a strong understanding of leadership theory, students develop short and longer term visions and plans (strategic and operational) around well-defined key performance indicators (KPI). 4 credits.
Prerequisite: None

Offered at: OL

OLA 809. Leading Change in Orgs. (3 Credits)
This course equips team leaders with the tools to create and maximize participation, collaboration, and effectiveness in order to build team identity, commitment, and trust. 3 credits.
Prerequisite: None

Offered at: OL

OLA 812. Certified Management Certif. (3 Credits)
Students analyze the management functions of planning, organizing, directing, and controlling and apply these functions to situations managers encounter as they achieve organizational objectives. This exam preparatory course emphasizes the application of real-world, practical management skills and techniques over theories; critical-thinking and decision-making skills over rote knowledge. The course serves as preparatory for those wishing to take the Certified Professional Manager (CM) Exam from The Institute of Certified Professional Managers (ICPM). 3 credits.
Prerequisite: None

OLA 815. Organiz Comm and Negotiation. (3 Credits)
This course focuses on theories of organizational communication and current issues in ethical, interpersonal, cross cultural and competitive communication situations. 3 credits.
Prerequisite: None

Offered at: OL

OLA 821. Select & Implement Info Sys. (3 Credits)
This course explores how organizations select and use information systems to meet challenges and opportunities in various environments. Overall design features, implementation strategies, and management issues are addressed. 3 credits.
Prerequisite: None

Offered at: OL

OLA 835. Strategic HR Management. (3 Credits)

OLA 842. Ethical Dimens of Leadership. (3 Credits)
Prepares students to understand and apply what is required to strengthen Christian ethics in organizational cultures. 3 credits.
Prerequisite: None

Offered at: OL

OLA 850. Special Topics in Leadership. (3 Credits)
Special Topics in Leadership courses are designed to address topics identified as attitudes, current events, knowledge, skills, and behaviors pertinent to examining the technical and occupational aspects of leadership. The topic for this course will change with each offering. 3 credit hours.
Prerequisite: None

Offered at: OL

OLA 855. Financial Analysis & Budgeting. (3 Credits)
This course introduces information and tools essential to understanding corporate financial management. 3 credits.
Prerequisite: None

Offered at: OL

OLA 863. Leadership in Intl Orgs. (3 Credits)
Examines the cross-cultural complexities, challenges, and opportunities of leadership at the national and international levels. 3 credits.
Prerequisite: None

Offered at: OL

OLA 870. Leadership Competencies Practi. (3 Credits)
In this course, students complete various leadership measures to assess their leadership style, and work intensively with the professor to formulate a personalized plan to develop their practical leadership skills over several months. 3 credits.
Prerequisite: None

Offered at: OL

OLA 884. Capstone Project Research. (3 Credits)
This course concentrates on defining a research problem or applied project and preparing a prospectus. Students will learn how to focus a topic and submit a prospectus including a time line. 3 credits.
Prerequisite: None

OLA 885. Oral Defense of Capstone Proj. (1,3 Credits)
Students refine and finalize their research thesis or applied project and present (defend) it to the class. Possible areas include administration, communication, and leadership. 1 credit.
Prerequisite: None

Offered at: OL

OLA 899. Graduate Research Project. (4 Credits)
Offered at: OL

Pharmacy (PHAR)

PHAR 105. Introduction to Pharmacy. (1 Credit)
Offered at: OL

PHAR 310. Pharmacy Biochemistry. (4 Credits)
Phar 310 is a 4 credit, one-semester course covering how atoms and molecules interact to produce life processes. Topics include, but are not limited to, biological synthesis of macromolecules, the chemistry of biological molecules, protein structure and function, enzyme mechanisms and kinetics, carbohydrate and lipid metabolic processes, nucleic acid chemistry and protein synthesis, and common molecular processes such as replication, transcription and translation. A unit on cell biology covers major intracellular processes and molecular classes, biosignaling processes, and genetic and biochemical regulation. Pharmacy Biochemistry is limited to CUW School of Pharmacy students.
Prerequisite: None

Offered at: CUW

PHAR 312. Pharmacy Anat and Phys. (5 Credits)
This course will examine the structure and function of the human body. Exploration will begin at the level of individual molecules and progress through cells, tissues, organs, and organ systems, culminating in a view of the body as a whole. Along with PHAR 310 Pharmacy Biochemistry and PHAR 314 Pharmacy Immunology, Molecular Biology, and Microbiology, this course will provide the core knowledge in the biomedical sciences upon which future studies in the pharmaceutical sciences will be built.
Prerequisite: None

Offered at: CUW

PHAR 314. Pharmacy Microbiology. (4 Credits)
This course introduces the pharmacy student to the fundamentals of microbiology, immunology and molecular biology. This course is designed to provide information and conceptual approaches needed for understanding the characteristics and activities of bacteria, viruses, fungi, and parasites, as well as the immunological responses of the host, and the molecular mechanisms of transfer of genetic information and drug resistance within pathogenic microbes. The primary goal is to assist each student to (i) acquire and integrate the knowledge necessary to make scientifically based judgments concerning immune and microbial diseases, and (ii) apply new findings gained by personal observation or by informed reading of the current literature.
Prerequisite: None

PHAR 320. Pharmaceutics I. (2 Credits)
Theory of physiochemical principles, thermodynamics and kinetics applicable to pharmaceutical systems, states of matter, with emphasis on aqueous solution chemistry, including solubility, acid-base systems, buffer systems, complexation and protein binding, along with principles of diffusion, drug release and dissolution processes, bioavailability, and pharmaceutical kinetics are included.
Prerequisite: None

Offered at: CUW

PHAR 322. Pharmaceutics II. (4 Credits)
Building upon the content of Pharmaceutics I, this course expands the knowledge base within the domain of drug delivery. Pharmaceutical dosage forms are introduced, along with their rationale for delivering optimal therapeutic benefit. A survey of the various sites available for drug administration, anatomic, physiologic and pathophysiologic considerations of those sites, and drug product requirements are covered. Oral, pulmonary, ocular, otic, buccal, sublingual, inserted, dermal, specialty, innovative dosage forms and device/drug product combinations, ETC., are included. Students taking this course will develop competency in the principles upon which dosage forms act on or within the human body, thus fulfilling the University's core curriculum goal of scientific literacy. (Includes patient care skills teaching laboratory.)
Prerequisite: None

PHAR 330. Pharmacology I. (3 Credits)
This course introduces the pharmacy student to the fundamentals of pharmacology and toxicology with more comprehensive overviews of autonomic and CNS pharmacology. The theme of xenobiotics is used to keep an initial focus on the broad spectrum of pharmacologic and toxicologic properties of external compounds (drugs and toxins) that affect the nervous system. This first course of three Pharmacology/Medicinal Chemistry courses will emphasize target organ effects, dose/response, and disposition so that student can fully understand basic pharmacologic principles of drug and xenobiotic handling, neuropharmacology and drugs which act on the Central nervous System, and neurotoxicology related topics including: substance abuse and treatment; and poison control support of emergency medicine, public health and preventive medicine frameworks.
Prerequisite: None

PHAR 340. Pharmacy&Healthcare System. (3 Credits)
The course will cover the major concepts related to the structure and functioning of the U.S. health care system. Emphasis will be placed on analyzing issues associated with health care, personnel, and the organization of health care and its delivery, how it is financed and regulated. The course will also examine the provision of drugs and pharmacy services in the context of the health care enterprise.
Prerequisite: None

Offered at: CUW

PHAR 350. Pharmacotherapy I:Self Care. (2 Credits)
Pharmacotherapy I: Self-Care is the first of five courses in which you will learn about pharmacotherapy, which is the treatment of disease through the use of drugs. This course will discuss the pathophysiology, epidemiology, clinical presentation, and treatment of common, self-limiting conditions. This course also covers triage and referral skills and wellness interventions. This course will give you the tools to help patients to select appropriate over-the-counter medications and dietary supplements.
Prerequisite: None

PHAR 352. Pharmacy Calculations. (1 Credit)
Accurately performing pharmaceutical calculations is a critical component in providing patient care in every pharmacy practice environment. Consequently, pharmaceutical calculations are a vital part of any pharmacy curriculum. Although most pharmaceutical calculations are not rocket science, it is a topic that deserves attention because it requires virtually flawless accuracy. Before students are able to become optimally proficient at performing pharmaceutical calculations, they must understand approaches to pharmaceutical calculations that help minimize error and maximize accuracy. Their pre-course perceptions of pharmaceutical calculations must also be openly addressed so that these perceptions do not hinder the students focus on pharmaceutical calculations.
Prerequisite: None

PHAR 370. Applied Patient Care I. (2 Credits)
Applied Patient Care I is the first of six integrated patient care skill development courses in the School of Pharmacy curriculum. It is a patient-centered course that uses simulated patient scenarios and case studies to build students' foundational skills in drug information retrieval, patient interviewing, patient education, and critical thinking in the context of pharmacy's multiple disciplines. (Includes patient care skills teaching laboratory.)
Prerequisite: None

Offered at: CUW

PHAR 372. Applied Patient Care II. (2 Credits)
Applied Patient Care II is the second of six integrated patient care skill development courses in the School of Pharmacy curriculum. It is a patient-centered course that uses simulated patient scenarios and case studies to build students' foundational skills in drug information retrieval, patient assessment, care plan development, patient education, leadership, medication safety, patient use of medications and medical goods and critical thinking in the context of pharmacy's multiple disciplines. (Includes patient care skills teaching laboratory.)
Prerequisite: None

PHAR 380. Into Pharmacy Prac Exp I. (3 Credits)
During the first semester of Introductory Pharmacy Practice Experience (IPPE-1), students are exposed to the roles and responsibilities of the professionally oriented pharmacist and the importance of effective communication between pharmacists, patients, and other healthcare providers. Off campus experiences will include a minimum of 40 hours each in a community and hospital setting. Legal, ethical, and practice issues in pharmacy are discussed during classroom and experiential activities. (Includes 2 weeks of pharmacy practice site-based learning.)
Prerequisite: None

Offered at: CUW

PHAR 382. Intro Pharmacy Prac Exp II. (3 Credits)
During the second semester of Introductory Pharmacy Practice Experience (IPPE-2), students are exposed to the roles and responsibilities of the professionally oriented pharmacist and the importance of effective communication between pharmacists, patients, and other healthcare providers. Off campus experiences will include a minimum of 40 hours each in a community and hospital setting. Legal, ethical, and practice issues in pharmacy are discussed during classroom and experiential activities. (Includes 2 weeks of pharmacy practice site-based learning.)
Prerequisite: None

PHAR 424. Apl Pharcokin/Therap Drg Monit. (3 Credits)
This course expands on previous teachings regarding absorption, distribution, metabolism and excretion (ADME) a.k.a. absorption, distribution, elimination (ADE). Students will need to draw on their previous coursework to understand fundamental concepts in ADME/ADE and readily apply this knowledge. Further examination of pharmacokinetic (PK) models will assist students' conceptual understanding of ADME/ADE. Using this conceptual framework, students will simultaneously develop and hone skills in PK dosing and therapeutic drug monitoring. Students should be prepared to not only acquire new knowledge but also readily apply their new and existing PK knowledge to optimize doses and solve complex PK dosing problems. To accomplish these tasks the course will move rapidly and students must contact instructors immediately with problems in keeping pace.
Prerequisite: None

Offered at: CUW

PHAR 426. Advan Pharmaceutical Prep. (2 Credits)
This course is a continuation of the nonsterile and sterile product preparation skill development from the Pharmaceutics II course and laboratory. Topics emphasized will include aseptic technique, incompatibilities, stability, cytotoxic preparations, and continued proficiency in common non-sterile preparations. (Includes patient care skills teaching laboratory.)
Prerequisite: None

Offered at: CUW

PHAR 432. Pharmacology/Medicinal Chem II. (4 Credits)
This course continues to expand the pharmacy student's knowledge on the fundamentals of pharmacology and toxicology, re-emphasizing critical objectives with regard to drug Mechanism of Action, Absorption, Distribution, Metabolism, and Elimination. Extensive review of drug structure, receptor binding, and Medicinal Chemistry will be a focal point for the course. The Medicinal Chemistry sections of this course will emphasize drug structure as a determinant of receptor binding, receptor activation, and receptor antagonism. The logic of drug design will be presented, with a focus on how variations to chemical structure can lead to changes in drug efficacy, as well as altered toxicity and bioavailability.
Prerequisite: None

Offered at: CUW

PHAR 434. Pharm & Medicinal ChemistryIII. (4 Credits)
This course continues to expand the pharmacy student's knowledge on the fundamentals of pharmacology and toxicology, re-emphasizing critical objectives with regard to drug Mechanism of Action, Absorption, Distribution, Metabolism, and Elimination. Extensive review of drug structure, receptor binding, and Medicinal Chemistry will be a focal point for the course. The Medicinal Chemistry sections of this course will emphasize drug structure as a determinant of receptor binding, receptor activation, and receptor antagonism. The students will also continue their drug-drug interaction project from the previous semester.
Prerequisite: None

PHAR 442. Social and Behavioral Pharmacy. (2 Credits)
This course is a survey of topics in the social and behavioral sciences as applied to pharmacy. The goal of the course is to give students a better understanding of how social, psychological, and socio-cultural factors explain and relate to disease processes, patients and pharmacists' orientation to the health care system, and patient-pharmacist encounters. Topics covered include (but are not limited to) the relationship between the mind and the body, the nature and experience of chronic illness, mental illness, substance use, patient counseling and communication, pharmacist-physician interaction, medication adherence, and medication errors.
Prerequisite: None

PHAR 450. Pharmacotherapy II. (3 Credits)
This required course is the second of five courses in which students learn about pharmacotherapy. Phar 450 is designed to teach students the epidemiology, etiology, pathophysiology, clinical presentation, treatment options and evaluation of therapeutic outcomes of many renal, fluid and electrolyte, acid-base, and cardiovascular disorders. The course aims to develop pharmacists with the clinical knowledge, skills, and judgment to make clinical decisions based on sound therapeutic principles of drug and disease state management, treatment guidelines, and relevant individual patient factors. Ultimately the goal of this course is to empower students to be able to provide evidence based, safe, and appropriate medication use for patients with renal, fluid and electrolyte, acid-base, and cardiovascular disorders.
Prerequisite: None

Offered at: CUW

PHAR 452. Pharmacotherapy III. (4 Credits)
Pharmacotherapy III is the third of five courses in which students will learn about the treatment of diseases through the use of medications. The course focuses on the core content areas of infectious diseases, endocrine disorders, and inflammatory disorders. Students will develop the skills needed to make evidence-based, patient-specific medication use recommendations relative to the core content areas.
Prerequisite: None

PHAR 460. Medical Literature Eval I. (2 Credits)
is the first in a 2-course series focusing on the use of medical literature for patient care. This course will focus on the critical evaluation of primary literature, including principles of biomedical statistics, research design, literature evaluation, and application to patient care. Study designs taught and analyzed include case-control, cohort, randomized controlled trials, and survival analysis. Journal clubs and other active learning strategies allow students to apply evaluation concepts throughout the semester. 2 credits.
Prerequisite: None

Offered at: CUW

PHAR 462. Med Literature Evaluation II. (2 Credits)
is the second in a 2-course series focusing on the use of medical literature for patient care. This course will build upon primary literature evaluation skills gained in Medication Literature Evaluation I and the introduction to tertiary references, secondary databases, and evidence-based guidelines from previous courses. The course focuses on application of knowledge and skills in critiquing articles, leading journal clubs, and answering case-based drug information questions. Study designs from the previous course in the series are enhanced, and meta-analyses and non-inferiority studies are added. Principles and practice in evidence-based drug use decision making, medication shortages, and medication errors are also taught and applied. 2 credits.
Prerequisite: PHAR 460.

PHAR 470. Applied Patient Care III. (2 Credits)
Phar 470 Applied Patient Care III is the third of six integrated patient care skill development courses in the School of Pharmacy curriculum. It is a patient-centered course that uses simulated patient scenarios and case studies to build foundational skills in drug information retrieval, patient interviewing, patient education, and critical thinking in the context of multiple disciplines of pharmacy. The first two courses in this series focused on the specific direct patient care skills of gathering a medication list, providing patient education, conducting a comprehensive interview of a new patient, and providing a verbal care plan to a patient. Phar 470 continues to develop these skills by providing more opportunities to practice what has been learned using simulated patient and provider interactions. Students will learn new skills including follow-up assessments, physical assessment, and clinical documentation. The course will also continue to develop skills in drug information and health literacy while integrating with the didactic curriculum and the IPPE series. (Includes patient care skills teaching laboratory.)
Prerequisite: None

Offered at: CUW

PHAR 472. Applied Patient Care IV. (2 Credits)
Phar 472 Applied Patient Care IV is the fourth of six integrated patient care skill development courses in the School of Pharmacy curriculum. It is a patient-centered course that uses simulated patient scenarios and case studies to build foundational skills in drug information retrieval, patient interviewing, patient education, and critical thinking in the context of multiple disciplines of pharmacy. The first three courses in this series focused on the specific direct patient care skills of gathering a medication list, providing patient education, conducting a comprehensive interview of a new patient, providing a verbal care plan to a patient, completing a follow-up assessment, and documentation of patient encounters. These skills were taught and developed using material learned in the Pharmacotherapy series and self-care. Phar 472 continues to develop these skills by providing more opportunities to practice what has been learned using simulated patient and provider interactions. Phar 472 will also build upon these with more complicated patient cases and pharmacotherapy concepts. Students will learn new skills in provider communication and will have an opportunity to further develop documentation skills learned in Phar 470. The course will also continue to develop skills in drug information and health literacy while integrating with the didactic curriculum and the IPPE series. (Includes patient care skills teaching laboratory.)
Prerequisite: None

PHAR 474. Servant Leadership. (2 Credits)
The servant leadership philosophy/perspective focuses the leader on the needs of others for their benefit and connects nicely with the ethos of our profession and the mission of Concordia University Wisconsin. Though servant leadership outcomes are covered longitudinally through our curriculum, this course will provide a central point of focus for introducing, advancing and evaluating concepts related to the servant leadership outcomes. The course will focus on leadership development and its relation to meeting the needs of others and advancing the profession of pharmacy. It is believed that the preceding learning goals cannot be accomplished via passive learning through an experience that is primarily restricted to a classroom. As a result, the course has been designed to engage students in self-discovery and reflection through a combination of structured and unstructured experiences taking place in the lecture hall, 'lab setting' and our community. This class will consist of three distinct, yet interrelated modules. Introduction to Servant Leadership in Pharmacy; Legislative Advocacy; Leading Change. (Includes patient care skills teaching laboratory.)
Prerequisite: None

PHAR 480. IPPE - 3. (2 Credits)
During the third semester of Introductory Pharmacy Practice Experience (IPPE-3), students continue to explore and experience the roles and responsibilities of the professionally oriented pharmacist and the importance of effective communication between pharmacists, patients, and other healthcare providers. Off campus experiences will include 40 hours each in a community and hospital setting. Legal, ethical and practice issues in pharmacy are discussed during classroom and experiential activities. (Includes 2 weeks of pharmacy practice site-based learning.)
Prerequisite: None

Offered at: CUW

PHAR 482. Intro Pharm Pract Exp:IPPE-4. (2 Credits)
During the fourth semester of Introductory Pharmacy Practice Experience (IPPE-4), students continue to explore and experience the roles and responsibilities of the professionally oriented pharmacist and the importance of effective communication between pharmacists, patients, and other healthcare providers. Off campus experiences will include 40 hours each in a community and hospital setting. Legal, ethical and practice issues in pharmacy, including professional development, are discussed during classroom and experiential activities. (Includes 2 weeks of pharmacy practice site-based learning.)
Prerequisite: None

PHAR 511. Public Health Microbiology. (2 Credits)
Public Health Microbiology describes the methods that industrialized countries use to ensure the safety of their populations from infectious disease. Topics covered include water and wastewater treatment, food microbiology, vaccines, sexually transmitted diseases, biostatistics, and epidemiology.
Prerequisite: None

PHAR 513. Community Compounding Practice. (2 Credits)
This course is designed to expose the student to dosage forms not seen in their previous required pharmaceutics compounding labs and to challenge students 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 compounding pharmacy such as pediatric compounding, veterinary compounding, pain control, BHRT, cosmaceuticals, 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 compounding pharmacy and to discover and create innovative ways to treat patients using compounding pharmacy skills and techniques.
Prerequisite: None

Offered at: CUW

PHAR 515. Veterinary Pharmacy Practice. (1 Credit)

PHAR 517. Glbl Phar Exp - Spain. (2 Credits)

PHAR 519. Medication Use in Public and Population Health. (2 Credits)
is an elective interprofessional course that is open to any CUW graduate or professional student. This course will explore basic principles surrounding prevention, management, and consequences of intentional and unintentional medication exposure within areas of public and population health. 2 credits.
Prerequisite: None

Offered at: OL

PHAR 521. Research Meth in Pharm Science. (2 Credits)

PHAR 523. Pharmaceutical Biotechnology. (2 Credits)
This course will introduce basic techniques of modern biotechnology related to biological processes with emphasis on those salient to the realm of drug discovery and drug therapy. Applications to monoclonal antibody products, interferons, interleukins, vaccines, hematopoietic growth factors, and growth factors are included, along with gene knockout technology, in vivo fluorescent labeling, flow cytometry, and stem cells. Future prospects for utilization in organ replacement, gene therapy, and in utero cell repair are discussed.
Prerequisite: None

Offered at: CUW

PHAR 525. Faith and Health Professions. (2 Credits)
This course will have several modules that will focus on the intersection of healthcare and faith. 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 faiths and how each one interacts with the principles of modern 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.
Prerequisite: None

Offered at: CUW

PHAR 527. Medical Improv for Pharm Stu. (1 Credit)
Offered at: CUW

PHAR 529. Pursuing & Succeed in Phar Res. (1 Credit)

PHAR 531. Clinical Toxicology. (2 Credits)
This course will focus on the clinical management of the 'poisoned' patient. Students will be exposed to the clinical presentation and treatment of patients experiencing toxicity from medications and biologicals. This course will review and reinforce the student's knowledge of the fundamentals of pharmacology and toxicology. The course will re-emphasizing critical objectives with regard to mechanism of action, absorption, distribution, metabolism and elimination in addition to chemical structure. Drug addiction pathophysiology and treatment will be presented.
Prerequisite: None

Offered at: CUW

PHAR 535. Study Medicinal Plants-Amazon. (3 Credits)

PHAR 537. Medicinal Natural Products. (2 Credits)
This course is designed to familiarize the student with the identification, application, and evaluation of pharmaceutical products originating from natural sources. This will combine principles of basic science with pharmaceutical applications. Topics include: biodiversity and chemotaxonomy; biosynthesis; secondary metabolite-based drug development; social, legal, and harmful aspects of herbs and supplements; ethnopharmacology and cultural/traditional use of natural products. This course will provide students practical knowledge of the origins of medicines, so that they may better appreciate the complex world around them. The end goal is to engage students to learn in depth about ways nature is utilized to treat disease. This helps students to become more knowledgeable pharmacists and global citizens.
Prerequisite: None

Offered at: CUW

PHAR 539. Pharmacogenomics. (2 Credits)
Driven by advances in genomics technology and the resultant increased capacity to understand an individual's genetic make-up, the emerging field of pharmacogenomics is increasingly informing clinical therapeutics and future drug design. This course is designed to provide students with an improved understanding of the complexities in identifying clinically significant genetic variation to predict the right choice and dose of medications for an individualized approach to medicine. Toward this end, the course will examine genetic principles and genomic technologies facilitating pharmacogenetic advances. Students will advance their knowledge of specific genetic principles inherent to non-disease states, disease states, ethnicity, and other factors known to impact drug response and individual patient outcomes. As the course advances, students will be guided to apply this knowledge to pharmacy practice through readings from the current literature, design of practice plans, and other relevant activities that will lead to an advanced understanding of how genetic variation influences pharmacologic principles, e.g. dose-response relationships and metabolism, and diseases including cardiovascular, CNS, hematologic, and immune systems as well as cancer. Consideration of the limitations of pharmacogenomics and ethical issues will also provide a complete perspective of the current and future impact of this important field.
Prerequisite: None

PHAR 540. Pharmacoecon & Epidemiology. (2 Credits)
The course will provide the student with epidemiologic knowledge, tools, and techniques in examining populations (epi) and integrating financial data (econ) in informing practice planning and patient care decisions. An understanding of the health conditions of populations, the science of epidemiology, is essential to identifying and serving the targeted underserved and rural patient groups.
Prerequisite: None

PHAR 543. Managed Care Pharmacy Seminar. (1 Credit)
Offered at: OL

PHAR 544. Patient Care Ethics. (3 Credits)
The primary focus of this course is to explore the tension between law and ethics and their relationship to the practice of pharmacy. We will spend our time evaluating two broad questions: It's ethical, but is it legal? It's legal, but is it ethical? Pharmacy Law is composed of federal and state laws, rules, and regulations. Some of these laws are specific to the profession, while others relate indirectly to pharmacy, or they are general laws that apply to the entire population. The pharmacist is equally responsible for compliance with all of these laws, rules, and regulations, as well as policies governing pharmacy practice. In addition, the pharmacist is responsible for upholding certain standards of both personal and professional ethical conduct. These standards are successfully upheld through critical reflection. Ethics is reflective and critical: it does not simply attempt to codify our beliefs and opinions concerning moral issues and questions.
Prerequisite: None

Offered at: CUW

PHAR 545. Sustainability & Social Entrpr. (2 Credits)

PHAR 546. Pharm Management & Leadership. (3 Credits)
The course explores a series of management principles and techniques focusing on the anticipated responsibilities of the future pharmacist. Topics range from accounting and project management to strategy, human resources management, and marketing.
Prerequisite: None

PHAR 547. Pharmacy and the Underserved. (2 Credits)
This course is meant to provide additional opportunities for pharmacy students to develop skills and knowledge in providing pharmaceutical care to underserved patients. Healthcare professionals who have a limited understanding of caring for patients facing economic, cultural, geographic or linguistic barriers may carry negative attitudes and stereotypes toward those vulnerable populations. It is vital to teach students how to interact with diverse patients effectively, as well as appreciate the social, interpersonal, and individual differences that can influence how patients use medications to treat acute and chronic illnesses.
Prerequisite: None

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.
Prerequisite: None

Offered at: CUW

PHAR 549. Big Pharma: Markets & Culture. (2 Credits)
The multi-national pharmaceutical industry grew exponentially in the 1990s, producing blockbuster drugs, new (global) markets, and some would argue, new "disorders". This course will explore the roots and tactics of this growth and trace pharmaceutical sales and marketing practices into the current era. Students will gain a deep understanding of how the industry markets products to prescribers, pharmacists, and medical consumers, from the activities of drug reps to direct to consumer advertising. A persistent theme of the course will be the cultural impact of modern pharmaceuticals on society and personhood.
Prerequisite: None

Offered at: CUW

PHAR 550. Pharmacotherapy IV. (4 Credits)
This required course is the fourth of five courses in which you learn about pharmacotherapy (the treatment of disease through the use of medications). Phar 550 is designed to teach students the pathophysiology, epidemiology, and treatment of certain oncologic, pulmonary, psychiatric, neurologic and pain disorders.
Prerequisite: None

Offered at: CUW

PHAR 551. Critical Care Pharm Practice. (1 Credit)
(LECTURE ONLY) This course provides an introduction to concepts and topics related to the care of a critically ill patient. Weekly lecture topics include the pathophysiology and management of selected diseases affecting major organ systems and requiring intensive care therapy. (This course is lecture based and does not include the journal club in the second hour.)
Prerequisite: None

Offered at: CUW

PHAR 552. Pharmacotherapy V. (4 Credits)
Pharmacotherapy V is the last of five courses in which you will learn about pharmacotherapy regarding men's and women's health, nutrition, hepatology, solid organ transplant, and gastrointestinal diseases. Upon completion of this course, students should achieve the learning outcomes and course objectives outlined below. Develop pharmacists with the clinical knowledge, skills, and judgment to provide patient care in cooperation with other health care providers. 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.
Prerequisite: None

PHAR 553. Infectious Diseases Pharm Semi. (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: None

Offered at: CUW

PHAR 555. Solid Organ Transplant Ph Semi. (1 Credit)

PHAR 557. Diabetes Experience. (1 Credit)
This course is designed to enhance and expand student's knowledge base, empathy, and ability to effectively work with people with 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. 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 are 2 weeks 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 CUW 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: None

PHAR 559. Ambulatory Care Pharm Pract. (2 Credits)
Practice 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 and ambulatory care practice.
Prerequisite: None

Offered at: CUW

PHAR 561. Pharmacy Practice Research. (2 Credits)
Research and practice-based scholarship is the process of methodically gathering, analyzing, and disseminating information for the purpose of making evidence-based decisions. It includes an internal or external peer review process to validate the methods, analysis, and value of the information for others. As pharmacists in practice or education, the scholarly process is often part of our expectations. This expectation could be within an organization as part of a quality assurance process or be designed for dissemination to the broader profession. In this course, students will explore the types of practice-based and education-based research as well as the venues for their dissemination. Methods for designing, conducting, and disseminating practice-based and educational scholarship will be taught. The process of developing a research question and plan will also be covered. 2 credits.
Prerequisite: None

Offered at: CUW

PHAR 563. Journal Club. (2 Credits)
Medical literature evaluation in clinical settings and practitioner-driven journal clubs will be part of many APPE rotations and practice expectations as a pharmacist. This elective course is designed to give students the opportunity to further 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. 2 credits.
Prerequisites: PHAR 460 and PHAR 462.

PHAR 565. Oncology Practice Seminar. (1 Credit)
Advanced Oncology 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 providing oncology care through completion of a longitudinal educational project. Students will learn about the complex issues facing patients with cancer and gain insight into providing care as an oncology pharmacy specialist.
Prerequisite: None

PHAR 567. Specialty Pharmacy. (2 Credits)

PHAR 570. Applied Patient Care V. (2 Credits)
Phar 570 Applied Patient Care V (2 credit hours) 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. Phar 570 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. (Includes patient care skills teaching laboratory.)
Prerequisite: None

Offered at: CUW

PHAR 571. Geriatric Pharmacy. (2 Credits)
This course builds on concepts and topics from required coursework related to the care of the elderly patient. Expert guest lecturers, a broad variety of topics, and active learning techniques such as small group discussion, case evaluations, and simulation will be utilized to enhance the learning experience. The course will address general principles of aging and geriatric assessment skills, pharmacotherapy of selected disease states and syndromes common in the senior population, as well as other pertinent issues related to geriatric care. Additionally, students will complete a project in which course content and skills will be applied to patients in the community.
Prerequisite: None

PHAR 572. Applied Patient Care VI. (2 Credits)
Phar 572 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 followup, clinical documentation, and provider communication with much of the therapeutic content coming from Pharmacotherapy I-IV. Phar 572 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: None

PHAR 573. Adv Mental Health Pharmacother. (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 team based learning. Students will learn to apply psychopharmacologic and therapeutic management strategies to treat these disorders through the use of interactive patient cases and clinical scenarios. Other methods of teaching and learning (videos, literature evaluation, patient counseling, expert panels, etc.) may also be used to illustrate key points and present material.
Prerequisite: None

PHAR 575. Medical Spanish for Pharmacist. (2 Credits)
In Medical Spanish for Pharmacists, students continue to explore and experience the roles and responsibilities of the professionally oriented pharmacist and the importance of effective communication between pharmacists and patients. This course aims to develop students to be able to provide patient education, and obtain a medication list, in Spanish while also developing students' skills in cultural competency. One off-campus experience, a cultural service learning activity, will include a 4 hour volunteering experience in the community. Students will be required to speak, listen, and write in Spanish. A significant portion of the lectures will be taught in Spanish.
Prerequisite: None

Offered at: CUW

PHAR 577. Women's Health Iss in Phar Pra. (2 Credits)
Women's Health Issues in Pharmacy Practice provides an overview of diseases and health issues affecting women across their life span through the female patient's perspective. Women's advocacy activities will include female-centered community service. Students will learn how to provide female patients individualized medication therapy to fit her unique medical needs while balancing psychosocial influences of her everyday life.
Prerequisite: None

PHAR 579. Advanced Cardiology Topics. (1 Credit)
Topics This course is designed to enhance and expand students 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 prepare a formulary review of a pipeline drug, perform weekly journal club preparation, prepare an abstract for a potential research protocol, and write a drug information question. Weekly lectures will focus on unique cardiology conditions that are not covered in depth in the core curriculum. In addition, students will be learning the basics of electrocardiogram interpretation through weekly study.
Prerequisite: None

PHAR 581. IPPE - 5. (3 Credits)
During the elective semesters of the experiential education curriculum, students will continue to explore and experience the roles and responsibilities of a professional pharmacist. Students will participate in the practice of pharmacy with pharmacists, patients, and other healthcare providers and will apply knowledge obtained in the required curriculum. The course will consist of longitudinal offcampus rotation experiences in a variety of pharmacy practices, as well as on-campus discussions.
Prerequisite: None

Offered at: CUW

PHAR 583. IPPE-6. (3 Credits)
During the elective semesters of the experiential education curriculum, students will continue to explore and experience the roles and responsibilities of a professional pharmacist. Students will participate in the practice of pharmacy with pharmacists, patients, and other healthcare providers and will apply knowledge obtained in the required curriculum. The course will consist of longitudinal off-campus rotation experiences in a variety of pharmacy practices, as well as on-campus discussions.
Prerequisite: None

PHAR 591. Ped Pharmacology & Therapeutic. (2 Credits)
This course is intended to be an overview of the healthy, acutely ill, and chronic - complex pediatric patient. A focus of this course will be the preventative and supporting pharmaceutical therapies used in managing these types of patients. The approach taken will be by age group and discuss pharmaceutical management in both ambulatory and inpatient settings. Age groups covered will include fetal, preterm, term infant, toddlers, preschool, school age, and teenage.
Prerequisite: None

PHAR 593. Analyt Char of Drugs Oth Chems. (3 Credits)
This course provides brief lectures on the purification and spectral characterization of pharmacologically important molecules. The majority of the class is not taught in the classroom, but consists of lab work to be done using analytical instrumentation – especially NMR, but also IR, MS and HPLC. Weekly lab exercises are to be performed, and at the end of the semester the students provide a report that summarizes their experiments and results. Students will pursue a hands-on project of their choice: characterizing drug impurities during manufacturing, API or precursor integrity in various steps in the pharmaceutical supply chain, natural products from Lake Michigan or the Amazon rain forest (Peru), and pollutants or poisons identified by regional agencies (poison control; EPA). Students will be encouraged to think of projects relevant to their interests (ex. comparing generic vs. name brand drugs; drugs at or past their expirations dates). Completion of the course makes students eligible for various paid summer internships.
Prerequisite: None

PHAR 595. Global Exp: Pharm Pract Guatem. (3 Credits)

PHAR 597. Crit Care Phar Pract - Journal Club. (1 Credit)
(LECTURE AND JOURNAL CLUB) This course provides an introduction to concepts and topics related to the care of a critically ill patient. Weekly lecture topics include the pathophysiology and management of selected diseases affecting major organ systems and requiring intensive care therapy. The critical care journal club focuses on the review of primary literature related to critical care topics covered in the lecture hour. (This course registration includes both the lecture and the journal club.)
Prerequisite: None

Offered at: CUW

PHAR 601. Special Topics. (1-4 Credits)

PHAR 602. Pharm Special Topics - Project. (1-4 Credits)
Also often referred to as independent study, a student and faculty pair submit a learning plan for self-directed, small group learning throughout the semester. Typical load is 45 hours of effort per credit. Requires consent instructor and Associate Dean for Academic Affairs. For more information, contact Dr. Mike Brown at michael.brown@cuw.edu
Prerequisite: None

Offered at: CUW

PHAR 680. Community Pharmacy APPE. (6 Credits)
During the required Community Pharmacy APPE, pharmacy students under the supervision of a Clinical Instructor will gain experience in community pharmacy practice including, but not limited to, dispensing procedures, pharmacy law, practice management, and OTC pharmacotherapy assessment. The student will perform medication list retrieval, patient education, clinical documentation, and other patient care skills as appropriate for their rotation site. The student will develop a philosophy of community pharmacy practice regarding the role of the pharmacist as a member of the health care team. (Full-time practice site-based learning.)
Prerequisite: None

Offered at: CUW

PHAR 682. Acute Care Medicine APPE. (6 Credits)
The acute care medicine APPE rotation is a 6 week experiential rotation where the students learning will focus on applying didactic coursework and patient care skills to the care of acutely ill, hospitalized patients. Students will actively participate in the delivery of patient care by assuming their role in an interdisciplinary healthcare team. (Full-time practice site-based learning.)
Prerequisite: None

Offered at: CUW

PHAR 684. Hospital/Health Sys Phar APPE. (6 Credits)
During the required Hospital/Health System Pharmacy APPE, pharmacy students under the supervision of a Clinical Instructor will gain experience in a hospital's central pharmacy and distributive processes. Students will gain skill and experience in hospital pharmacy practice including, but not limited to, the medication use process, automation/computerization, sterile and nonsterile product preparation, quality assurance and medication safety, practice management, and interdisciplinary communication. The student will prepare and process medication orders, identify and resolve drug therapy problems, provide patient care, and participate in hospital pharmacy operations as appropriate for their rotation site. The student will develop a philosophy of hospital/health system pharmacy practice regarding the role of the pharmacist as a member of the health care team. (Full-time practice site-based learning.)
Prerequisite: None

Offered at: CUW

PHAR 686. Ambulatory Care APPE. (6 Credits)
The ambulatory care APPE rotation occurs in a variety of practice settings, including, but not limited to, community retail pharmacies, hospital outpatient pharmacies, clinics and physician offices. During this experience, students learning will focus on applying didactic coursework and patient care skills to the care of ambulatory patients. Students will be active participants on the interdisciplinary team and engage in activities involving the delivery of quality, comprehensive pharmaceutical care, including clinical care conferences, patient education and interviewing, drug therapy monitoring, physical assessments, and drug information questions. The student will actively participate in the health care decision-making process, especially as it pertains to drug therapy. (Full-time practice site-based learning.)
Prerequisite: None

Offered at: CUW

PHAR 688. Elective APPE. (6 Credits)
The CUWSOP experiential curriculum offers ample opportunities for students to customize and specialize their rotation experiences in the year of APPEs. Students may pick from a variety of elective opportunities, including advanced ambulatory care, management, drug information, government, academia, advanced internal medicine, intensive care, emergency medicine, poison center, industry, and international rotations just to name a few. (Full-time practice site-based learning.)
Prerequisite: None

Offered at: CUW

PHAR 699. Pharmacy Elective. (3 Credits)

PHAR 711. Teaching Pharm Students I. (2 Credits)
Offered at: CUW

PHAR 712. Teaching Pharmacy Students II. (2 Credits)
Offered at: CUW

PHAR 713. Teaching Pharm Students III. (2 Credits)

Philosophy (PHIL)

PHIL 500. MORAL DEV-BIO ETHICS. (3 Credits)
provides a basic understanding of ethical decision making in the classical tradition of medicine and the Hypocratic Oath and the Judeo-Christian tradition of moral development. Students will learn to understand critique the culture of contemporary "quandary" ethics. They will also be introduced to a method of ethical inquiry identified as Biblical Narrative Ethics. 3 credits. Admission into any DPT course requires admission into the DPT program and successful completion of the previous semester's course work.
Prerequisite: None

PHIL 502. MEDICAL ETHCS-HLTH CARE. (3 Credits)

Physical Therapy-Doctorate (DPT)

DPT 500. Foundations of Physical Therapy. (3 Credits)
introduces students to issues related to the profession of Physical Therapy and to basic examination and patient care skills. Students examine the ethical and legal aspects of practice, supervision of support personnel, and relationships with other health care professionals. They practice effective communication with patients, personal and patient safety, and basic mobility skills. Students also learn the principles and techniques of measuring and documenting joint motion, muscle strength and posture. Pre-requisites: admission into the entry-level DPT Program. 3 credits.
Prerequisite: None

Offered at: CUW

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. Course 3 credits.
Prerequisites: Admission to the CUW Doctor of Physical Therapy Program, or consent of instructor.

DPT 502. Human Anatomy II. (3 Credits)
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 DPT XXX 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 3 credits.
Prerequisites: Matriculation in the CUW Doctor of Physical Therapy Program and successful completion of DPT 501 Human Anatomy I, or consent of instructor.

Offered at: CUW

DPT 505. Kinesiology. (5 Credits)
is a foundation course that examines and analyzes human motion. Basic principles of osteokinematics, arthokinematics, 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. 5 credits.
Prerequisite: admission into the entry-level DPT Program.

Offered at: CUW

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 steps involved in making evidence-based decisions, use library resources to acquire published evidence, develop the ability to read scientific literature, and develop a system of organizing resources. Furthermore, basic concepts of measurement and testing will be covered. Students will learn to make specific measurements germane to the practice of physical therapy and will understand related concepts of measurement. 2 credits.
Prerequisite: None

DPT 540. Clinical Decision Making. (2 Credits)
this course provides an opportunity for students to practice the thought process used by physical therapists in making clinical decisions regarding patient care. The students will be given a framework by which to begin the clinical decision making process, including screening for medical referral and appropriateness of continuing with a physical therapy examination. This framework for decision making will be implemented into all courses within the curriculum. Students will gain additional experience with patient examination with emphasis on the subjective interview, evaluating examination data, developing a Physical Therapy diagnosis and prognosis, and practicing documentation of these findings within a SOAP note format. By the end of this course, students will be better able to demonstrate the ability to perform an effective subjective examination and identify patients that are appropriate either for continuation with a physical therapy examination or referral to another healthcare provider. Pre-requisites: Successful completion of Semesters 1 and 2 in the Concordia University Wisconsin DPT curriculum. This course is being offered in a blended format. As such there will be out-of-classroom on-line Power Points, research articles and pre-class assignments to guide the in-class discussions. 2 Credits.
Prerequisite: None

DPT 550. Pathophysiology/Pharmacol I. (4 Credits)
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. Case study 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 effectively promote the learning process. 3 credits.
Prerequisite: admission into the entry-level DPT Program.

Offered at: CUW

DPT 555. Movement Analysis I. (1 Credit)
provides students with fundamental knowledge and skill required to understand and perform functional, biomechanical, and observational analysis of normal human locomotion. 1 credit.
Prerequisites: Good standing in CUW DPT program or consent of instructor.

DPT 560. Intro to Professional Practice. (2 Credits)
introduction to Professional Practice will include the development of a professional portfolio, introduction to clinical education, and professional behavior and learning style assessments of each student. Professional ethics, licensure issues and supervision of support personal will also be introduced. 2 Credits.
Prerequisite: None

DPT 565. Therapeutic Exercise. (3 Credits)
this course provides students with the basic concepts and principles that guide the development of appropriate therapeutic exercise interventions for patients/clients across the lifespan. 3 credits.
Prerequisite: None

DPT 575. Community Practice I. (1 Credit)
course will provide the student with opportunities to integrate current professional and personal knowledge, attitudes and skills into service activities performed in various community settings. The focus will be on the provision of service which positively impacts the health and wellness of defined community populations. Sections of the course will occur in every fall and spring semester of the Physical Therapy curriculum beginning in the spring semester of year one. 1 credit.
Prerequisite: None

DPT 580. Mgmt Pediatric Disorders. (4 Credits)
is the first course in a two 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. Course 4 credits
Prerequisite: Successful completion of previous course work in the DPT curriculum.

DPT 584. Neuroscience I. (1 Credit)
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. Neuroscience is part of the professional Physical Therapy curriculum. As such, 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. 1 credit.
Prerequisites: Admission into the CUW Doctor of Physical Therapy Program, or consent of instructor.

DPT 585. Neuroscience II. (2 Credits)
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 DPT XXX 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. Neuroscience 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 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 DPT 501 Human Anatomy I and DPT 584 Neuroscience I. 2 credits
Prerequisite: None

Offered at: CUW

DPT 586. Neuroscience III. (2 Credits)
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 DPT 584 Neuroscience I and DPT 585 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. Neuroscience is part of the professional curriculum in Physical Therapy. As such, 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 DPT 502 Human Anatomy II and DPT 585 Neuroscience II. 2 credits
Prerequisite: None

DPT 609. Exercise Science I. (3 Credits)
provides students with 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: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 3 credits.
Prerequisite: None

DPT 610. Management of Neuromuscular Disorders I. (3 Credits)
Management of Neuromuscular Disorders I will introduce students to the basic concepts of neuro rehab that are not specific to specific medical diagnoses. This course will include the neuro exam, introduction to basic techniques like neural facilitation and inhibition, and common tests, measures, and interventions for postural control, reach and grasp, and mobility. Movement system diagnoses will be included and applied to cases. Pre-requisites: admission to the DPT program and successful completion of previous course work in the DPT curriculum.
Prerequisite: None

DPT 611. Management of Neuromuscular Disorders II. (3 Credits)
Continues from DPT 610 to present theory and therapeutic management of clients with neurological dysfunction. The course presents therapeutic intervention from a human movement perspective, emphasizing principles introduced in DPT 615. Students are provided with opportunities to expand clinical decision-making skills in the physical therapy management of adults with acquired central nervous system dysfunction. Pre-requisites: admission to the DPT program and successful completion of previous course work in the DPT curriculum.
Prerequisite: None

DPT 615. Movement Science. (4 Credits)
exposes students to current topics in motor control and motor learning. The course will examine the processes and constraints to those processes that define acquisition, retention, and change of motor behavior across the life span by examining specific sample motor skills. In addition, students will be exposed to some current tools used for movement examination and description in the clinical setting. Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 3 credits.
Prerequisite: None

DPT 622. Scientific Inquiry I. (1-3 Credits)
is an opportunity for students to continue to explore the application of research to clinical practice, as previously developed in DPT 510 Evidence Based Practice I and DPT 635 Evidence Based Practice II. Small groups of students engage in varied aspects of the research process with a supervising faculty member. Groups participate in projects involving either the design and implementation of research data collection and analysis or the systematic appraisal of the current evidence relevant to specific physical therapy interventions. Project findings are shared with health care professionals and peers. Credit hours: Flexible for a total of 3 required for graduation.
Prerequisite: None

DPT 625. Therapeutic Modalities. (4 Credits)
this course teaches the use of modalities in physical therapy practice from a physiological perspective. Students will learn to use modalities for pain management, inflammation control, tissue repair, specifically addressing pain management. Students will learn to incorporate the use of physical agents into a physical therapy plan of care and appropriately document this use. Students will also be introduced to the therapeutic uses of electrical stimulation devices, electrodiagnostic testing, and electrophysiologic evaluation equipment commonly used in physical therapy practice. 4 credits.
Prerequisite: None

Offered at: CUW

DPT 628. Clinical Problem Solving I. (2 Credits)
is a 3-week clinical experience in the first of 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 Year 1 in a general inpatient practice setting. The teaching model for this experience will be a structured, collaborative (2 or 3 students with one clinical instructor) model. Pre-requisites: admission into the entry-level DPT Program and successful completion of the first semester in the program. 2 credits.
Prerequisite: None

DPT 630. Clinical Problem Solving II. (2 Credits)
is a 3-week clinical experience in the second of a three-course sequence of clinical decision making experiences, completed in the clinical environment in a pediatric setting. Students are provided the opportunity to integrate academic course work in a normal motor development and rehabilitation of children with developmental challenges with clinical practice. This clinical experience serves as an introduction to pediatric clinical practice. Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 2 credits.
Prerequisite: None

DPT 631. Clinical Problem Solving III. (6 Credits)
is the third in a three-course sequence of clinical decision-making experiences. The course is designed to integrate academic course work in rehabilitation of adults with neurological and/or musculoskeletal dysfunction with clinical practice. Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 6 credits.
Prerequisite: None

DPT 635. Evidence Based Practice II. (3 Credits)
this course provides students with an opportunity to refine and expand upon what was learned in DPT 510: Evidence Based Practice I. Students will continue to gain knowledge and refine skills that are fundamental to making relevant clinical decisions based upon the best available evidence. Students will develop patient-specific foreground questions, acquire research articles, and 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 questions 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. 3 credits.
Prerequisite: None

Offered at: CUW

DPT 650. Pathophysiology/Pharm II. (4 Credits)
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 will be reintroduced, and drugs will subsequently be classified according to their accrued therapeutic uses. Tutorial sessions will be used for problem-based learning. This will include tutor, peer and self assessments of each student's performance in tutorial (identifying areas of strength and weakness in one's knowledge, use of acquired knowledge and skills; recognize, develop and demonstrate qualities required to be an effective member of a tutorial group and to assume the role of a health care provider, including responsibility to a team, and communication and leadership skills) and of the group's effectiveness in promoting the learning process. 3 credits.
Prerequisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum.

DPT 655. Movement Analysis II. (3 Credits)
provides students with fundamental knowledge and skill required to understand and perform functional, biomechanical, and observational analysis of normal and pathological human movement. The course develops student skill in observational analysis, integration of data into a physical therapy evaluation, performing ergonomic assessments, and provides an understanding of the principles and prescription of orthoses and prosthetics. 3 credits.
Prerequisites: Good standing in CUW DPT program or consent of instructor.

Offered at: CUW

DPT 659. Intro to Manage of Muscul Diso. (2 Credits)
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. You will be responsible for knowing muscle interventions, origins and insertions and components of a neurologic examination. Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 2 credits.
Prerequisite: None

DPT 660. Manag of MuscSkel Dis I. (4 Credits)
develops the skills required to perform a musculoskeletal examination/ evaluation, determine the movement dysfunction and formulate, implement and modify an intervention plan for the temporomandibular joint, cervical and thoracic spine, shoulder, elbow, wrist, and hand. The third semester of this sequence emphasizes examination techniques, soft tissue mobilization and exercise progression. These principles are incorporated into the examination/ evaluation and treatment of the temporomandibular joint, cervical and thoracic spine, and upper extremity dysfunction. The student is expected to apply previous knowledge and skills. Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 4 credits.
Prerequisite: None

Offered at: CUW

DPT 661. Manag of MuscSkel Disorders II. (4 Credits)
develops the skills required to perform a musculoskeletal examination/ evaluation, determine the movement dysfunction and formulate, implement, and modify a treatment plan for the lumbar spine, pelvis and lower extremities. The second semester of this sequence emphasizes examination techniques, soft tissue mobilization and exercise progression. These principles are incorporated into the examination/ evaluation and treatment of the lumbar spine, pelvic and lower extremity dysfunction. The student is expected to apply previous knowledge and skills Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 4 credits.
Prerequisite: None

DPT 665. Manag of Integument Sys Disord. (2 Credits)
provides students with the knowledge and skills required for physical therapy management of patients of all ages with disorders of the integumentary system. The students will develop skill in performing integumentary screening and comprehensive examinations that include tests/measures to determine patients that will benefit from physical therapy intervention. Students will demonstrate skill in applying therapeutic interventions to enhance patient function by managing integumentary systems disorders such as lesions of the integument, edema, lymphedema, acute and chronic wounds, burns, and infection control. Students will acquire knowledge of interventions which require post-professional advanced coursework, such as laser therapy, sharp debridement and specialized wound dressings. The use of interventions will be taught from an evidence-based and physiological perspective. The selection and use of interventions, including indications and contra-indications, will be learned in the full context of the patient management model of examination, evaluation, and PT diagnosis. Prevention of integumentary system damage secondary medical pathology will be addressed. Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 2 credits.
Prerequisite: None

DPT 675. Topics in Orthopedic Manual PT. (3 Credits)
is an elective course for Physical Therapy students committed to further refining and developing manual orthopedic and exercise intervention skills and clinical reasoning skills already established in the course prerequisites. Integration of manual physical therapy techniques into the overall management approach utilized for patients with orthopedic conditions will be emphasized throughout this course. Emphasis will be placed on developing quality hands-on skills for both thrust and non-thrust interventions. Utilizing a framework of evidence-based practice, the course will further emphasize the utilization of outcomes measures, classification schemes, manual therapy and clinical reasoning for the management of persons with orthopedic conditions. Pre-requisites: DPT 659, DPT 660, DPT 661; and recommendation of the faculty based on these three courses. 3 Credits.
Prerequisite: None

Offered at: CUW

DPT 676. Topics in Sports Medicine PT. (3 Credits)
is an elective course primarily related to the upper and lower extremities with some content on the CT Junction and upper Thoracic Spine. The course addresses tissue specific tailored examination techniques to improve the accuracy of your interpretation in an efficient manner. Additional sport specific evaluations are incorporated with the possibility of video analysis. Interventions focus on manual techniques at each joint and exercise recommendations for specific diagnoses. There is in depth discussion about common post-operative diagnoses to improve comfort level with early and late phase interventions (Example: interventions for SAD vs. simple RC repair or interventions for meniscectomy vs. meniscus repair vs. ACL recon with meniscus repair). This course is primarily a lab based to improve clinical decision making skills and maximize patient outcomes. 3 credits.
Prerequisite: None

Offered at: CUW

DPT 680. Community Practice II. (1 Credit)
the Community Practice course will provide the student with opportunities to integrate current professional and personal knowledge, attitudes and skills into service activities performed in various community settings. The focus will be on the provision of service which positively impacts the health and wellness of defined community populations. Sections of the course will occur in every fall and spring semester of the Physical Therapy curriculum beginning in the spring semester of year one. 1 credit hour.
Prerequisite: None

Offered at: CUW

DPT 685. Community Practice III. (1 Credit)
the Community Practice course will provide the student with opportunities to integrate current professional and personal knowledge, attitudes and skills into service activities performed in various community settings. The focus will be on the provision of service which positively impacts the health and wellness of defined community populations. Sections of the course will occur in every fall and spring semester of the Physical Therapy curriculum beginning in the spring semester of year one. 1 credit.
Prerequisite: None

DPT 705. Medical Imaging. (3 Credits)
presents an overview of diagnostic imaging techniques with an emphasis on the role of the Physical Therapist in clinical decision making regarding the utilization and interpretation of diagnostic images. Topics to be addressed include plain film radiographic imaging, magnetic resonance imaging, computed axial tomography, bone scan and diagnostic ultrasound. Mechanisms of image production and the resultant strengths and weaknesses of each of the modalities will also be addressed. The course will emphasize imaging of the adult neuro-musculoskeletal system. 3 Credits.
Prerequisite: Completion of previous course work in DPT curriculum.

Offered at: CUW

DPT 709. Exercise Science II. (2 Credits)
this course will build upon the content of Exercise Science I (DPT 609 Exercise Science). The emphasis in Exercise Science II will be the human body's response to exercise when specific pathologic conditions are present and the application of this knowledge to physical therapy practice when working with patients with these pathologies. Special attention will be given to exercise testing and management of patients with cardiovascular disease, cancer, neuromuscular diseases (Multiple Sclerosis, Stroke, etc.), Diabetes and Metabolic Syndrome, Pulmonary disease, and chronic pain issues such as Fibromyalgia. Additionally, exercise and weight management issues when working with bariatric patients will also be discussed. 2 credits.
Prerequisite: None

DPT 723. Cardiopulmonary Sys/Acute Care. (4 Credits)
addresses 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. Completion of four semesters of DPT course work and clinical experiences. 4 credits.
Prerequisite: None

Offered at: CUW

DPT 736. Tissue/Biomechanics/Histology. (3 Credits)
examines the musculoskeletal tissues from a structure and function perspective. The histology and structure of bone, cartilage, dense connective tissue, peripheral nerves and skeletal muscle are described and their response to injury, immobilization and aging are investigated. In addition, fracture management, bone and joint infection and the biomaterials used in hard tissue replacement are discussed. Physician guest lecturers or a Physician roundtable discussion will augment the topics covered. 3 credits.
Prerequisite: Admission into the entry-level DPT Program.

DPT 737. Psychosocial Dimensions of Healthcare I. (1 Credit)
is the first 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 first course focuses on client-centered practice. The course is offered concurrent with a student clinical-practice experience and assignments encourage application of course content to clinical practice. 1 credit.
Prerequisites: Admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum.

DPT 738. Psychosocial Dimensions of Healthcare II. (1 Credit)
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 cultural sensitivity in clinical practice. The course is offered concurrent with a student clinical-practice experience and assignments encourage application of course content to clinical practice. Pre-requisites: Admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum; concurrently enrolled in DPT 631. 1 credit.
Prerequisite: None

DPT 739. Psychosocial Dimensions of Healthcare III. (1 Credit)
is the third in a 3-course sequence that provides students with an opportunity to examine psychological and social factors that influence the client-clinician interaction. Concepts that are discussed through the full sequence are related to personal and professional values, client-clinician relationships, communication, collaborative treatment planning, cultural sensitivity, motivation, adherence, spirituality, response/adjustment to disability and chronic illness, abuse, loss and grief. This third course focuses on issues of loss, grief, and adjustment as if 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. 1 credit.
Prerequisites: Admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum concurrently enrolled in DPT 760 & 761.

DPT 744. Practice Management. (2 Credits)
teaches students how Physical Therapy is integrated into the healthcare system. It will discuss fiscal management including reimbursement, productivity, marketing, reporting, and budgeting. Issues of health policy, management of human resources, legislative and legal issues, economics and demographic issues of care, and cost-effective care will be covered. Organizational theory will address job design, organizational commitment, job satisfaction, job involvement, patient satisfaction, employee ownership, organizational size, and the management of professional organizations. Pre-requisites: Admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 3 credits.
Prerequisite: None

Offered at: CUW

DPT 745. Health Promotion. (2 Credits)
Health Promotion 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. Students will demonstrate appropriate application of theories of behavior change 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, participate in peer and self-assessment and participate in marketing and advocacy activities will be made available throughout the course. Pre-requisites: Admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 2 credits.
Prerequisite: None

DPT 750. Selected Topics in Pediatrics/Adult Neuro. (3 Credits)
This course will be appropriate for those students interested in working with the both the pediatric and adult neurological client. 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.
Prerequisite: None

Offered at: CUW

DPT 760. Clinical Practice I. (6 Credits)
is one of two summative clinical education experiences required for graduation from the Physical Therapy program. The student will design his/her summative clinical experiences with a member of the academic or clinical faculty and the DCE as mentors. The specific practice setting and patient population will be developed in conjunction with the student's academic advisor to meet student needs. 6 credits.
Prerequisites: Admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum.

DPT 761. Clinical Practice II. (6 Credits)
is the summative clinical experience required for graduation from the Physical Therapy program. The student will design a summative clinical experience with a member of the academic or clinical faculty and the DCE as mentors. The specific practice setting and patient population will be developed in conjunction with the student's academic advisor to meet student needs. Pre-requisites: Admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 6 credits.
Prerequisite: None

DPT 763. Global Ed - PT Experience. (3 Credits)
this elective course is intended to provide the student with an opportunity for cultural experiences through evaluation and treatment of children and adults with various disabilities in a rural area of Nicaragua through the medical ministry of the Circle of Empowerment where the basic health care needs are being provided by this organization. This course will encourage compassion for the impoverished but also empower of the people served. Education to the families, missionary nurse, and the Brigadestas trained by the medical missionary, will be important to allow the programs that have been implemented to be continued.
Prerequisite: None

DPT 785. Community Practice IV. (1 Credit)
course will provide the student with opportunities to integrate current professional and personal knowledge, attitudes and skills into service activities performed in various community settings. The focus will be on the provision of service which positively impacts the health and wellness of defined community populations. Sections of the course will occur in every fall and spring semester of the Physical Therapy curriculum beginning in the spring semester of year one. 1 credit.
Prerequisite: None

Offered at: CUW

DPT 800. Med Screening & Exam Ortho Res. (1 Credit)
Offered at: CUW

DPT 801. Clin Exam & Treatment of Spine. (3 Credits)
Offered at: CUW

DPT 802. Clin Exam & Treat of Up Extrem. (1-3 Credits)
Offered at: CUW

DPT 803. Clin Exam & Treat Lower Extrem. (3 Credits)
Offered at: CUW

DPT 804. Motor Control for Ortho Pop. (1 Credit)
Offered at: CUW

DPT 805. Clin Mentoring for Ortho Res. (1-5 Credits)
Offered at: CUW

DPT 806. OCS Preparatory Course. (1 Credit)
Offered at: CUW

DPT 807. Clin Research for Ortho Res. (0.5-1 Credits)
Offered at: CUW

Physician Assistant (PHAS)

PHAS 500. Anatomy. (6 Credits)
this course addresses the anatomical organization of the human body including the cardiovascular, respiratory, digestive, urinary, reproductive, musculoskeletal, endocrine and nervous systems. Students learn gross anatomy through lecture, discussion, and supervised dissection of human cadavers and pro-sections. 6 credits.
Prerequisite: Enrollment in the PA program.

PHAS 501. Physician Assistant Seminar. (1 Credit)
this course serves as an introduction to the role of the physician assistant in the health care system. It will include lecture and discussion of professional roles, policies and regulations relevant for physician assistants, and professional and ethical behavior in health care. 1 credit.
Prerequisite: Enrollment in the PA program.

PHAS 502. PA Seminar II. (2 Credits)
this course expands upon content from PA Seminar I related to the role of the physician assistant in the health care system, focusing on health care management and administration, as well as current trends and issues related to the profession. 2 credits.
Prerequisite: Successful completion of all courses in Summer I.

Offered at: CUW

PHAS 503. PA Seminar III. (2 Credits)
this course expands upon content from PA Seminar II related to the role of the physician assistant in the health care system and will focus on legal; financial, billing, coding, and reimbursement issues, quality assessment and risk management. 2 credits.
Prerequisite: Successful completion of all courses in Winterim I.

PHAS 504. Physical Assessment I. (2 Credits)
part 1 in a two-series course designed to introduce students to develop and apply basic skills and techniques necessary for patient history taking and communication skills. Students will learn how to apply physical examination techniques in order to perform focused and full examinations and recognize normal and abnormal findings following the order of topics in Clin Med 1. Students will be learning to present the information in oral and written formats. This is a mixed lecture/laboratory course. 2 credits.
Prerequisite: Successful completion of all courses in Summer 1.

Offered at: CUW

PHAS 505. Physical Assessment II. (2 Credits)
part two of the 2-series course in developing and applying basic skills and techniques necessary for patient history taking and communication skills. Students will continue to apply physical examination techniques in order to perform focused and full examinations and recognize normal and abnormal findings in topics covered in Clin Med 2, culminating in a complete physical examination practicum. Students will be learning to present the information in oral and written formats. This is a mixed lecture/laboratory course. 2 credits.
Prerequisite: Successful completion of courses in Winterim 1.

PHAS 506. Clinical Skills 1. (1 Credit)
is part 1 in a three-series laboratory course that focuses on development of the skills relevant for primary care practice which will track with Clin. Med 1 topics. The course will further contribute to the development of clinical reasoning related to case scenarios. This is a mixed lecture/laboratory course. 1 credit.
Prerequisite: Successful completion of all courses in Summer 1.

Offered at: CUW

PHAS 507. Clinical Skills 2. (1 Credit)
is part 2 of a three-series laboratory course that focuses on development of the skills relevant for primary care practice, once again following topics concurrently with Clin Med II. The course will further contribute to the development of clinical reasoning related to case scenarios. This is a mixed lecture/laboratory course. 1 credit.
Prerequisite: Successful completion of all course in Winterim 1.

PHAS 508. Clinical Skills 3. (1 Credit)
is part 3 in the three-part series course laboratory course that focuses on development of the skills relevant for primary care practice. This final series will be focused on preparing the student for successful performance of skills in the clinical year. The course will further contribute to the development of clinical reasoning related to case scenarios. This is a mixed lecture/laboratory course. 1 credit.
Prerequisite: Successful completion of all courses in Spring 1.

PHAS 515. Molecular Mechanisms. (3 Credits)
this course is an introduction to cellular and molecular mechanisms relevant for medical practice. The course is offered in a modular format and addresses 3 primary topics: genetics and molecular biology, biochemistry and principles of pharmacology, and microbiology. Each module focuses on basic principles to prepare students for clinical application in the pathophysiology/pharmacology and clinical medicine courses. 2 credits.
Prerequisite: Enrollment in the PA program.

PHAS 520. Neuroanatomy. (2 Credits)
This course covers basic principles of 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, spinal cord and peripheral nerves. 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. 2 credits.
Prerequisite: Successful completion of all courses in Summer I.

Offered at: CUW

PHAS 525. Clinical Medicine I. (6 Credits)
Clinical Medicine I is the first of a two-course sequence addressing the pathophysiology, signs and symptoms, differential diagnosis, and prevention and treatment of diseases using a systems-based approach. Systems covered in this course include neurology, dermatology, otolaryngology, genetics, musculoskeletal/rheumatological disorders, endocrine, and ophthalmology. Case studies will be used extensively to integrate pharmacology, radiology, nutrition and exercise, and laboratory diagnostics, as well as to develop clinical problem-solving skills. 6 credits.
Prerequisite: Successful completion of all courses in Summer I.

Offered at: CUW

PHAS 526. Pathophys & 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. 5 credits.
Prerequisite: Successful completion of all courses in Summer I.

Offered at: CUW

PHAS 527. Medical Diagnostics I. (3 Credits)
this course is an introduction to medical imaging, ECG, and laboratory testing for the diagnosis and treatment of disease. Medical Diagnostics I is taught concurrently with Clinical Medicine I and Pathophysiology and Pharmacology I, and focuses on diagnostics relevant to diseases and conditions covered in Clinical Medicine I. The course is taught using lecture, laboratory and integrated case studies. 2 credits.
Prerequisite: Successful completion of all courses in Summer I.

Offered at: CUW

PHAS 530. Clinical Medicine II. (6 Credits)
Clinical Medicine II is the second in a two-course sequence addressing the pathophysiology, signs and symptoms, differential diagnosis, and prevention and treatment of diseases using a systems-based approach. Systems covered in this course include cardiology, pulmonology, gastroenterology, nephrology and urology, hematology, oncology, geriatrics, and infectious disease. Case studies will be used extensively to integrate pharmacology, radiology, nutrition and exercise, and laboratory diagnostics, as well as to develop clinical problem-solving skills. 6 credits.
Prerequisite: Successful completion of all courses in Winterim I.

PHAS 531. Pathophys/Pharmacology II. (5 Credits)
this lecture course is taught concurrently with Clinical Medicine II and covers the basic physiology, related pathophysiology, and pharmacology principles and therapeutics relevant to systems and diseases covered in Clinical Medicine I. Topics including efficacy, toxicity, adherence, potential drug interactions, and cost will be addressed using lecture and case studies. 5 credits.
Prerequisite: Successful completion of all courses in Winterim I.

PHAS 532. Medical Diagnostics II. (3 Credits)
this course builds upon content taught in Medical Diagnostics I and addresses the use of medical imaging, ECG, and laboratory testing for the diagnosis and treatment of disease. Medical Diagnostics II is taught concurrently with Clinical Medicine II and Pathophysiology and Pharmacology II, and focuses on diagnostics relevant to diseases covered in these courses. The course is taught using lecture, laboratory and integrated case studies. 2 credits.
Prerequisite: Successful completion of all courses in Winterim I.

PHAS 535. Evidence Based Medicine. (1 Credit)
this course addresses the use of research and evidence to inform clinical practice in medicine and will emphasize the responsibility of physician assistants to maintain a current knowledge base. Students will read and analyze primary literature related to disease prevention and treatment and will learn to use medical databases to access literature relevant for clinical decision making. Students begin to work on their capstone project during this course. 2 credits.
Prerequisite: Successful completion of all courses in Fall I.

PHAS 540. Public Health & Epidemiology. (2 Credits)
this course addresses relevant aspects of public health and epidemiology including both individual and population-based preventive medicine, health promotion, and community-based practice. 2 credits.
Prerequisite: Successful completion of all courses in Summer I.

PHAS 545. Emergency Medicine. (4 Credits)
This course provides an introduction to the diagnosis and treatment of common conditions encountered in an Emergency Department, and will include the management of life-threatening patient presentations. Students will take ACLS during this course. This is a mixed lecture/laboratory course. 4 credits.
Prerequisite: Successful completion of all courses in Spring I.

PHAS 550. Pediatrics. (3 Credits)
This course 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. 2 credits.
Prerequisite: Successful completion of all courses in Spring I.

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, perioperative, and post-operative care, sterile technique, and common surgical complications. This is a mixed lecture/laboratory course. 3 credits.
Prerequisite: Successful completion of all courses in Winterim I.

PHAS 570. Behavioral Medicine. (2 Credits)
this course provides an introduction to the pathophysiology, evaluation, diagnosis and treatment of psychiatric disorders. The course will be a blended delivery of both in-class lecture as well as online course content. It prepares students for clinical rotations in behavioral medicine. 2 credits. 570
Prerequisite: Successful completion of all courses in Fall.

PHAS 575. Obstetrics & Gynecology. (2 Credits)
this course addresses all aspects of women's health including prenatal care, labor and delivery, and post-natal care, as well as disorders and diseases unique to the female reproductive system that are commonly encountered in primary care practice. This is a mixed lecture/laboratory course. 2 credits.
Prerequisite: Successful completion of all courses in Fall I.

PHAS 580. Intro to Clinical Practice. (3 Credits)
Introduction to Clinical Practice is a required clinical experience that allows students to become involved in a clinical practice setting during the first year in the PA program. Students will work closely with a preceptor and will focus on patient interviewing, health history, and the basic physical exam. The acquisition of patient interaction skills is a substantial component of the course. 3 credits.
Prerequisite: Successful completion of all courses in Fall I.

PHAS 600. PA Seminar IV. (2 Credits)
will be a culmination of the summative examinations (both written and practical) as well as the capstone project. 2 credits.
Prerequisite: Successful completion of the PA Program didactic year.

PHAS 610. Family Medicine Clin Pract I. (4 Credits)
this required 4 week rotation in Family Medicine is under the supervision of a clinical preceptor. The rotation addresses the pathophysiology, evaluation, differential diagnosis, and management of diseases and conditions that occur in the practice of family medicine. 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. (Minimum of 40 hours a week). 4 credits.
Prerequisite: Successful completion of the PA Program didactic year.

Offered at: CUW

PHAS 615. Family Medicine Clin Pract II. (4 Credits)
this required 4 week rotation in Family Medicine is under the supervision of a clinical preceptor. The rotation addresses the pathophysiology, evaluation, differential diagnosis, and management of diseases and conditions that occur in the practice of family medicine. 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. This course expands upon knowledge gained in Family Medicine Clinical Practicum I. (Minimum of 40 hours a week). 4 credits.
Prerequisites: Successful completion of Family Medicine Clinical Practicum I and the PA Program didactic year.

Offered at: CUW

PHAS 620. Internal Medicine Clin Pract I. (4 Credits)
this required 4 week rotation in Internal Medicine is under the supervision of a clinical preceptor. The rotation addresses the pathophysiology, evaluation, differential diagnosis, and management of diseases and conditions that occur in the practice of general internal medicine. Students will have the opportunity to manage acute and chronic care and participate in continual care for patients in this setting. (Minimum of 40 hours a week). 4 credits.
Prerequisite: Successful completion of the PA Program didactic year.

Offered at: CUW

PHAS 625. Internal Medicine Clin Prac II. (4 Credits)
this required 4 week rotation in Internal Medicine is under the supervision of a clinical preceptor. The rotation addresses the pathophysiology, evaluation, differential diagnosis, and management of diseases and conditions that occur in the practice of general internal medicine. Students will have the opportunity to manage acute and chronic care and participate in continual care for patients in this setting. This course expands upon knowledge gained in Internal Medicine Clinical Practicum I. (Minimum of 40 hours a week). 4 credits.
Prerequisites: Successful completion of Internal Medicine Clinical Practicum I and the PA Program didactic year.

Offered at: CUW

PHAS 630. Women's Health. (4 Credits)
this required 4 week rotation in Obstetrics and Gynecology is under the supervision of a clinical preceptor. The rotation addresses the pathophysiology, evaluation, differential diagnosis, and management of diseases and conditions that occur in the practice of obstetrics/gynecology and women's health. Students will further develop knowledge of preventive care, pregnancy, menopause, screening recommendations, and infertility. Students will also be involved with prenatal care. (Minimum of 40 hours a week). 4 credits.
Prerequisite: Successful completion of the PA Program didactic year.

Offered at: CUW

PHAS 635. Pediatric Clinical Practicum. (4 Credits)
this required 4 week rotation in Pediatrics is under the supervision of a clinical preceptor. The rotation addresses the pathophysiology, evaluation, differential diagnosis, and management of diseases and conditions that occur in the practice of pediatrics. Students will become more proficient at performing pediatric history and physical examinations, well checks, counseling patients and their families, as well as screening for developmental milestones. (Minimum of 40 hours a week). 4 credits.
Prerequisite: Successful completion of the PA Program didactic year.

Offered at: CUW

PHAS 640. Emerg Medicine Clin Practicum. (4 Credits)
this required 4 week rotation in Emergency Medicine is under the supervision of a clinical preceptor. The rotation addresses the pathophysiology, evaluation, differential diagnosis, and management of diseases and conditions that present to hospital emergency departments. (Minimum of 40 hours a week) 4 credits.
Prerequisite: Successful completion of the PA Program didactic year.

Offered at: CUW

PHAS 645. Surgery Clinical Practicum. (4 Credits)
this required 4 week rotation in Surgery is under the supervision of a clinical preceptor. The rotation addresses the pathophysiology, evaluation, differential diagnosis, and management of diseases and conditions that involve surgical treatment. Students will participate in the care of pre-operative, peri-operative, and post-operative patients, learn about indications, contraindications, and complications related to the surgical patient and assist in surgery. (Minimum of 40 hours a week). 4 credits.
Prerequisite: Successful completion of the PA Program didactic year.

Offered at: CUW

PHAS 650. Behavioral Medicine Clin Pract. (4 Credits)
this required 4 week rotation in Behavioral Medicine is under the supervision of a clinical preceptor. The rotation addresses the pathophysiology, evaluation, differential diagnosis, and management of diseases and conditions in psychiatry and behavioral medicine. (Minimum of 40 hours a week). 4 credits.
Prerequisite: Successful completion of the PA Program didactic year.

Offered at: CUW

PHAS 655. Clinical Practicum Elect I. (4 Credits)
this required 4 week rotation is under the supervision of a clinical preceptor. The rotation allows students, in consultation with their academic advisors, to select an area of medical practice that addresses their unique interests and goals. (Minimum of 40 hours a week). 4 credits.
Prerequisite: Successful completion of the PA Program didactic year.

Offered at: CUW

PHAS 660. Clinical Practicum Elect II. (4 Credits)
this required 4 week rotation is under the supervision of a clinical preceptor. The rotation allows students, in consultation with their academic advisors, to select an area of medical practice that addresses their unique interests and goals. (Minimum of 40 hours a week). 4 credits.
Prerequisite: Successful completion of the PA Program didactic year.

Offered at: CUW

Public Admin-Masters (MPA)

MPA 535. Budget in Public Agenc. (3 Credits)
addresses one of the most important and demanding aspects of government-the annual budget. A variety of different aspects of public budgeting are examined in an effort to introduce future public administrators to one of the largest challenges they will face. The development of the budget is affected by a number of factors, each of which must be identified and dealt with in order to prepare a comprehensive and effective budget. The political aspect of budget decisions and the ramifications of those decisions are extremely important as well. This course is designed to provide students in public administration with an introduction to budgeting in public agencies. 3 credits.
Prerequisite: None

MPA 540. Public Program Evaluation. (3 Credits)
considers the scope and methods of program evaluation, including analytical techniques necessary in evaluation. Discusses the roles of citizens, bureaucrats and elected officials in program design and implementation methods to carry out effective evaluations are presented. 3 credits.
Prerequisite: None

MPA 560. Business Law and Government. (3 Credits)

MPA 568. Public Personnl Admin. (3 Credits)
examines the issues surrounding the employment and the managing of human resources in the public sector. 3 credits.
Prerequisite: None

MPA 569. Intergovernmental Relations. (3 Credits)
covers the interdependencies between various governmental jurisdictions in our federal system. Examines the impact the federal system has on policy implementation and the allocation of government responsibilities. 3 credits.
Prerequisite: None

MPA 801. RESEARCH METHODS. (3 Credits)

MPA 810. POLS/SOC THEORY. (3 Credits)

MPA 815. ORGANIZ THEORY. (3 Credits)

MPA 820. ORGANIZ BEHAV PUB ADMIN. (3 Credits)

MPA 825. PUBLIC ADMIN LAW. (3 Credits)

MPA 826. ETHICS & PUBLIC ADMIN. (3 Credits)

MPA 830. PUBLIC ADMIN ISSUES. (3 Credits)

MPA 835. Budget in Public Agencies. (3 Credits)
addresses one of the most important and demanding aspects of government-the annual budget. A variety of different aspects of public budgeting are examined in an effort to introduce future public administrators to one of the largest challenges they will face. The development of the budget is affected by a number of factors, each of which must be identified and dealt with in order to prepare a comprehensive and effective budget. The political aspect of budget decisions and the ramifications of those decisions are extremely important as well. This course is designed to provide students in public administration with an introduction to budgeting in public agencies. 3 credits.
Prerequisite: None

Offered at: OL

MPA 840. Public Program Evaluation. (3 Credits)
considers the scope and methods of program evaluation, including analytical techniques necessary in evaluation. Discusses the roles of citizens, bureaucrats and elected officials in program design and implementation methods to carry out effective evaluations are presented. 3 credits.
Prerequisite: None

Offered at: OL

MPA 845. INT'L ISSUES. (3 Credits)

MPA 860. Business Law and Government. (3 Credits)

MPA 865. ISSUES GOVT DELIV SERVI. (3 Credits)

MPA 868. Public Human Resource Admin. (3 Credits)
examines the issues surrounding the employment and the managing of human resources in the public sector. 3 credits.
Prerequisite: None

Offered at: OL

MPA 869. Intergvrmntl Relations. (3 Credits)
covers the interdependencies between various governmental jurisdictions in our federal system. Examines the impact the federal system has on policy implementation and the allocation of government responsibilities. 3 credits.
Prerequisite: None

Offered at: OL

MPA 870. ADMIN POLICE ORGANIZATN. (3 Credits)

Religion (REL)

REL 500. Profession Christian Worldview. (3 Credits)
introduces unique opportunities for students to examine their worldview based upon biblical precedents and historical Christian values and then apply it to their vocational goals. 3 credits.
Prerequisites: REL 100 or prior approval by the instructor.

REL 525. Christian Doctrine at Work. (4 Credits)
presents the central teachings of Christianity as they relate to twenty-first century vocations in health care settings. This course is team taught by faculty from the Department of Theology and from the School of Pharmacy. Students will explore the biblical and confessional foundations of Christian doctrine and apply them to current cultural and vocational contexts. 4 credits.
Prerequisites: REL 100 and admission to the Pharmacy school, or prior approval by the instructor.

REL 540. THE PASSION OF OUR LORD. (3 Credits)

REL 542. THE MASTER AS TEACHER. (3 Credits)

REL 680. CHRISTIAN ETHICS. (3 Credits)

Science (SCI)

SCI 555. Spec Top:God&Scientists Faith&. (3 Credits)

SCI 597. Inter/Pract Envir/Outdoor Ed. (1-4 Credits)
offers students the opportunity to acquire hands-on experience in an environmental or outdoor education setting. 1 - 4 credits. STUDENT PERSONNEL ADMINISTRATION
Prerequisite: None

SCI 897. Internship in Environmental Ed. (1-4 Credits)

Student Personnel-Graduate (SPA)

SPA 501. Found Student Personnel Admin. (3 Credits)
the course introduces students to the field of student affairs administration as they examine the historical, philosophical, and theoretical roots of the profession. The current nature of the work student affairs professionals perform, the skills and competencies required for the profession, and professional standards of the profession will be addressed. 3 credits.
Prerequisite: None

Offered at: CUAA, CUW

SPA 506. Group Dynamic/Leader. (3 Credits)
applies concepts of small task-oriented group communication to the life and vocation experiences of participants, emphasizing servant-leadership skills. 3 credits.
Prerequisite: None

Offered at: CUW

SPA 510. Issues/American Higher Educati. (3 Credits)
this course places American higher education into a historical context examining the impact of society on the development of higher education. Introduces the student to current issues in American higher education. 3 credits.
Prerequisite: None

Offered at: CUW

SPA 511. Curr Issues in Athlet Admin. (1,3 Credits)
this course is an in depth examination of contemporary issues and problems that exist in the sectors of interscholastic, intercollegiate, and professional sport programs. Topics such as legal liability, gender equity, fiscal management, sports marketing, facility management, personnel management, and event scheduling are covered. 3 credits.
Prerequisite: None

Offered at: CUW

SPA 515. Research Methods. (3 Credits)
examines the research tools available to design, implement and evaluate the formal study of the educational process in order to conduct research. The course includes the study of descriptive and experimental research methods, basic statistical methods as well as techniques of literature review and report writing, that is, the reporting of research. Students completing this course should have a draft of the first three chapters for either a thesis or graduate seminar project. 3 credits
Prerequisite: None

Offered at: CUAA, CUW

SPA 520. American College Student. (3 Credits)
students from various generational, social, racial, ethnic, and religious backgrounds are entering college in ever increasing numbers. This course studies the impact these student have on the campus environment and the way in which the institution responds to its students. 3 credits.
Prerequisite: None

Offered at: CUAA, CUW

SPA 525. Student Programs & Assessment. (3 Credits)
this course examines the various aspects of program planning and specifically focuses on the role and practical application of assessment as an essential tool in an effective and comprehensive student affairs program. The Council for the Advancement of Standards (CAS) is discussed and utilized as a method of program evaluation. 3 credits.
Prerequisite: None

Offered at: CUAA, CUW

SPA 526. Organiz & Mange of Athlet Prog. (3 Credits)
a study of administration, philosophy, standards, policies, and procedures utilized in the implementation of intercollegiate and interscholastic sport programs. This course is a comprehensive investigation of leadership styles, organizational structure and operations, human resources management, budget preparation, facility and event management, governance structures, and risk management. 3 credits.
Prerequisite: None

Offered at: CUW

SPA 530. Higher Education Admin. (3 Credits)
this course examines colleges and universities as organizations and the leadership and administration of this type of organization. Current theories of organizational behavior and governance will be reviewed applying this theory to real and hypothetical situations. 3 credits.
Prerequisite: None

Offered at: CUAA, CUW

SPA 531. Fiscal Iss in Athletic Admin. (3 Credits)
a comprehensive examination of principles in sport finance and economics and the impact of financial management on sport and facility business in athletic programs. This course will focus on the concepts of resource acquisition and financial management and the application of strategies and procedures for budget development and management, fund raising, sport income and expenditures, and risk/return of investment. 3 credits.
Prerequisite: None

Offered at: CUAA, CUW

SPA 535. Legal Issues in Ed Administrat. (3 Credits)
this course surveys legal issues arising from the relationship between public and private colleges and universities and their governing boards, administrators, faculty, student affairs staff, and governmental bodies. Students explore higher education law, the role of law on campus, and the relationship between the law and the work in student affairs and athletics. 3 credits.
Prerequisite: None

Offered at: CUW

SPA 559. Event Manag in Athletics. (1 Credit)
this course provides students with an opportunity to apply practical knowledge, skills, and attitudes developed during their academic preparation. It is also aimed at helping students gain valuable experience in problem solving and management of athletic events. 1 credit.
Prerequisite: None

Offered at: CUW

SPA 560. Fund of Counseling. (3 Credits)

SPA 561. Current Topics in:. (1 Credit)
The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.
Prerequisite: None

SPA 562. Current Topics in:. (1 Credit)
The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.
Prerequisite: None

SPA 563. Current Topics in:. (1 Credit)
The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.
Prerequisite: None

SPA 564. Current Topics in:. (1 Credit)
The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.
Prerequisite: None

SPA 565. Current Topics in:. (1 Credit)
The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.
Prerequisite: None

SPA 566. Current Topics in:. (1 Credit)
The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.
Prerequisite: None

SPA 567. Current Topics in:. (1 Credit)
The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.
Prerequisite: None

SPA 568. Current Topics in:. (1 Credit)
The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.
Prerequisite: None

SPA 569. Current Topics. (1 Credit)
The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.
Prerequisite: None

SPA 596. Internship I. (3 Credits)
provides the opportunity to relate student personnel administrative theory to the applied student service profession. Placement will be made in an appropriate student service setting
Prerequisite: None

Offered at: CUW

SPA 597. Internship II. (3 Credits)
provides the opportunity to relate student personnel administrative theory to the applied student service profession. Placement will be made in an appropriate student service setting
Prerequisite: None

Offered at: CUW

SPA 598. Internship III. (3 Credits)
this course provides the opportunity to relate student personnel administrative theory to the applied student service profession. Placement will be made in an appropriate student service setting. A minimum of 150 hours per internship is required. 3 credits.
Prerequisite: None

Offered at: CUW

SPA 600. Thesis Completion Seminar. (3 Credits)
the student works under the supervision of his/her advisor to complete the thesis begun during the Educational Research Methods course. Upon completion of the thesis, the Oral Defense of the study findings is scheduled with the Chair of the Thesis Committee. 3 credits.
Prerequisite: None

Offered at: CUW

SPA 601. Capstone Colloquium. (3 Credits)
this course provides an opportunity to examine a range of problems in student personnel administration. Work will be structured to meet individual needs and problems of participants. 3 credits.
Prerequisite: None

Offered at: CUW

SPA 602. Portfolio. (0 Credits)
A purposeful collection of student work that exhibits and shows evidence of the student's efforts, progress and achievements in the formal and informal coursework of the SPAHE program as it relates to the program's learning outcomes. Throughout the program, each students should accumulate artifacts that attest to the student's growth and development (outcome) during the time the student has been in the program.
Prerequisite: None

Offered at: CUW

SPA 801. Found Student Personnel Admin. (3 Credits)
the course introduces students to the field of student affairs administration as they examine the historical, philosophical, and theoretical roots of the profession. The current nature of the work student affairs professionals perform, the skills and competencies required for the profession, and professional standards of the profession will be addressed. 3 credits.
Prerequisite: None

Offered at: OL

SPA 802. Profess Writing & Research. (1 Credit)

SPA 806. Group Dynamic/Leader. (3 Credits)
applies concepts of small task-oriented group communication to the life and vocation experiences of participants, emphasizing servant-leadership skills. 3 credits.
Prerequisite: None

Offered at: OL

SPA 810. Issues/American Higher Educati. (3 Credits)
this course places American higher education into a historical context examining the impact of society on the development of higher education. Introduces the student to current issues in American higher education. 3 credits.
Prerequisite: None

Offered at: OL

SPA 811. Curr Issues in Athlet Admin. (3 Credits)
this course is an in depth examination of contemporary issues and problems that exist in the sectors of interscholastic, intercollegiate, and professional sport programs. Topics such as legal liability, gender equity, fiscal management, sports marketing, facility management, personnel management, and event scheduling are covered. 3 credits.
Prerequisite: None

SPA 815. Research Methods. (3 Credits)
examines the research tools available to design, implement and evaluate the formal study of the educational process in order to conduct research. The course includes the study of descriptive and experimental research methods, basic statistical methods as well as techniques of literature review and report writing, that is, the reporting of research. Students completing this course should have a draft of the first three chapters for either a thesis or graduate seminar project. 3 credits
Prerequisite: None

Offered at: OL

SPA 820. American College Student. (3 Credits)
students from various generational, social, racial, ethnic, and religious backgrounds are entering college in ever increasing numbers. This course studies the impact these student have on the campus environment and the way in which the institution responds to its students. 3 credits.
Prerequisite: None

Offered at: OL

SPA 825. Student Programs & Assessment. (3 Credits)
this course examines the various aspects of program planning and specifically focuses on the role and practical application of assessment as an essential tool in an effective and comprehensive student affairs program. The Council for the Advancement of Standards (CAS) is discussed and utilized as a method of program evaluation. 3 credits.
Prerequisite: None

Offered at: OL

SPA 826. Organiz & Mange of Athlet Prog. (3 Credits)
a study of administration, philosophy, standards, policies, and procedures utilized in the implementation of intercollegiate and interscholastic sport programs. This course is a comprehensive investigation of leadership styles, organizational structure and operations, human resources management, budget preparation, facility and event management, governance structures, and risk management. 3 credits.
Prerequisite: None

Offered at: OL

SPA 830. Higher Education Admin. (3 Credits)
this course examines colleges and universities as organizations and the leadership and administration of this type of organization. Current theories of organizational behavior and governance will be reviewed applying this theory to real and hypothetical situations. 3 credits.
Prerequisite: None

Offered at: OL

SPA 831. Fiscal Iss in Athletic Admin. (3 Credits)
a comprehensive examination of principles in sport finance and economics and the impact of financial management on sport and facility business in athletic programs. This course will focus on the concepts of resource acquisition and financial management and the application of strategies and procedures for budget development and management, fund raising, sport income and expenditures, and risk/return of investment. 3 credits.
Prerequisite: None

SPA 835. Legal Issues in Ed Administrat. (3 Credits)
this course surveys legal issues arising from the relationship between public and private colleges and universities and their governing boards, administrators, faculty, student affairs staff, and governmental bodies. Students explore higher education law, the role of law on campus, and the relationship between the law and the work in student affairs and athletics. 3 credits.
Prerequisite: None

SPA 859. Event Manag in Athletics. (1 Credit)
this course provides students with an opportunity to apply practical knowledge, skills, and attitudes developed during their academic preparation. It is also aimed at helping students gain valuable experience in problem solving and management of athletic events. 1 credit.
Prerequisite: None

SPA 861. Current Topics in:. (1 Credit)
The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.
Prerequisite: None

SPA 862. Current Topics in:. (1 Credit)
The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.
Prerequisite: None

SPA 863. Current Topics in:. (1 Credit)
The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.
Prerequisite: None

Offered at: OL

SPA 864. Current Topics in:. (1 Credit)
The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.
Prerequisite: None

Offered at: OL

SPA 865. Current Topics in:. (1 Credit)
The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.
Prerequisite: None

SPA 866. Current Topics in:. (1 Credit)
The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.
Prerequisite: None

SPA 867. Current Topics in:. (1 Credit)
The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.
Prerequisite: None

SPA 868. Current Topics in:. (1 Credit)
The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.
Prerequisite: None

SPA 869. Current Topics in:. (1 Credit)
The Council for the Advancement of Standards in Higher Education (CAS) recognizes 45 functional areas within the field of student affairs. The SPAHE program requires the student to take 3 one credit courses in Current Topics in Student Affairs, which allows the program to meet student interests in a specific functional area of student affairs, quickly address contemporary hot topics in the field, and/or explore topics/issues in greater detail than can be accomplished by a general curriculum.
Prerequisite: None

SPA 896. Internship I. (3 Credits)
provides the opportunity to relate student personnel administrative theory to the applied student service profession. Placement will be made in an appropriate student service setting
Prerequisite: None

SPA 897. Internship II. (3 Credits)
provides the opportunity to relate student personnel administrative theory to the applied student service profession. Placement will be made in an appropriate student service setting
Prerequisite: None

SPA 898. Internship III. (3 Credits)
this course provides the opportunity to relate student personnel administrative theory to the applied student service profession. Placement will be made in an appropriate student service setting. A minimum of 150 hours per internship is required. 3 credits.
Prerequisite: None

SPA 900. Thesis Completion Seminar. (3 Credits)
the student works under the supervision of his/her advisor to complete the thesis begun during the Educational Research Methods course. Upon completion of the thesis, the Oral Defense of the study findings is scheduled with the Chair of the Thesis Committee. 3 credits.
Prerequisite: None

SPA 901. Capstone Colloquium. (3 Credits)
this course provides an opportunity to examine a range of problems in student personnel administration. Work will be structured to meet individual needs and problems of participants. 3 credits.
Prerequisite: None

SPA 902. Portfolio. (0 Credits)
A purposeful collection of student work that exhibits and shows evidence of the student's efforts, progress and achievements in the formal and informal coursework of the SPAHE program as it relates to the program's learning outcomes. Throughout the program, each students should accumulate artifacts that attest to the student's growth and development (outcome) during the time the student has been in the program.
Prerequisite: None

Offered at: OL

FACULTY

A

Adams-Qualls, Lisa
Assistant Professor of Social Work
Ph D, Capella University; BS, Tennessee State University; Other, University of Kentucky

Alfonsi, Elizabeth
Assistant Professor of Physical Therapy
DPT, BS, Marquette University
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MA, Concordia University Chicago; BS, Concordia University Nebraska
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Altevogt, Brian
Professor of Music
DMA, University of Michigan
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DNP, ; MS, UW-Oshkosh; BS, UW-Eau Claire; BSN, Alverno College; Other, CUW
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Dean
Ph D, MS, Other, University of Nebraska Medical Center
At Concordia since 2008

Arnholt, Philip J
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Ph D, University of Nebraska; MS, Eastern Illinois university
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B

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Ph D, Auburn University; BS, University of Montevallo
At Concordia since 2008

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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
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Department Chair
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Baum, Jon
Professor of Mathematics
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Ph D, University of Wisconsin Milwaukee; MS, MBA, Marquette University; BS, Valparaiso University
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Ph D, BS, University of Illinois at Urbana-Champaign
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Other, Drake University
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Berger, Gisela
Ph D, University of Maryland-College Park

Berrios Barillas, Reivian
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Ph D, MPT, BA, Marquette University; DPT, University of St. Augustine
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Ph D, Northwestern University; BS, Carroll College
At Concordia since 2008

Bloedow, Mark E
Assistant Professor of Music
MM, Concordia University Wisconsin; BME, University of Wisconsin--Oshkosh
At Concordia since 2016

Boonenberg, John

Assistant Professor of Music
DMA, University of Michigan; MM, The Juilliard School; BM, The University of Michigan
At Concordia since 2017

Borst, Michael J
Associate Professor of Occupational Therapy
OTD, Rocky Mountain University of Health Professions; MS, Western Michigan University; BA, Calvin College
At Concordia since 2007

Borys, Douglas J
Professor of Pharmaceutical & Admin Sci
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Bowman, Christine
Assistant Professor of Occupational Therapy
MS, Duquesne University; BS, Syracuse University
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Associate Professor of Quantitative Business
Ph D, Benedictine University; MBA, Emory University; BBA, Georgia College & State University
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Associate Dean
Pharm D, BS, University of Wisconsin-Madison; Other, VAMC - William S. Middleton Veterans Hospital and Clinics
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Bryant, Emily E
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At Concordia since 2017

Buckley, Elizabeth
Associate Professor of Pharmacy-Practice
Pharm D, BS, University of Wisconsin Madison
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Bunyan, Sheri L
Assistant Professor of Physical Therapy
BS, Northern Michigan University; Other, Marquette University; Other, St. Catherine University
At Concordia since 2009

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Department Chair
Ph D, University of Tennessee; MS, Columbia University; MS, Duquesne University; BA, Rutgers University
At Concordia since 2011

C

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MFA, City University of New York
At Concordia since 2017

Canapa, Sally
Ph D, University of Wisconsin Milwaukee
At Concordia since 1990

Cario, William
Professor of History
Provost
Ph D, MA, New York University; BA, Concordia Teachers' College
At Concordia since 1990

Castillo, Uvidelio F
Assistant Professor of Pharmaceutical & Admin Sci
Ph D, Nagoya University; MS, Universidad de Los Andes Mérida; BS, Colorado State University; Other, Plant Sciences, Montana State University
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MS, University of Wisconsin Milwaukee; BSN, University of Wisconsin Madison
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Chlebos, Daniel
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Cunningham, Christopher W
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Ph D, BS, University of Maryland; Other, University of Kansas Department of Medicinal Chemistry and Specialized Chemistry Center
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Curry, Brian
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D

Daugherty, Ryan
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DSW, Aurora University

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Professor of Philosophy
At Concordia since 1999

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CELT Director
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President
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Ferry, Tamara

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Gerke, Dale
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Ph D, Illinois State University; MA, Bradley University; BA, Taylor University

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Department Chair
Ph D, MA, Western Michigan University; BA, University of Minnesota-Duluth
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H

Haendel, Angela D
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At Concordia since 2015

Halsell, Kristin S
MS, Philadelphia College of Osteopathic Medicine; BS, Smith College

Harries, Brian J
Associate Professor of English
Ph D, MA, BA, University of Kansas
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Harris, Kenneth E
Ph D, Marian University; Other, Cornell University
At Concordia since 2017

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EDD, MA, Other, Eastern Michigan University
At Concordia since 2016

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DPT, MS, Rosalind Franklin University of Medicine and Science; BS, University of Wisconsin - Madison
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Heinitz, Jan
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Ph D, Marquette University; MS, Central Missouri State University; BS, Concordia University
At Concordia since 1986

Hendrix, Steve
Assistant Professor of Social Science
BA, MidAmerica Nazarene University; Other, University of Oklahoma; Other, Nazarene Theological Seminary
At Concordia since 2018

Hensel, Linda
Professor of Education-Special
Department Chair
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Ph D, University of Michigan; MA, University of Alabama; BA, University of Southern Mississippi
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Holtan, Sarah
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Department Chair
Ph D, Marquette University; MS, Concordia University Wisconsin; BA, Augsburg College; Other, CUS
At Concordia since 2006

Hopkins, Theodore J
Assistant Professor of Theology
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

Hurtienne, Matthew
Associate Professor of Qualitative Business
Associate Dean
Ph D, Colorado State University; MS, Norwich University; BS, Southern Illinois University; Other, Online Learning Consortium
At Concordia since 2017

J

Jacobsen, Joseph J
Professor of Quantitative Business
Ph D, Marquette University; MBA, BA, CUW; Other, Wisconsin Technical College System; Other, Milwaukee School of Engineering; Other, MATC
At Concordia since 2015

Jahns, Sandra
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
MS, Other, State University New York: Upstate Medical University; BS, South Dakota State University
At Concordia since 2006

Jones, Karen B
Assistant Professor of Mathematics
EdS, MA, University of Michigan; BA, Concordia College Ann Arbor
At Concordia since 2005

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

Juliane, Chreston

K

Kabara, Pollyanna
Assistant Professor of Physician Assistant
Program Director
MS, Finch University of Health Sciences; BA, University of Wisconsin- La Crosse; Other, CU-Portland
At Concordia since 2013

Kannass, Kathleen N
Professor of Education-Graduate
Ph D, The University of Iowa; BS, Carroll University

Kazik, Jacqueline C
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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, Other, University of Wisconsin - Milwaukee; Other, Milwaukee Public Television; Other, Milwaukee Institute of Art & Design
At Concordia since 1998

King, Theodore I
Professor of Rehabilitation Science
Department Chair
Ph D, BS, Michigan State University; MS, Midwest College of Oriental Medicine; MS, MA, Other, Western Michigan University

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Kittleman, Joshua
Assistant Professor of Family Life
MS, Concordia University Nebraska; BA, Concordia University Ann Arbor
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Koeferl, Sara E
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Kolander, Kurt D
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Kopp, Mary L
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Korte, Don
Professor of Life and Earth Sciences
Ph D, University of Tennessee Center for the Health Sciences; MS, Murray State University; BS, College of William and Mary; Other, Concordia University Wisconsin
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Kostrzewa, Audrey B
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Kreiger, Georgia
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L

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Laverick, Erin
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Program Director
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Department Chair
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Litman, Michael B
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Ph D, Saybrook Univeristy; MA, East Carolina University; BS, Eastern Michigan University
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M

Mac Kelly, Matthew
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Macafee, Timothy
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Ph D, University of Wyoming; MS, Ball State University; BS, Valparaiso University
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MD, Tartu University, Estonia
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Ph D, Virginia Commonwealth University; BS, University of Michigan
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Associate Professor of Pharmaceutical & Admin Sci
Ph D, BS, University of Windsor; Other, Everblue Training LLC; Other, University of Western Ontario; Other, University of Wisconsin - Madison
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McKinnis, Michael S
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Ph D, BA, University of Michigan; BSN, Johns Hopkins University; Other, Johns Hopkins Bloomberg School of Public Health
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McMillan, William
Professor of Computer Science
Ph D, Case Western Reserve Univesity; MS, MA, Case Western Reserve University; MBA, Wayne State University; BA, Cleveland State University
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Meell, Marilyn A
Associate Professor of Education-Graduate
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At Concordia since 2015

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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

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
Associate 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

Moeser, Elliott L
Associate Professor of Education-Graduate
Program Director
Ph D, University of Minnesota-Twin Cities; MA, University of Wisconsin - River Falls; BA, Midland Lutheran College
At Concordia since 2014

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MA, Northwestern University; M Div, Other, Concordia Theological Seminary; BA, Martin Luther College
At Concordia since 2018

Montreal, Steven R
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Dean
Ph D, University Wisconsin - Milwaukee; MA, Mankato State University; BA, University of Wisconsin - Green Bay
At Concordia since 1995

Mosemann, Brian M
Assistant Professor of Theology
Other, Concordia Seminary
At Concordia since 2010

Mucino, Gabriel
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MA, Marquette University
At Concordia since 2010

Mudge, Ronald
Associate Professor of Theology
Program Director
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At Concordia since 2007

Mueller, Lois
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At Concordia since 1978

Mueller, Robert
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Pharm D, BA, University of Minnesota; Other, Froedtert Hospital
At Concordia since 2013

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ThD, University of Tuebingen; BA, Concordia University Chicago; Other, Concordia Seminary
At Concordia since 2014

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At Concordia since 2006

N

Neal, Timothy
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Department Chair
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At Concordia since 2009

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At Concordia since 2012

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DOT, Concordia University of Wisconsin
At Concordia since 2018

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MFA, Vermont College of Fine Arts; MA, Art Academy of Cincinnati; BA, Eastern Michigan University; BA, Hillsdale College
At Concordia since 2007

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At Concordia since 2015

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At Concordia since 1996

Paly, Elizabeth L
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At Concordia since 2013

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Assistant Professor of Pharmacy-Practice
Pharm D, BS, University of Wisconsin; MBA, Concordia University Wisconsin (Anticipated); Other, Providence Health Care, Sacred Heart Medical Center; Other, Aurora Health Care, St. Luke's Medical Center
At Concordia since 2012

Parrish, Stephen E
Professor of Philosophy
Ph D, MA, Wayne State University; BS, Eastern Michigan University; Other, The University of Michigan; Other, Schoolcraft College
At Concordia since 1999

Parve, Julie
Associate Professor of Nursing-Grad
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DNP, Maryville University; MS, Wayne State University; MS, BSN, University of Windsor
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
- photo
- class standing and class schedules
- previous institution(s) attended
- major field of study
- awards
- honors (including Dean's List)
- degree(s) conferred (including date)
- past and present participation in official recorded sports activities
- physical factors (height, weight of athletes)
- date and place of birth

The Act provides the student the right to file with the U.S. Department of Education a complaint concerning alleged failures by the education institution to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office - U.S. Department of Education
600 Independence Avenue, SW - Washington, DC 20202-4605

Public Notice Designating Directory Information

Concordia University Wisconsin hereby designates the following categories of student information as public or “Directory Information.” Such information may be disclosed by the institution for any purpose, at its discretion.

Category I

Name, address, telephone number, dates of attendance, class, photos and class schedules.

Category II

Previous institution(s) attended, major field of study, awards, honors (includes Dean’s List), degree(s) conferred (including dates).

Category III

Past and present participation in officially recorded sports and activities, physical factors (height, weight of athletes), date and place of birth.

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974. To withhold disclosure, written notification must be received in the Office of the Registrar prior to the fifth class day of each academic year. Forms requesting the withholding of Directory Information are available in the Office of the Registrar.

Concordia University Wisconsin assumes that failure on the part of any student to specifically request the withholding of categories of Directory Information indicates individual approval for disclosure.

Jeanne Clery Campus Safety and Campus Crime Report

The safety of all members of our campus community is a high priority at Concordia University Wisconsin. Become an informed member of our campus community to protect yourself and welcome visitors.

A copy of Concordia University's annual campus security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by the University; and on public property within, or immediately adjacent to and accessible from the campus. This report also includes institutional policies concerning campus security/safety, such as alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters.

You may obtain a copy of this report through any one of the means listed below by contacting the Student Life Office of Concordia University requesting either a written copy or an electronic copy (sent via e-mail).

US Mail:
Concordia University Wisconsin - Student Life Office
12800 North Lake Shore Drive - Mequon, WI 53097
E-mail: student.life@cuw.edu

Location: Luther Hall, Room 127 (above address)

Grievance Procedure

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

Non-Discrimination Policies

Concordia University Wisconsin admits qualified students of any age, sex, race, color, national or ethnic origin, physical or mental conditions, or developmental disability, to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Concordia University Wisconsin does not discriminate on the basis of race, color, national or ethnic origin, age, sex, physical or mental condition, or developmental disability in the administration of its admission policies, education policies, scholarship and loan programs, athletic and extra-curricular programs or other school-administered programs. Concordia University does not discriminate on the basis of handicap. (c.f. Section 504 of the Rehabilitation Act of 1973).

Title IV

Concordia University fully subscribes to all Federal and State civil rights laws banning discrimination for private, church-affiliated institutions of higher education. CU will not discriminate against any employee, applicant for employment, student or applicant on the basis of race, color, sex, pregnancy, national origin (including ancestry), citizenship status, physical or mental disability, age, marital status, gender, veteran or military status, predisposing genetic characteristics, domestic violence victim status, or any other protected category under applicable local, State or Federal law.

A pamphlet summarizing CU's policy and procedures relating to sexual harassment and gender discrimination, and a full explanation of the policy, which includes a list of University staff members who can help, can be found at: www.cuw.edu/consumerinformation

Weapons Prohibited

All persons are prohibited from possessing or carrying a firearm, ammunition or weapons of any kind, as determined in CU's sole discretion, regardless of whether the person has a permit to carry a firearm. Any employee, faculty, student or other representative of the University who violates this policy shall be notified of the violation and subject to disciplinary action, up to and including termination or expulsion.

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